Growing and Developing Healthy Relationships website

2018-2019 Annual Report

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Department of Health WA

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Contents

Executive summary

Growing and Developing Healthy Relationships (GDHR) is a long standing education resource that provides support for schools in delivering comprehensive Relationships and Sexuality Education (RSE). The website offers lessons plans, teaching strategies, background teacher notes, frequently asked questions, professional development opportunities and links to other resources. It is managed by the Sexual Health and Blood-borne Virus Program, Communicable Disease Control Directorate.

A panel of writers were engaged in 2018 to trial the current lesson plans and provide feedback on how to improve the lessons plans and website user experience. The panel provided adaptations to the lessons for different student demographics and created assessment tasks for each year group.

New lesson plans were written to accompany the Get the Facts youth videos on sexting, sex and the media, condom use, pornography and puberty. Resources for Culturally and Linguistically Diverse students were also drafted. A number of teaching background notes and lesson plans were updated and new images were added throughout the site.

Google analytics summary:
- 79,905 users this financial year (increase of 8,718 from last financial year)
- 45% of all users were from Australia followed by 19% from the United States and 7% from the Philippines.
- 34% of all Australian users were from Western Australia, exceeding the Business Plan target by 9%.
- Western Australian users – Perth (11,522), Mandurah (309), Bunbury (184), Geraldton (153), Albany (90), Busselton (55), Kalgoorlie (52), Rockingham (3), Singleton (2).
- 81.6% of users entered the site by a search engine, 14.3% by using the direct URL and 0.7% via social media.
- 67.7% of users access GDHR via desktop, 27.7% via mobile, 4.7% via tablet.
- Most viewed pages included: Year 5: Reproductive systems; Background teacher note: Health promoting schools framework; Year 1: Identifying personal strengths; Frequently asked question: Is porn – real or fake?

Curtin University are contracted by the Department of Health to deliver RSE training to pre-service and in-service teachers. The GDHR resource was promoted through Curtin's undergraduate courses, professional development workshops and RSE symposium. It was also promoted at a number of workshops and conferences by the Senior Policy Officer for Schools. Promotional flyers and samples of other Department of Health schools resources were sent to all Western Australian schools at the end of 2018 ready for planning for the following school year.

Future plans for the development of GDHR include:
- site enhancements to improve navigation and accessibility to current resources
- improvements to lesson plans in line with feedback from the Panel of Writers
- peer review and trialling of new content such as the Culturally and Linguistically Diverse resources
- collaborations with Child and Adolescent Community Health to engage with school health nurses and their role in delivering RSE.

1. Introduction

High-quality school-based Relationships and Sexuality Education (RSE) is a priority public health strategy for the Western Australian Department of Health (DoH) and forms part of a comprehensive approach to the prevention of sexually transmissible infections and unplanned pregnancies in young people. _Growing and Developing Healthy Relationships_ (GDHR) is a long-standing education resource that provides support for schools in RSE. It is funded by the DoH and managed by the Sexual Health and Blood-Borne Virus Program (SHBBVP).

1.1 Statement of purpose

GDHR learning materials have been designed to support WA teachers, principals, community health nurses and the wider school community in primary and secondary school settings to feel confident and comfortable in delivering comprehensive relationships and sexuality education (RSE). This resource has been developed in line with the World Health Organisation's Health Promoting Schools Framework which encourages a whole school approach to addressing health issues. GDHR is specifically designed to meet the needs of Western Australian students and can be easily adapted for use in other settings.

GDHR is up to date, evidence-informed and aligned to the WA curriculum. It uses a strengths-based approach to enable students to make healthy, safe and active decisions. GDHR explores personal identities, emotions and values in real-life contexts to develop resilience and decision-making skills. Health literacy is central to the resource, with critical analysis skills being seen as vital to help young people understand and respond to the influential health messages they are presented with in society, in the media and online.

GDHR outlines what to teach, when to teach it and how to teach it. Catering for beginning teachers to experienced specialists, GDHR offers:
• scaffolded lesson plans for Kindergarten to Year 10
• innovative teaching strategies
• comprehensive background teacher notes
• diagrams/videos/activity sheets
• supportive professional development opportunities
• links to books, research articles, websites and other useful resources

Students' knowledge, attitudes, values and skills are developed through the topic areas:
• growing bodies
• emotional wellbeing
• respectful relationships
• health literacy
• diversity
• staying safe

2. Governance

The GDHR Advisory Group, formed in 2018, provides a partnership approach to the future development and sustainability of the GDHR resource to ensure that the content and functionality is evidence-based and informed by industry experts.

2.1   Advisory Group members

The Advisory Group consists of representatives from:

- Department of Education (DoE)
- School Curriculum and Standards Authority (SCSA)
- Association of Independent Schools Western Australia (AISWA)
- Sexual Health Quarters (SHQ)
- Curtin University
- Australian Research Centre for Sex, Health and Society, La Trobe University (ARCSHS)
- University of New South Wales (UNSW)

2.2   Advisory Group objectives and scope

The GHDR Advisory Group objectives and scope is outlined in the Terms of Reference (Appendix 1).

2.3   Advisory Group meetings

The GDHR Advisory Group meets biannually. The first meeting for the financial year was held on 29 November 2018 and consisted of:
- a review of the Action Plan progress
- presentation of the 2017-2018 report
- presentation on the progress of the Term 3 lesson trails and panel of reviewers/writers feedback
- discussion a potential content review process.

On 2 May 2019 the Advisory Group took part in a round table discussion on the development of a WA report based on the *National Survey of Secondary Students and Sexual Health 2018.* Representatives from School Drug Education and Road Awareness, Youth Council of Western Australia, Child and Adolescent Health – Community Health, Sexuality Education and Counselling and Consultancy Agency and WA Sexual Health and Blood-borne Virus Applied Research and Evaluation Network, Inclusive Education WA also attended this meeting to help shape the WA report and the application of the data.

2 Content

2.4 Learning activities

The current lesson plans for each year group are listed below and are mapped to the topic areas that are covered in the Health and Physical Education Scope and Sequence of the WA Curriculum. New and updated content is highlighted in grey.

Primary school

Primary school — Learning activities (New/updated learning activities = shaded grey)	Diversity	Emotional Wellbeing	Growing Bodies	Health Literacy	Respectful Relationships	Staying Safe
Pre-Primary						
Identifying feelings		X				
My achievements and strengths		X				
Different bodies			X			
Public vs private body parts			X			
My body inside and out			X			X
Tips for making friends					X	
Year 1						
Coping strategies		X				
Identifying personal strengths		X				
My milestones – birth to now			X			
Families may change				X	X	
Appreciating friendships					X	
Year 2						
We are all different	X					
Our own firsts		X				
Managing family change				X	X	
Good playing skills					X	
Reading emotions in others					X	
Year 3						
Understanding discrimination	X					
My life from birth to now		X				
Resilience		X				
Dealing with disagreements					X	
How to help someone being bullied					X	
Year 4						
Managing emotions		X				
Responding to challenging situations		X				
Self-protecting against bullying		X				
Strategies to manage change		X				
Messages about body image			X			
Building good relationships				X		
Online vs face-to-face communication					X	X
Year 5						
Reproductive systems			X			
Changes in relationships					X	
Understanding influences in behaviour					X	
Safety first						X
Year 6						
Puberty – managing change and transition		X				
Puberty kits			X			
Analysing health related websites and apps				X		
Peer influence					X	
Reproductive systems revision		X	X			

High school

High school — Learning activities (New/updated learning activities = shaded grey)	Diversity	Emotional Literacy	Growing Bodies	Health Literacy	Respectful Relationships	Staying Safe
Year 7						
Menstruation and contraception			X			
Introduction to STIs and BBVs			X			X
Issues with online communication				X		X
Qualities of respectful relationships					X	
Laugh and learn videos – Puberty 1			X	X		
Laugh and learn videos – Puberty 2			X	X		
Year 8						
Pregnancy and birth		X	X			
Dealing with challenging times		X				
HPV vaccine				X		X
What's OK and what's not OK				X		
Choices and consequences						X
Laugh and learn videos – Puberty 1			X	X		
Laugh and learn videos – Puberty 2			X	X		
Year 9						
Body image	X	X				
Gender expectations	X					
Ready vs not ready (for sexual activity)					X	X
Respectful relationships online						X
Sexting						X
Sexual consent and the law						X
Year 10						
Health campaigns – sexual health				X		
Influence of the media				X		
Respectful vs disrespectful relationships					X	
Power to manage relationships					X	X
Benefits and risks of sexual activity						X
Sexual risk taking						X
Laugh and learn videos - condoms					X	X

2.5   Panel of writers

In 2018 an Expression of Interest was advertised to recruit current practising teachers to be part of a GDHR panel of writers. Twelve applications were received and 11 appointments made. The teachers were appointed from a range of primary and secondary settings, public and private schools and had experience in Culturally and Linguistically Diverse (CaLD), English as Additional Language/Dialect (EALD), Special Educational Needs (SEN), Intensive English Centres and delivering Health lessons in a Catholic setting. The panel were appointed to trial current GDHR lesson plans, provide feedback on the resources and website and write new content. Two of the panel members were unable to complete the deliverables and withdrew during the course of the year.

2.5.1   Lesson trial settings

Lesson trails took place during Term 3 and Term 4 of 2018 and Term 1 of 2019 in primary and secondary schools from North, East, West and South Metro locations. The schools were from range of socio-economic settings with Index of Community Socio Educational Advantage scores ranging from 856 - 1239 (benchmark ICSEA value = 1000). Two regional areas were approached to participate but were unable to complete the trials in the timeframe required.

Teachers were required to annotate the GDHR lesson plans prior to lesson delivery with adaptations required to suit the needs of their class and school setting. Annotations were also made upon completion of the lesson outlining any adaptations required during lesson delivery. Teachers also provided written feedback in a template that asked questions about lesson plan format, time allocations, student engagement, relevance to curriculum, suitability of activities and resources, and website navigation. Teachers were paid for their written feedback (a capped hourly rate in line with the SCSA curriculum writer rates) and schools were incentivised to participate with $150 towards their Health budget for each year group trialled.

2.5.2   Lesson trial feedback

A summary of the collated feedback has been included as Appendix 3. Teachers commented positively on the topics included on GDHR and the importance of covering these topics in class. They found the consistency of the site layout easy to follow once familiar and found the background teacher notes particularly useful. Suggestions for improvement included: the need to separate learning activities into 45min lesson plans; the need for clear key messaging; differentiation for lower literacy levels, CaLD and SEN students; trigger warnings; the updating of linked resources and improvements to website navigation. This feedback will be used to improve current lesson plans, site user experience and the development of new content. The feedback will be implemented throughout 2019-2020 after the completion of a major content management system upgrade.

2.5.3   Assessment tasks

After trialling the complete set of year group lesson plans, teachers created assessment tasks and marking keys to reflect the learning for each year group. The SCSA templates were used and feedback from the SCSA representative on the Advisory Group will be sought. The assessment tasks will be uploaded to the site after the content management system upgrade in 2019.

2.5.4   Culturally and Linguistically Diverse resources

A panel member with extensive experience teaching CaLD students in an Intensive English Centre was engaged to create a program of work for new migrant secondary school students from non-English speaking backgrounds. The aim of these resources is to provide an example of how to create a culturally sensitive program of work that meets the specific needs of young

people who have come from diverse backgrounds that may have little or no prior sexual health knowledge, have potential language barriers, different understandings of social norms and laws, and potential experiences of trauma. A program of 10 lessons has been drafted including content on anatomy and puberty, respectful relationships, consent and WA laws, safer sex, female genital modification, gender and sexual diversity, online communication and help seeking. This program will be peer reviewed, reviewed by the GDHR Advisory Group and trialled before being uploaded to the site.

2.6 Website updates

Regular maintenance updates to the site include:
- fixing broken links
- archiving outdated research articles and guidelines and uploading new versions
- listing professional development events and workshops and expiring outdated events
- regular update of carousel items to showcase events, new resources and research

2.6.1 Content development and updates

The following table outlines the content that has been updated or developed during 2018-2019

Website section	Updated content and rationale for changes
Dealing with disclosures (Essential information)	Current mandatory training and reporting updated and added links to DoE and AISWA training requirements.
Group agreement	Differentiated instructions and examples for younger and older students, photo examples added, updated terminology.
FAQ – Can tampons break a hymen?	Updated terminology and research based understanding of the hymen. Removed gendered language.
FAQ - Do the learning activities follow a scope and sequence? How are the learning activities organised?	Updated curriculum content and links.
FAQ - What is hepatitis?	New content written to reflect updates in treatment and cure.
FAQ - Is it normal for people to shave/wax pubic hair?	Removed gendered language.
The menstrual cycle (background teacher note)	Gendered language removed, added images, updated content on period management, added links to videos.
Gender diversity (background teacher note)	Outdated content – re-written to include current best practice terms and teaching guidance.
Intersex variations (background note)	New content written with teaching guidance and external links to resources and services. Expert feedback received from Inclusive Education and Intersex Human Rights Australia.
Special Education Needs (background note)	Gap identified by panel of writers – new content drafted and ready for Advisory Group feedback.
Youth video lesson plans	8 new lesson plans and an assessment task were written to accompany the Get the Facts youth campaign videos. 5 of

	the lesson plans and the assessment task have been peer reviewed and 3 of them have been uploaded to the website. The remaining lessons will be peer reviewed and uploaded in 2019 – 2020.
New teaching strategies	New teachings strategies added, images added and technology based ideas and links added.
Health promoting schools framework (HPSF)	A new image was created to show the HPSF and this is being added to each lesson plan with suggestions for how to engage the whole school and community in RSE.
WA Curriculum links	Currently being added to each lesson plan.
Agencies section	Restructured and moved for easier navigation (Google analytics previously showing fewer views as this section was difficult to navigate/find)
Reproductive systems – Year 5 lesson plan	Updated in line with panel of writers feedback. Teacher and student worksheet images updated to remove technical language and medical content that was too advanced for this stage.
Reproductive systems revision – Year 6 lesson plan	New lesson plan created from as revision from Year 5 to fill identified gap in Year 6 lessons.

Content updates have been written with guidance from relevant subject experts and Advisory Group members. These changes are recorded in a changes register and expired content is archived in the content management system on the website. A site map showing current website content has been included (Appendix 2).

3 Site maintenance

Permeance Technologies are contracted to provide the support and maintenance for the GDHR website. This includes:

- consulting services when recommendations are sought for updates to the site
- weekly broken links report generated by *LinkTiger*
- regular site updates and service pack upgrades as provided by software provider.

A major upgrade to the content management system took place during this financial year which was required due to the previous version no longer being supported. The upgrade required extensive acceptance testing, logging of errors and liaising with Permeance Technologies to complete which created significant delays in being able to implement the feedback from the Panel of Writers and upload new content.

4 GDHR emails

GDHR has a 'contact us' function that allows users to submit a question. The question is sent through to the GDHR administration email and responded to by the Senior Policy Officer for Schools. Expert content advice is sought where required and out of scope questions are referred on to appropriate services/departments. Emails and responses are saved and recorded in an email log. Emails in this financial year included the following topics:

- consent to get a tattoo/piercing at age 16 (3)
- updating links to external resources (3)
- out of scope questions (e.g.) personal medical advice (3)
- school health expo (1)
- pregnant minor – emancipation laws (1)
- request to reproduce GDHR content (1)
- puberty books for special needs students (1)
- request to attend training (1)
- requesting list of schools implementing GDHR (1)
- request for resources (1)
- professional development queries (1)
- request to be put on email list (1)
- guest speaker enquiries (1)
- courses for special needs students (1)

5 Google analytics

5.1 Users by year

- There were a total of 79,905 users in 2018-2019. This is an increase of 8,718 users from last financial year (Figure 1).
- 89.5% are new users which remains constant from the last financial year (Figure 1).
- The low returning visitor rate may be due to there being no way to identify actual 'new visitors' from return users on different devices or computers. Given that teachers may be using classroom computers, computer rooms, shared laptops and mobile devices, it is possible that they use different devices each time they log in. It may also be due to teachers printing off and keeping hard copies of the lesson plans and background notes from the GDHR site. This, however, poses the problem of teachers missing out on regular updates to the site.
- Strategies to increase the amount of return users continue to be considerations for the future planning for GDHR.
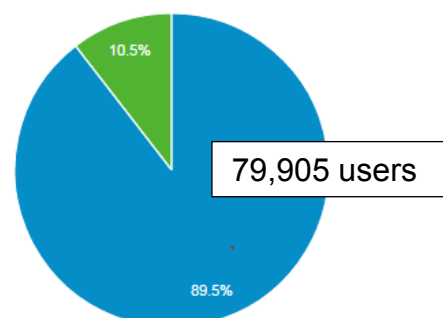
Figure 1

Users 2017 – 2018
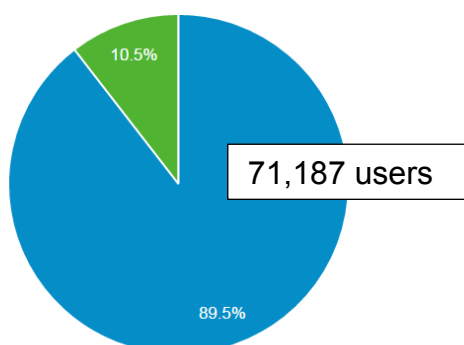
Users 2018 – 2019

5.2   Sessions by year

The following table shows the increase and decrease of sessions for the 2016–2017 and 2017–2018 financial years.

	2017-2018	2018-2019	Increase/ Decrease	Percentage change
Sessions	87,112	98,737	↑ 11625	↑13%
No. of sessions per user	1.23	1.24	↑0.01	↑0.8%
Page views	209,105	241,611	↑32,506	↑15%
Pages/session	2.40	2.45	↑0.05	↑2%
Av session duration	1:51min	1:58min	↑7min	↑6%
Bounce rate	74.38%	73.58%	↓0.8	↓1%

5.3   Users by month

- Usage falls in January, April, July and October which coincides with school holiday times. The greatest trough being in January in line with the 6 week summer holiday period (Figure 2).
- Usage peaks mid-week and falls on the weekends which is as expected given teachers will largely access the site during the working week.

Figure 2

Users across months 2018 – 2019 financial year
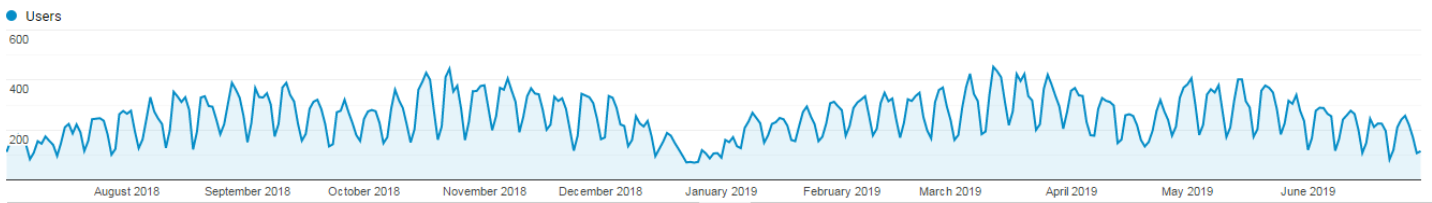
5.4   Users by time of day

Time of highest use is between 9am and noon, Monday to Thursday which is in line with school hours and teachers preparing for the school day. Some deviations may be due to interstate and international users (Figure 3).

5.5   Browser use

The most commonly used browser is Chrome (57%) followed by Safari (21%) and Internet Explorer (8%) (Figure 4).

Figure 4

Browser use 2018 – 2019

		79,905 % of Total: 100.00% (79,905)
1.	Chrome	**45,929** (57.33%)
2.	Safari	**17,204** (21.48%)
3.	Internet Explorer	**6,314** (7.88%)
4.	Edge	**3,272** (4.08%)
5.	Firefox	**2,980** (3.72%)
6.	Samsung Internet	**1,262** (1.58%)
7.	Opera Mini	**1,065** (1.33%)
8.	Android Webview	**595** (0.74%)
9.	Opera	**510** (0.64%)
10.	UC Browser	**440** (0.55%)

5.6   Geography

45% of users were from Australia (n=36,021), 19% were from the United States and 7% from the Philippines. This is a 3.74% decrease in Australian users from last financial year (Figure 5).

Figure 5

Users by country 2017 – 2018

			71,187 % of Total: 100.00% (71,187)
1.		Australia	**34,697** (48.86%)
2.		United States	**11,261** (15.86%)
3.		India	**4,381** (6.17%)
4.		United Kingdom	**3,312** (4.66%)
5.		Philippines	**3,034** (4.27%)
6.		Canada	**1,792** (2.52%)
7.		South Africa	**1,118** (1.57%)
8.		Nigeria	**882** (1.24%)
9.		Malaysia	**611** (0.86%)
10.		Indonesia	**575** (0.81%)

Users by country 2018 – 2019

			79,905 % of Total: 100.00% (79,905)
1.		Australia	**36,021** (45.12%)
2.		United States	**15,413** (19.31%)
3.		Philippines	**5,391** (6.75%)
4.		India	**4,436** (5.56%)
5.		United Kingdom	**3,754** (4.70%)
6.		Canada	**2,019** (2.53%)
7.		South Africa	**1,033** (1.29%)
8.		Nigeria	**723** (0.91%)
9.		Malaysia	**671** (0.84%)
10.		New Zealand	**592** (0.74%)

49% of sessions were from Australia, 17% from United States and 6% from the Philippines. In 2017 – 2018, 55% of all sessions were from Australia followed by 14% from the United States and 5% from India (Figure 6).

Figure 6

Sessions by country 2017 – 2018

	Country	Sessions ▼ ↓
		87,112 % of Total: 100.00% (87,112)
1.	Australia	47,627
2.	United States	11,872
3.	India	4,676
4.	United Kingdom	3,617
5.	Philippines	3,475
6.	Canada	1,954
7.	South Africa	1,208
8.	Nigeria	973
9.	Indonesia	743
10.	Malaysia	729

Sessions by country 2018 – 2019

	Country	Sessions ▼ ↓
		98,737 % of Total: 100.00% (98,737)
1.	Australia	48,716
2.	United States	16,993
3.	Philippines	6,242
4.	India	5,925
5.	United Kingdom	4,087
6.	Canada	2,212
7.	South Africa	1,112
8.	Malaysia	836
9.	Nigeria	780
10.	Indonesia	734

34% of Australian users (n=12,433) and sessions (n=19,068) were from Western Australia (Figure 7 and 8). This exceeds the original target set in Website Business Plan 2010 by 9%.

Figure 7

Users by state		2017 – 2018	2018 – 2019
		34,697 % of Total: 48.74% (71,187)	**36,021** % of Total: 45.08% (79,905)
1.	Western Australia	12,277	12,433
2.	New South Wales	9,418	9,203
3.	Victoria	5,558	6,499
4.	Queensland	4,668	4,801
5.	South Australia	1,990	2,116
6.	Australian Capital Territory	572	494
7.	Tasmania	362	435
8.	Northern Territory	210	182
9.	(not set)	9	17

Figure 8

Sessions by state	2017 – 2018	2018 – 2019
	47,627 % of Total: 54.67% (87,112)	**48,716** % of Total: 49.34% (98,737)
1. Western Australia	18,716	19,068
2. New South Wales	11,893	11,304
3. Victoria	6,977	7,967
4. Queensland	5,988	6,264
5. South Australia	2,557	2,707
6. Australian Capital Territory	724	598
7. Tasmania	458	544
8. Northern Territory	300	245
9. (not set)	14	19

36% of Australian users and sessions were from Perth followed by Sydney (20%) and Melbourne (15%) (Figure 9 and 10).

Figure 9

Users by city 2017 - 2018

1.	Perth	36.34%
2.	Sydney	21.82%
3.	Melbourne	13.33%
4.	Brisbane	9.13%
5.	Adelaide	5.11%
6.	Canberra	1.52%
7.	Gold Coast	1.30%
8.	(not set)	1.01%
9.	Mandurah	0.88%
10.	Cairns	0.72%

Users by city 2018 – 2019

1.	Perth	36.08%
2.	Sydney	20.43%
3.	Melbourne	14.97%
4.	Brisbane	9.92%
5.	Adelaide	5.27%
6.	(not set)	1.54%
7.	Canberra	1.23%
8.	Gold Coast	0.91%
9.	Hobart	0.84%
10.	Mandurah	0.81%

Figure 10

Sessions by city 2017 - 2018		Sessions by city 2018 – 2019	
	47,627 % of Total: 54.67% (87,112)		**48,716** % of Total: 49.34% (98,737)
1. Perth	17,308	1. Perth	17,578
2. Sydney	10,394	2. Sydney	9,954
3. Melbourne	6,348	3. Melbourne	7,293
4. Brisbane	4,349	4. Brisbane	4,834
5. Adelaide	2,435	5. Adelaide	2,568
6. Canberra	724	6. (not set)	748
7. Gold Coast	619	7. Canberra	597
8. (not set)	481	8. Gold Coast	444
9. Mandurah	417	9. Hobart	410
10. Bunbury	375	10. Mandurah	396

In Western Australia, Perth had the most users (11,522 users) followed by Mandurah (309 users), Bunbury (184 users), Geraldton (153 users), Albany (90 users), Busselton (55 users), Kalgoorlie-Boulder (52 Users), (Figure 11). From the last financial year, there have been increased users and sessions in Perth, Busselton, Rockingham, Singleton and a significant increase in users in Kalgoorlie. There has been a decrease in users from Mandurah and Bunbury.

Figure 11

Users by Western Australian location

Location	2017 - 2018		2018-2019	
	Users	Rank (Worldwide)	Users	Rank (Worldwide)
Perth	11,265	1	11,522	1
Mandurah	331	18	309	10
Bunbury	225	33	184	13
Geraldton	155	48	153	17
Albany	89	80	90	23
Busselton	43	138	55	27
Kalgoorlie-Boulder	23	225	52	28
Rockingham	-	-	3	86
Singleton	-	-	2	89

Figure 12

Sessions per Western Australian location

Location	2017 - 2018		2018 – 2019	
	Sessions	Rank (Worldwide)	Sessions	Rank (Worldwide)
Perth	17,308	1	17,578	1
Mandurah	417	15	396	10
Bunbury	375	18	265	13
Geraldton	265	31	222	15
Albany	108	75	114	22
Busselton	51	138	91	25
Kalgoorlie- Boulder	25	225	60	29
Rockingham	-	-	3	86
Singleton	-	-	2	89

5.7 Acquisition

81.6% of users entered the site by a search engine, 14.3% by using the direct URL, 3.4% by referral and 0.7% via social media. This remains consistent from the last financial year (Figure 13). With the main acquisition being via search engine, detailed tagging of content is vital to ensure GDHR remains in the top hits of searches.

Figure 13

Acquisition 2017 – 2018   2018 – 2019
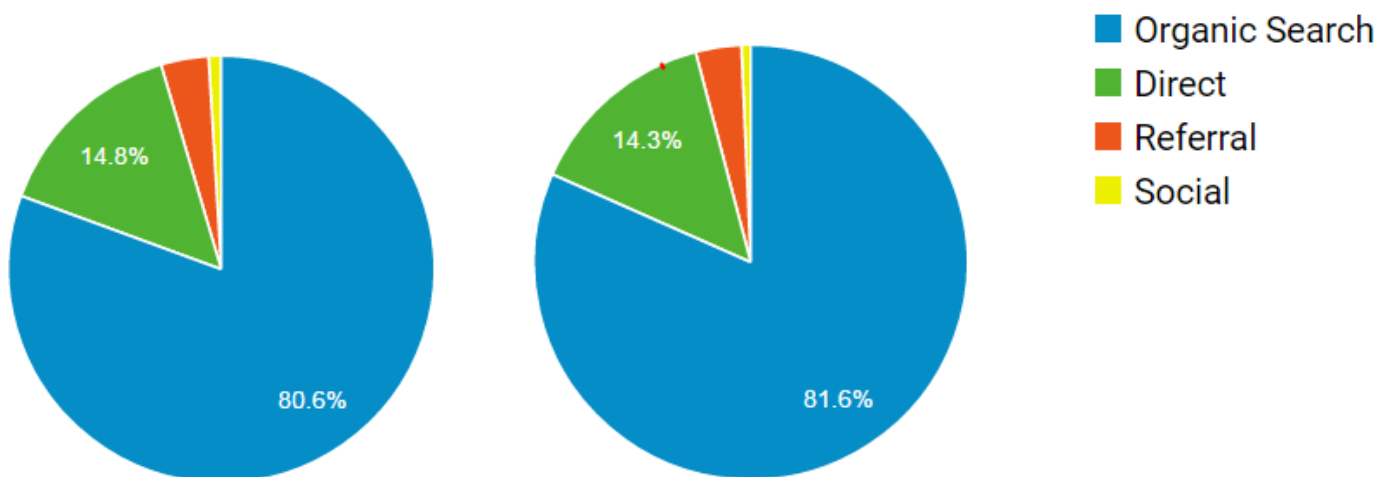
5.8   Devices

67.7% of users access GDHR via desktop computer. This is as expected given the audience is largely teachers who access the site in their classrooms however there has been 6.4% increase in users accessing GDHR via mobile phone (Figure 14). This will be taken into consideration for future website design and functionality.

Figure 14

Session by device 201 – 2018

Session by device 2018 – 2019

Desktop	Mobile	Tablet
73.7%	20.4%	5.9%

Desktop	Mobile	Tablet
67.7%	27.7%	4.7%
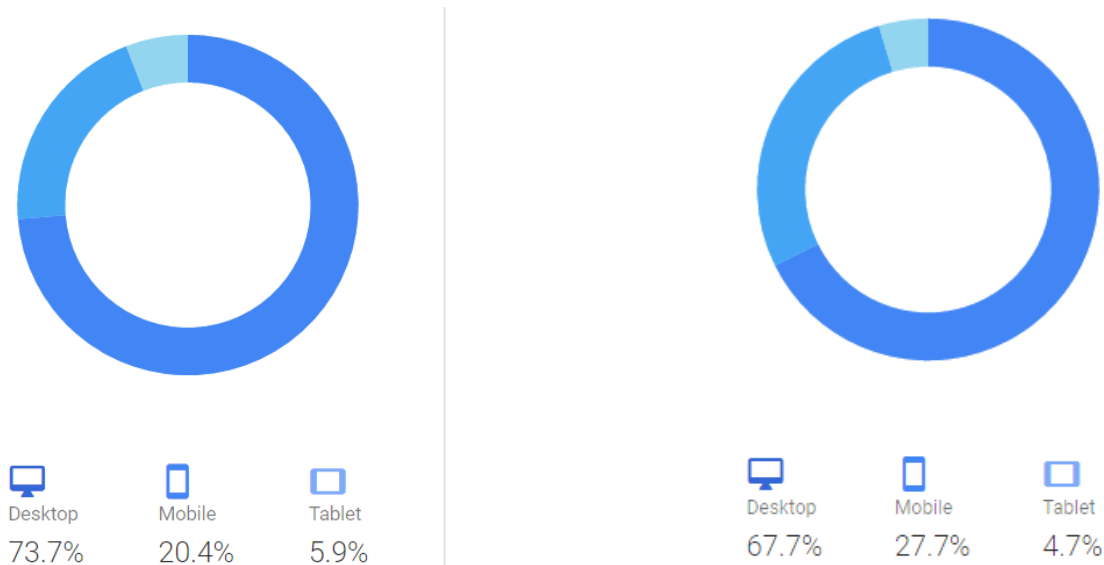
5.9   Most viewed pages

- The Year 5 lesson plan on *Reproductive systems* had the most views this year (increase of 3120 views) with the Year 1 lesson plan on *Identifying personal strengths* also receiving a high hit rate (increase of 3019 views). The increase in *Reproductive systems* lesson plan may be due to its updated layout and content and the increased promotion of GDHR to school nurses this year (as this is a topic often facilitated by school nurses).
- The background teacher notes continue to be highly utilised with *Health Promoting Schools Framework, Media and body image* and *Protective behaviours* remaining the most frequently visited pages.
- The frequently asked question (FAQ), *Is porn real or fake?* continues to have high views. *When is an image classed as being sexually explicit?* has increased in views from 1,839 to 4,229 which may be due to the change in image abuse laws and attention in the media and research.
- There has been a significant increase (↑1052 views) in views on the *Teaching RSE* page and WA Agencies list (↑452 views). The WA Health curriculum was mandated in 2017 which may contribute to the increase in views of these pages. The agencies section was also restructured and moved for easier user access.

Figure 1

GDHR most visited pages (excluding landing pages)

	2017 – 2018	2018 – 2019
1	Background teacher note - Body image (9,887 views)	Year 5: Reproductive systems (5,620 views)
2	Background teacher note - HPSF (6,664 views)	Background teacher note – HPSF (4,652 views)
3	FAQ - Porn real or fake (6,343 views)	Year 1: Identifying personal strengths (4,309 views)
4	FAQ – legal age for tattoo (3,176 views)	FAQ - Is porn real or fake? (4,295 views)
5	WA agencies (2,975 views)	FAQ - When is an image classed as being sexually explicit? (4,229 views)
6	Background teacher note - Protective behaviours (2,545 views)	Background teacher note - Media and body image (3,800 views)
7	Year 5: Reproductive systems (2,500 views)	FAQ – Legal age for tattoo/piercing (3,618 views)
8	Year 10: Respectful vs disrespectful relationships (2,352 views)	Background teacher note – Protective behaviours (3,560 views)
9	Background teacher note – Pregnancy and birth (2,328 views)	WA Agencies list (3,427 views)
10	Essential information – Teaching RSE (1,875 views)	Essential information – Teaching RSE (2,927 views)

6 Promotional activities

Curtin University are contracted by the DoH to deliver RSE training to pre-service and in-service teachers. The GDHR resource is promoted through Curtin's:

- pre-service university course offered in Semester 1 and 2
- annual 2 day in-service professional development workshop
- after school workshops (approximately one each school term)

GDHR has also been promoted by the Senior Policy Officer for Schools at the following events:

- Western Australian Health Promoting Schools Association Meetings – 9 August 2018, 26 October 2018, 27 June 2019
- Regional teams workshop – 24 August 2018
- Australian Council of Health, Physical Education and Recreation – 26 November 2018
- Child and Adolescent Health nurses workshop – 5 December 2018, 6 March 2019, 1 May 2019

The GDHR promotional flyer (Appendix 4) was made available at all of the events attended and was included in the mail out to all WA schools in December 2018. The school mail out letter (Appendix 5) was disseminated through school related networks via email.

Links to the GDHR website can be found on:
- Department of Education – Connect
- Western Australian Health Promoting Schools Association (WAHPSA)
- WA Health website
- LifeStyles Sex-Ed – Sex Education online resource library for schools moderated by La Trobe University

7 Future plans

Future plans for the development of GDHR include:

- Assessment tasks written to be reviewed by SCSA Advisory Group representative and added to website.
- CaLD resources to be peer reviewed trialled and uploaded to the site.
- Lesson plans to be divided into shorter 45 min lesson plans as per Panel of Writer feedback.
- New lesson plans to be written to fill identified gaps.
- RELATE: a respectful relationships education program written by SHQ intellectual property to be transferred to DoH and added to the GDHR website.
- Improvements to site navigation of the site to be implemented as per Panel of Writers feedback
- Images and videos to be added to lesson plans, teachings strategies and background teacher notes where possible. Potential to engage with photographer to create GDHR unique images.
- Liaising with Constable Care and Arility to explore possible augmented reality applications for GDHR lessons.
- Updating of all lesson plans and resources with reference to statistics from the *National Survey of Secondary Students and Sexual Health* – add WA specific data from WA report.
- Mail out of GDHR promotional material to all schools in Term 4 (to take advantage of school planning time for 2019). Electronic mail out to be sent Term 1 of school year with links to all DoH resources. New *Talk Soon. Talk Often* resource to be promoted in mail out.
- Target schools in regions affected by syphilis outbreak to promote GDHR in school mail out.
- Collaborate with Child and Adolescent Community Health to create a 'Principles of best practice' for the role of school nurses in supporting RSE and move nurses from using outdated Me, Myself and I program over to using GDHR resources.
- Collaborate with Immunisation team from the Communicable Disease Control Directorate to create school resources on immunisations.
- Creation of an online share space on GDHR for Curtin teacher training participants.
- *Talk Soon. Talk Often* parent resource online version to be developed and linked throughout GDHR.
- Resource section to be restructured in topic based sections with search function and addition of images and links to electronic versions of books.
- Promote GDHR by presenting findings from Panel of Writers engagement, process and outcomes at state and national forums and conferences.

Appendix 1: Advisory Group – Terms of Reference

Growing and Developing Healthy Relationships Advisory Group

Terms of Reference

1. Growing and Developing Healthy Relationships Advisory Group
1.1 Introduction
High-quality school-based Relationships and Sexuality Education (RSE) is a priority public health strategy for the Western Australian Department of Health (DoH) and forms part of a comprehensive approach to the prevention of sexually transmissible infections and unplanned pregnancies in young people.   _Growing and Developing Healthy Relationships_ (GDHR) is a long-standing educational curriculum and teaching resource funded by DoH. The website is designed to support Western Australian (WA) teachers, school nurses and schools to provide positive and comprehensive RSE.   GDHR is managed by the Sexual Health and Blood-borne Virus Program (SHBBVP).
1.2 Purpose of the Group
The education sector is an important and key area for promotion and delivery of evidence-based RSE in WA schools. Teachers and schools are essential partners in preparing and equipping young people with the knowledge, skills, attitudes and values to engage in healthy and respectful relationships.   The purpose of this Advisory Group is to provide a partnership approach to the future development and sustainability of the GDHR resource to ensure that the content and functionality is evidence-based and informed by industry experts.
1.3 Objectives
1.3.1 Establish an independent system of quality assurance for GDHR through ongoing periodic independent evaluation and review.   1.3.2 Provide a forum for the sharing of information and facilitation of discussion about topical issues in school-based RSE.   1.3.3 Provide a formal forum for considered advice based on current and emerging evidence to update and inform the development of GDHR.   1.3.4 Provide independent and ongoing expert content review to check accuracy of content on GDHR   1.3.5 Provide professional advice from educators to ensure consistency with current pedagogical practice in WA schools   1.3.6 Develop a common understanding and knowledge of state, national and international trends, best practice guidelines, research and policy.   1.3.7 Identify areas where additional support may be required to ensure GDHR content and related elements are recognised as good practice.   1.3.8 Identify and support the development of new content and resources for GDHR and, if appropriate, other related types of material.

1.4 Scope

Advice from the Advisory Group will include:

- Impact Evaluation (2017) – Interpreting recommendations and providing advice on implementation of the Impact Evaluation (2017)
- Providing advice and recommendations on functionality of the GDHR website, user experience, accessibility and promotion
- Consultation with users/teachers/schools towards the objectives of this Terms of Reference
- Identifying similar resources in RSE that can be linked on GDHR
- Assisting benchmarking analyses to support GDHR Best Practice
- Reviewing and contributing to website content such as:
  - session plan content/strategies/activities
  - background notes/guidelines
  - activity sheets/resources/illustrations
  - referenced agencies/books/websites
  - videos/animations/games
  - FAQs

2 Membership

2.1 Appointment of members

Membership of the Reference Group will be by invitation and consist of 4-6 appropriate experts and practitioners with experience in teaching and sexual health education.

2.2 Term and meetings

The Advisory Group will be appointed to June 2019.

The Advisory Group shall meet twice annually and on an ad-hoc basis as required.

Also in attendance at the Advisory Group meetings will be invited guests approved by the Chair.

2.3 Roles and responsibilities of members

- Attend scheduled meetings
- Actively support the achievement of the objectives in this Terms of Reference
- provide non-binding advice to improve and develop GDHR which will be considered by the SHBBVP
- Identify opportunities for partnership to promote GDHR and include GDHR resources in curriculum including but not limited to Health and Physical Education
- Provide suggestions for agenda items
- Share new information, research and resources that are relevant to GDHR and RSE
- Disseminate information to relevant networks

2.4 Chair

An independent Chair will be appointed by the Department of Health from the Advisory Group and is responsible for overseeing the conduct of the Advisory Group against the terms of reference.

2.5 Other attendees

Visitors or presenters may be invited to attend meetings, or part thereof, to provide input to the

discussions. Expressions of interest from other attendees to attend meetings will be considered (e.g. students, work placements, etc.).

3 Meetings

3.1 Quorum

Fifty percent of the members including at least one representative from SHBBVP constitute a quorum.

If a member is unable to attend, an apology should be tabled to the Chair and a proxy provided, if appropriate.

4 Secretariat

Secretariat support to the Advisory Group will be undertaken by the SHBBVP representative provided by the Department of Health. The Secretariat will record the operations of the Advisory Group in accordance with public sector standards.

The agenda and meeting papers will be circulated approximately one week prior to the meetings. Meeting minutes will be provided by the Secretariat and will be circulated to all members (as listed above) within two weeks of the meeting.

Appendix 2: Site map

Guides
- Teaching RSE
  - Guiding principles
  - Exploring my own values
  - Resilience and life skills
  - Home partnerships
- Essential information
  - Curriculum links
  - Establishing ground rules
  - Question box
  - Discrimination
  - Protective interrupting
  - Dealing with disclosures
- Background notes
  - Adolescent relationships
  - BBV related risks: Body art
  - BBV related risks: Needles and syringes
  - Body image
  - Cultural considerations when teaching Aboriginal students
  - Delayed sexual intercourse (abstinence) and safe sex
  - Gender: Gender diversity
  - Health Promoting Schools Framework
  - Healthy relationships: Gender, power and consent
  - HIV and AIDS
  - HPV vaccine – information for parents/teachers
  - Menstrual cycle
  - Porn: Young people and the accessibility and influence of pornography
  - Pregnancy and birth: A brief overview of biology and physiology
  - Pregnancy and young people
  - Protective behaviours
  - Puberty
  - Reproductive and sexual anatomy: Females
  - Reproductive and sexual anatomy: Males
  - Safer sex and contraception
  - Sex – Alcohol and other drugs
  - Sex and the law
  - Sexual identify and behaviour
  - Social media: Cyberbullying
  - Social media: Cyberstalking
  - Social media: Sexting
  - STIs and BBVs
  - Teaching RSE to Aboriginal students

Learning
- Learning activities
  - Pre-primary
    - Identifying feelings
    - My achievements and strengths
    - Different bodies
    - Public vs private body parts
    - My body inside and out
    - Tips for making friends
  - Year 1
    - Coping strategies
    - Identifying personal strengths
    - My milestones – birth to now
    - Families may change
    - Appreciating friendships
  - Year 2
    - We are all different
    - Our own firsts
    - Managing family change
    - Good playing skills
    - Reading emotions in others
  - Year 3
    - Understanding discrimination
    - My life from birth to now
    - Resilience
    - Dealing with disagreements
    - How to help someone being bullied
  - Year 4
    - Managing emotions
    - Responding to challenging situations
    - Self-protection against bullying
    - Strategies to manage change
    - Messages about body image

- Building good relationships
  - Year 5
    - Reproductive systems
    - Changes in relationships
    - Understanding influences in behaviour
    - Safety first
  - Year 6
    - Puberty – managing change and transition
    - Puberty kits
    - Analysing health related websites and apps
    - Peer influence
    - Reproductive systems revision
  - Year 7
    - Menstruation and contraception
    - Introduction to STIs and BBVs
    - Issues with online communication
    - Qualities of respectful relationships
    - Laugh and learn videos – puberty part 1
    - Laugh and learn videos – puberty part 2
  - Year 8
    - Pregnancy and birth
    - Dealing with challenging times
    - HPV vaccine
    - What's OK and what's not OK
    - Choices and consequences
    - Laugh and learn videos – puberty part 1
    - Laugh and learn videos – puberty part 2
  - Year 9
    - Body image
    - Gender expectations
    - Ready vs not ready (for sexual activity)
    - Respectful relationships online
    - Sexting
    - Sexual consent and the law
    - Laugh and learn videos - condoms
  - Year 10
    - Health campaigns – sexual health
    - Influence of the media
    - Respectful vs disrespectful relationships
    - Power to manage relationships
    - Benefits and risks of sexual activity
    - Sexual risk taking
    - Laugh and learn videos - condoms
- Teaching strategies
  - Tuning in
    - Before and after
    - Card clusters
    - Graffiti
    - Shared reading
    - KWL
    - One minute challenge
    - Question partners
    - Quiz
    - Using songs and stories
    - Drawing and scribbling
    - Picture talk
    - Pow wow
  - Finding out
    - Brainstorm
    - Circle talk
    - Head talk
    - Jigsaw
    - Placemat
    - Rip and review
    - Scavenger hunt
    - Simulated
    - Streamline
    - Survey
    - Viewing
    - Free think
    - Gallery walk
    - Eight squares
    - Four squares
    - Guest speaker
    - Maths investigation
    - Research corner
    - Silent card shuffle
  - Sorting out

- Mind map
- 90 degree thinking
- T and Y charts
- Venn diagram
- Written responses
- Pamphlet
- Lotus diagram
- Arts corner
- Design a game
- Music and movement
- Puzzles and games
- Sequencing information
- Text innovation
- Cause and Effect
  - Developing values
    - Choose a corner
    - My attitudes my actions
    - Oxford style debate
    - Around the table
    - Values continuum
    - Values voting
    - Choose an emotion
    - Informal debate
  - Making decisions
    - Decision making model
    - Fortune teller
    - Helpful and positive thinking
    - Hypothetical
    - PNI (positive, negative, interesting)
    - Problem predicting
    - Role-play
    - Snap decisions
    - Sorting
    - One step removed
    - Interview
    - Send a problem
    - Brave talk
    - Planning
  - Speaking out
    - Chook house speeches
    - Health promotion
    - Think-pair-share
    - Toss a die
    - Vox pox interviews
    - Partner retell
    - Barrier game
  - Reflecting
    - Reflective questions
    - Thought shapes
    - 3-2-1 reflect
    - Unfinished sentences
    - Journal writing
    - Question and answer
    - Sharing circle

Recourses

- Books
- Free booklets and brochures
- Professional Development
  - Past events
- Guidelines
  - Western Australian
  - International
- Illustrations
- Professional Associations
  - Western Australian
  - Australian
  - International
- Research and Reports
  - Western Australian
  - Australian
  - International
- Videos, Animations, Games
- Websites
  - Teachers
  - Students

Agencies

- Western Australian
- Australian
- International

Questions

- Using GHDR
  - How are the learning activities organised?
  - Do the learning activities follow a scope and sequence?
  - How often will the site be updated?
  - What does the phrase 'real time learning activities' mean?
  - How does the search function work?
- Teacher FAQs
  - Can condoms be given out to high school students?
  - Does the DoE have guidelines and policy about sexual health and relationships education?
  - Do teachers need to inform parents they are implementing relationships/sexual health education with their class?
  - How early should you introduce the names of body parts?
  - How should younger students be taught about resilience?
  - Must teachers be trained to teach sexuality education?
  - What about the issues of young people looking at pornography on the internet?
  - What happens if parents want to exempt students from sexual health and relationships education?
  - What if a student discloses abuse?
  - What professional development opportunities are available for teachers to learn more about relationships and sexual health education?
  - What resources are available for students and parents who home school?
  - What should teachers do if they receive questions from parents?
  - Who can provide additional sexuality education and information sessions for students and come to the school as a guest speaker?
  - Why do I have to have more than one needle for the HPV vaccine?
- Student FAQs
  - Can a girl get pregnant straight after her period?
  - Can condoms be given out to high school students?
  - Can tampons break a hymen?
  - Can young people be prescribed the contraceptive pill by a doctor without parents knowing?
  - Do girls have to take part in sport if they have a period?
  - How common is HIV?
  - How does a young person know if they have been vaccinated for hepatitis?
  - How would a person know if they are gay?
  - If a girl uses a tampon, will it take away her virginity?
  - Is it normal for people to shave/wax their pubic hair?
  - Is pornography real or fake?
  - Is sexting a bad thing?
  - What does 'drink spiking' mean?
  - What is the best type of feminine hygiene sanitary product to use? How does a tampon fit in and out?
  - What is the legal age for getting a tattoo or piercing and do parents need to know?
  - What is the 'morning after pill' and how does it work?
  - What should you do if you know someone is being bullied online?
  - When is an image classed as being sexually explicit?
  - When is the right age to be in a sexual relationship?
  - Where can I find more information on sexual health?
  - What is hepatitis?
- Parent FAQs
  - Can condoms be given out to high school students?
  - Do teachers need to inform parents they are implementing relationships/sexual health education with their class?
  - What resources are available for students and parents who home school?
  - Why do I have to have more than one needle for the HPV vaccine?
- Ask a Question

Appendix 3: Lesson trial feedback

A summary of the lesson trial feedback was collated and key points are outlined below.

Lesson plan layout

- Consistency makes it easy to follow
- Good level of detail in instructions
- Key messages – too many and not clear if they are for the students or teachers. If for students, should be 2-3 'take home message/s'
- Too much content in one session – need to be separated into 45 min lesson plans
- 'Before you get started' is too lengthy – have click throughs to information (important that new qualified teachers or teachers stand-alone lessons have access to the information)
- Time allocations for each activity would be helpful
- Learning focus could be the Health and Physical Education curriculum descriptors
- Questions - include differentiated questions for teacher to pick levels to suit their class needs and include possible answers to questions to prepare teachers for what might be raised
- Highlighting essential activities and optional activities to allow flexibility for teachers to adapt to student needs and time restrictions.

User experience

- Once familiar with layout, lesson plans easy to navigate
- Different colour sections/symbols would be helpful
- Print function is useful – would be good to be able to print sections of lesson plans (i.e. just the instruction section)
- 'Download all' function would be useful
- Topic based resource

SEN and CaLD Adaptations

- Some teaching strategies for SEN and CaLD are too complex and require pre-teaching (e.g. Jigsaw)
- cultural sensitivities (sex outside of marriage, porn, body image)
- Time – more time need for all activities
- Texts – very high ability (need options for differentiated texts)
- Language too formal for CaLD – need to use more 'of their language'
- Adapt activities – less writing
- SEN – need sensory breaks

Student engagement

"Students were so very engaged in every aspect of this activity of this lesson. This lesson was such a pleasure to teach, with an emphasis on respecting and caring for one's self." Body image lesson – Body image Year 9

"I was impressed with the cards. (The students) clearly liked them as they didn't fold them up, scrunch them or anything else. – Coping strategies Year 1

"I probably wouldn't run this session again for an EAL/D class due to the cultural sensitivities. Students asked if they, 'had to keep', their hand outs and were quick to bin them when I told them, 'no'. It was like they wanted to get rid of any evidence of their knowledge of pornography."

Teacher quotes

"The snowball activity was probably one of my favourite teaching moments to date. Students were very engaged and so proud to receive positive comments from their peers. We decided to laminate their pieces of paper so they could carry them in their pencil cases/school bags and look at them any time they feel down of think negative thoughts about themselves. So happy to have facilitated this session" Body image – Year 9

"Content was current but targeted to girls. The boys could relate at one level but it was not the best example to support discussion with boys. Something with males and females might have been a better resource for supporting discussions with this group. Racial stereotypes could be a good addition."

Process

"Thanks again for the opportunity, it was a very positive professional experience – thanks!"

"Enjoyed off-loading the weeks of lessons and experiences in the group last night. Thanks for the opportunity to participate in the review process."

"Thank you for keeping us in the loop by sharing the exciting work you are doing. It was so valuable to me being able to meet with such experienced teachers and hear their experiences. I would love to continue to be involved. Please let me know of any opportunities that may arise."

Appendix 4: GDHR promotional flyer

Appendix 5: Mail out Letter

Government of **Western Australia**
Department of **Health**
Public and Aboriginal Health Division
**Communicable Disease Control Directorate**

Dear Principal,

FREE Western Australian sexuality and relationships education (SRE) resources from The WA Department of Health – order now ready for the new school year!

For teachers…

http://gdhr.wa.gov.au/

- **FREE** portal of curriculum support in RSE
- Will be updated and improved throughout 2018
- Learning activities – what to teach and when to teach it
- Teaching strategies
- Background notes
- Downloadable Illustrations
- Guidelines for teaching RSE
- Teacher/Parent/Student FAQs
- Links to Professional Development
- Links to agencies for further support and info
- Links to books, videos, animations, games and other resources
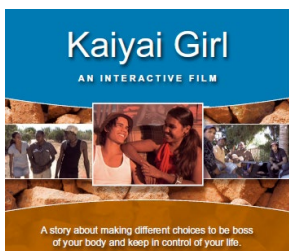
- Film and teaching resources
- www.letsyarn.health.wa.gov.au/web/kaiyai-girl
- Topics: alcohol and other drug use; safe decision making; pregnancy; STIs; risky behaviours; help seeking
- Access the online film here https://letsyarn.health.wa.gov.au/web/kaiyai-girl/interactive-video/film-scenes

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For students…

- Clear, honest, accurate information
- Topics include: body changes; reproductive systems; periods; sexual feelings; body image; mental wellbeing; eating right and exercising;
- Our most ordered education resource!
- Recently reviewed and updated
- Previously 2 booklets, now in one flip-over design
- Order here for FREE www.gdhr.wa.gov.au/girls_and_boys_in_puberty

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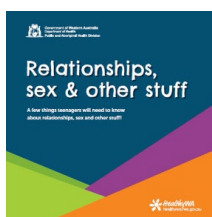
- Topics include: relationships; communication; sexting; pornography; cyberbullying; sexual diversity; gender; sexual feelings; sexual intercourse; decisions about sex; consent; pregnancy
- Order FREE copies here https://gdhr.wa.gov.au/resources/booklets-and-brochures/-/asset_publisher/arcOQ3YIBkzj/content/relationships-sex-and-other-stuff

- Wallet card sized
- Topics: law; think twice; respect; who you can talk to Additional information about sexting on our website
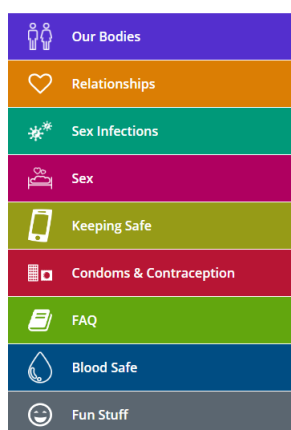
- www.getthefacts.health.wa.gov.au
- Youth friendly website
- For 14-17 year olds
- Topics: our bodies; relationships; sex infections; sex; keeping safe; condoms and contraception; blood safe
- Ask questions
- FAQs
- Take an online STI test
- Find services
- Videos
- Games

For families…

- Assists parents in role as primary sex educators of their children
- Offers a guide to parents who are uninformed or worried about discussing sex and relationships with their children
- Stresses the importance of regular, relaxed conversations
- Tip Sheet: stand-alone sheet of key concepts in RSE education within families
- Topics include: how to talk to your child; different ages and stages of development; explaining intercourse, conception, pregnancy and birth; contraception; STIs; sex and the law; preventing sexual abuse; pornography; social media; readiness for sex; reliable services, books and websites.
- Order your FREE copies here http://healthywa.wa.gov.au/Healthy-WA/Articles/S_T/Talk-soon-talk-often

Yarning quiet ways

Teaching kids to have strong, safe and healthy relationships

- Developed in consultation with Aboriginal mums, dads and carers.
- Based on *Talk Soon. Talk Often*
- Online version
- Downloadable pdf
- Order your FREE hard copies here https://letsyarn.health.wa.gov.au/for-parents/yarning-quiet-ways
- www.letsyarn.health.wa.gov.au has information and resources for educators, parents and health professionals

Sample copies of some of these resources have been included for your reference.

If you have any queries about any of our resources or would like this letter emailed to you so that you can access links and cut and paste the information into your school newsletters/websites, please contact Sharelle.Tulloh@health.wa.gov.au or phone 9388 4870.

A comprehensive Relationships and Sexuality Education program requires a whole school and community approach as outlined in the *Healthy Promoting Schools Framework*. Thank you for your support in informing teachers, school nurses and parents about these valuable resources.

Yours sincerely

Lisa Bastian

MANAGER

SEXUAL HEALTH AND BLOOD-BORNE VIRUS PROGRAM

16 February 2018