AUSSIE OPTIMISM DISSEMINATION PROJECT REPORT

For

THE OFFICE OF MENTAL HEALTH – WA DEPARTMENT OF HEALTH

And

WA DEPARTMENT OF EDUCATION & TRAINING

JULY 2008

By

Clare Roberts & Margaret Ho

School of Psychology
Curtin University of Technology

July 2007 – June 2008
Executive Summary

The *Aussie Optimism Dissemination Project* is a collaborative research project between the Western Australian Office of Mental Health, Department of Education and Training and Curtin University’s School of Psychology. This project involves the ongoing implementation and training of a school-based mental health promotion program which has shown efficacy in preventing internalising problems in young adolescents as well as promoting social and emotional well-being.

Several project outcomes have been identified as contributing to both the integrity and sustainability of the Aussie Optimism Program; in particular the:

1. **Train-the-Trainer workshops** – One workshop was run in the first half of 2008, with six participants. These workshops help to ensure sustainability of the program in Western Australia and quality control for the school community, as they can have access to trainers who can conduct the teacher-training workshops and provide coaching and support as needed.

2. **Teacher-training workshops** – Thirteen workshops were run in the 2007-2008 financial year with 96 teachers. These workshops serve as the front-line of the program. It is within these workshops that teachers learn how to use the program and resources and;

3. **Evaluation of student mental/physical health** – gives a critical indication of the resilience of the program and the impact it has on student’s experience of anxiety, depression and outlook on life. The Aussie Optimism team has just completed the data collection with *at risk students* whose questionnaire scores were above the clinical cut off at any time during the dissemination study. We are currently analysing this data.
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1 PROJECT DESCRIPTION
The Aussie Optimism Program is an evidence-based intervention program for upper primary school children that enhances mental health and prevents depression and anxiety.

The project aims to:
- Extend the Aussie Optimism Dissemination Project to further secondary dissemination efforts in both metropolitan and rural Department of Education and Training education districts in Western Australia;
- Extend the dissemination of this program to non-government schools and;
- Conduct a 3-year follow-up of students who participated in the original dissemination trial in 2003.

In line with these aims, the project for the full 2007-2008 year has three components to report on:
- Train the trainer workshops: The training of Department of Education and Training staff and/or staff from the Non-government School Psychology Service to train and support teachers in the implementation of the program.
- Teacher training: The training of teachers in program implementation.
- Evaluation of student mental health outcomes

2 PROGRESS REPORT


Train-the-trainer Resources
Revisions
Results from the pilot of a version of Aussie optimism for student in Years 1 – 3, the Feelings and Friends Program, in a metropolitan primary school yielded promising results for the older year group (Year 3) only. Although all children who completed the program were rated as being more socially competent and had less anxiety and depression (as per parental questionnaires) the Year 1 and 2 students struggled with the complexity of the program. Currently, 2 Clinical Psychology Masters students are revising the program to ensure that it is developmentally appropriate for the younger age groups.

Similarly, the Positive Thinking Skills Program (For Year 4 -5) Teacher Resource is currently being revised to incorporate new research and information on developmental processes in middle childhood. A specialist in the field has been contracted to revise sections of the program. Once this has been completed the Train-the-Trainer program can be adjusted accordingly and workshops will be scheduled to ensure the sustainability of the program.
Train-the-trainer Workshops

One Train-the-trainer workshop was conducted at Curtin University in April 2008 for 3 school psychologists from the Western Australian Department of Education, two school psychologists from the Non-government School Psychology Service, and a representative from the South Coast Medical Service Aboriginal Corporation Substance Use Services (SCMSAC) in New South Wales (NSW). The Department of Education trainers are all located in rural areas of Western Australia.

The trainers represent an invaluable addition to the Aussie Optimism Training team, especially within the rural and non-government schools area. It should be noted that two new trainers were requested to help service schools which access the non-government school psychology service as two trainers from last year (Amanda Marett and Samantha Blackburn-Read) are currently on leave and they are experiencing a lot of interest from non-government and independent schools.

The trainers and districts/affiliations are listed below:

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Position</th>
<th>Districts/affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvonne Harrison</td>
<td>School Psychologist</td>
<td>Narrogin District</td>
</tr>
<tr>
<td>Alicia Wills</td>
<td>School Psychologist</td>
<td>Narrogin District</td>
</tr>
<tr>
<td>Jon Atwell</td>
<td>School Psychologist</td>
<td>Midlands District (Merriwa)</td>
</tr>
<tr>
<td>Jenny Mair</td>
<td>School Psychologist</td>
<td>Non-Government Schools Psychology Service</td>
</tr>
<tr>
<td>Meghann Old</td>
<td>Senior Psychologist</td>
<td>Non-Government Schools Psychology Service</td>
</tr>
<tr>
<td>Andrew Van Oploo</td>
<td>Project Officer</td>
<td>SCMSAC</td>
</tr>
</tbody>
</table>

All trainers have been provided with a training kit and the resources and manuals to provide training to the teachers in their districts. All trainers will be paired with a university-based trainer to conduct their first workshop and receive ongoing support via phone and e-mail.

Evaluation of the Train-the-trainer Workshop

The Train-the-trainer workshop was evaluated in terms of meeting the needs of the new trainers for information, skills, and knowledge. Their satisfaction and overall rating of the workshop was also evaluated. A 5-point response choice scale was used, and as shown in Table 1, high to very high ratings were achieved across all variables.
Table 1.  
**Means (standard deviations) of trainer feedback for the April 2008 Aussie Optimism Train-the-trainer workshop**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Mean (SD)</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to Practice</td>
<td>4.33 (.516)</td>
<td>4.33 (.516)</td>
</tr>
<tr>
<td>Enhancement of Knowledge</td>
<td>4.50 (.548)</td>
<td>4.50 (.548)</td>
</tr>
<tr>
<td>Enhancement of Skills</td>
<td>4.17 (.408)</td>
<td>4.17 (.408)</td>
</tr>
<tr>
<td>Appropriateness of Content Level</td>
<td>4.33 (.516)</td>
<td>4.33 (.516)</td>
</tr>
<tr>
<td>Integration of Content</td>
<td>4.33 (.516)</td>
<td>4.33 (.516)</td>
</tr>
<tr>
<td>Appropriateness of Depth of Coverage</td>
<td>4.00 (.632)</td>
<td>4.00 (.632)</td>
</tr>
<tr>
<td>Presentation Clarity</td>
<td>4.17 (.408)</td>
<td>4.17 (.408)</td>
</tr>
<tr>
<td>Presentation Stimulation</td>
<td>3.83 (.753)</td>
<td>3.83 (.753)</td>
</tr>
<tr>
<td>Value of Handouts</td>
<td>4.67 (.516)</td>
<td>4.67 (.516)</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>4.67 (.516)</td>
<td>4.67 (.516)</td>
</tr>
</tbody>
</table>

Note. 5-point response choice scale where 1 = very irrelevant, no contribution, not appropriate, very poorly integrated and 5 = very highly relevant, very high contribution, very highly integrated, very highly appropriate. N = 5.

Trainees also rated how confident they felt to conduct Aussie Optimism implementation workshops for teachers and their attitudes to mental health promotion, before and after the Train-the-trainer workshop. These results, shown in Table 2, indicate a significant increase between pre- and post-workshop self-efficacy scores ($t (5) = -2.739, p < .05$), indicating that participants’ confidence and self-efficacy for implementing the Aussie Optimism program had increased after completing the Train the Trainer workshops. However, no significant difference was found between pre- and post-workshop attitude total for mental health promotion ($t (5) = 1.162, p > .05$). This result indicates that participants already had positive attitudes towards mental health promotion prior to the beginning of the workshops.

Table 2.  
**Trainer outcomes for the April 2008 Aussie Optimism train-the-trainer workshop.**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Pre-workshop</th>
<th>Post-workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean (SD)</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>6</td>
<td>14.50 (3.73)</td>
</tr>
<tr>
<td>Attitude Total for Mental Health Promotion</td>
<td>6</td>
<td>31.83 (6.62)</td>
</tr>
</tbody>
</table>
Two participants provided qualitative feedback, which covered the program’s content, delivery and resources. All of the comments contained positive elements and included statements such as:

- “An enjoyable five days! Beneficial doing two presentations instead of four?”
- “Informative and a good preparation for delivery”

**Train-the-trainer Support**

Support has been ongoing to the continuing trainers, via phone contact, e-mail, meetings and co-facilitation of workshops. The three new trainers from the Non-government psychological service completed a two-day implementation workshop with co-facilitation from the project director Clare Roberts and the new trainer from Bunbury received support from Jeanette Hulcup, trainer for the Warren-Blackwood District. Ruth Drake-Brockman provided support to Kimberley DET trainer, Christine Baker on her first 2-day implementation workshop in Broome in April 2008 and research coordinator and trainer Margaret Ho provided assistance on a recent workshop in June 2008 at Halls Creek District High School.

All trainers were invited to attend a meeting in early February, 2008 to update all the trainers on recent research outcomes whilst also giving them an opportunity to exchange experiences, tips and develop new support networks (see Appendix A for minutes).

### 2.2 OUTPUT 2 TEACHER TRAINING: JULY 2007 – JUNE 2008

**Implementation workshops**

Nine workshops were run by Department of Education trainers in the 2007-2008 financial year. A total of 60 teachers, school staff and psychologists were trained in Western Australia. Four workshops were run by the Non-government schools psychological service, with 36 participants.

Curtin University trainers provided co-facilitation to both the Non-government schools psychological service and Kimberley during one of their workshops. Table 3 shows the distribution of workshops across Education Districts in Western Australia.

**Table 3.**

<table>
<thead>
<tr>
<th>Department of Education &amp; Training District</th>
<th>Social Life Skills</th>
<th>Optimistic Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fremantle - Peel</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Canning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Warren-Blackwood</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bunbury</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>West-Coast</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kimberley</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Non-government psychological service</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Evaluation of Department of Education implementation workshops

All implementation workshops were evaluated in terms of participant satisfaction, and changes in knowledge and self efficacy to teach Aussie Optimism modules. Table 4 shows means and standard deviations for pre- and post-workshop scores.

Table 4
Mean score changes in teacher self-efficacy and knowledge following workshop attendance.

<table>
<thead>
<tr>
<th></th>
<th>Pre-workshop</th>
<th>Post-workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean (SD)</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>60</td>
<td>12.83 (3.57)</td>
</tr>
<tr>
<td>Social Life Skills Knowledge</td>
<td>49</td>
<td>5.69 (1.47)</td>
</tr>
<tr>
<td>Optimistic Thinking Skills Knowledge</td>
<td>44</td>
<td>4.84 (1.68)</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>60</td>
<td>8.08 (2.26)</td>
</tr>
</tbody>
</table>

Note. Self-efficacy scale range 5-25; Social Life Skills knowledge scale range 0-14; Optimistic Thinking Skills knowledge scale range 0-17; General knowledge scale range 0-13.

The results of this evaluation indicate that teachers who attended Aussie Optimism implementation workshops reported a significant increase in confidence and self efficacy to teach the program modules (t (59) = -15.27, p < 0.00) after completing the workshops. In addition, significant differences were found between pre- and post-workshop measures for knowledge of the Social Life Skills program (t (48) = -10.52 p <0.00), knowledge of the Optimistic Thinking Skills program (t (43) = -25.66, p < 0.00), and general knowledge of mental health promotion for children (t (59) = -1.84 p <0.10).

Teachers’ satisfaction with the implementation workshops was evaluated and the results in Table 5 show means and standard deviations for workshop feedback questions. Overall, high to very high ratings of teacher satisfaction were recorded.
Table 5

*Means (standard deviations) for teacher satisfaction with implementation workshops.*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to Teaching</td>
<td>3.81</td>
<td>(1.12)</td>
</tr>
<tr>
<td>Enhancement of Knowledge</td>
<td>4.47</td>
<td>(0.50)</td>
</tr>
<tr>
<td>Enhancement of Skills</td>
<td>4.32</td>
<td>(0.57)</td>
</tr>
<tr>
<td>Appropriateness of Content Level</td>
<td>4.12</td>
<td>(0.83)</td>
</tr>
<tr>
<td>Integration of Content</td>
<td>4.05</td>
<td>(0.66)</td>
</tr>
<tr>
<td>Appropriateness of Depth of Coverage</td>
<td>4.03</td>
<td>(0.78)</td>
</tr>
<tr>
<td>Presentation Clarity</td>
<td>4.30</td>
<td>(0.65)</td>
</tr>
<tr>
<td>Presentation Stimulation</td>
<td>3.98</td>
<td>(0.70)</td>
</tr>
<tr>
<td>Value of Handouts</td>
<td>4.32</td>
<td>(0.63)</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>4.51</td>
<td>(0.63)</td>
</tr>
</tbody>
</table>

*Note:* 5-point response choice scale where 1 = very irrelevant, no contribution, not appropriate, very poorly integrated and 5 = very highly relevant, very high contribution, very highly integrated, very highly appropriate. N = 53-54.

**Comments:**

The following comments are taken from evaluations of the workshops conducted by Department of Education & Training Aussie Optimism trainers for the 2007-2008 financial year:

**Comments relating to the program:**

- “Very useful resources and strategies that can easily be implemented into classrooms”
- “It has been very informative. The program is also very relevant to the age group”
- “Really enjoyed it. Useful and practical. It seems simple to implement it in the classroom”
- “The fact that all materials are prepared for kids and parents is excellent. Also the depth of evidence base for the program is reassuring”

**Comments relating to the workshop:**

- “Role play activities helped with understanding and delivery strategies”
- “Friendly and easily approachable presenters. The rotation of staff made it easier to sit for long periods. Activities and interactions kept me awake!”
- “I enjoyed the interactive process. It was helpful to have members of the same school attending so that the program can be better implemented, supported at school. It was also helpful to analyse school situations because of this. Engaging, interactive, and stimulating”
- “I thoroughly enjoyed the workshop and will highly recommend it to staff and parents”
Evaluation of Non-government psychological service implementation workshops

Table 6
Mean score changes in teacher self-efficacy and knowledge following workshop attendance.

<table>
<thead>
<tr>
<th></th>
<th>Pre-workshop</th>
<th></th>
<th>Post-workshop</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>n</td>
<td>Mean (SD)</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>13.14 (3.24)</td>
<td>17.78 (2.38)</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Social Life Skills Knowledge</td>
<td>5.45 (1.63)</td>
<td>6.86 (1.81)</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Optimistic Thinking Skills</td>
<td>4.83 (1.97)</td>
<td>9.00 (2.30)</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Knowledge</td>
<td>7.64 (2.23)</td>
<td>8.25 (2.18)</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Note. Self-efficacy scale range 5-25; Social Life Skills knowledge scale range 0-14; Optimistic Thinking Skills knowledge scale range 0-17; General knowledge scale range 0-13.

Table 7
Means (standard deviations) for teacher satisfaction with implementation workshops.

<table>
<thead>
<tr>
<th></th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to Teaching</td>
<td>3.94 (0.89)</td>
</tr>
<tr>
<td>Enhancement of Knowledge</td>
<td>4.44 (0.56)</td>
</tr>
<tr>
<td>Enhancement of Skills</td>
<td>4.36 (0.54)</td>
</tr>
<tr>
<td>Appropriateness of Content Level</td>
<td>4.11 (0.67)</td>
</tr>
<tr>
<td>Integration of Content</td>
<td>4.08 (0.55)</td>
</tr>
<tr>
<td>Appropriateness of Depth of Coverage</td>
<td>4.17 (0.56)</td>
</tr>
<tr>
<td>Presentation Clarity</td>
<td>4.33 (0.54)</td>
</tr>
<tr>
<td>Presentation Stimulation</td>
<td>3.97 (0.61)</td>
</tr>
<tr>
<td>Value of Handouts</td>
<td>4.53 (0.64)</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>4.45 (0.51)</td>
</tr>
</tbody>
</table>

Note: 5-point response choice scale where 1 = very irrelevant, no contribution, not appropriate, very poorly integrated and 5 = very highly relevant, very high contribution, very highly integrated, very highly appropriate. N = 53-54.

The results of the evaluation of the non-government schools indicates that non-government teachers who attended Aussie Optimism implementation workshops reported a significant increase in confidence and self efficacy to teach the program modules \( t (35) = -10.71, p < 0.00 \) after completing the workshops. In addition, a significant difference was found between pre- and post-workshop knowledge of the Social Life Skills program \( t (21) = -3.07, p < 0.01 \) and knowledge of the Optimistic Thinking Skills program \( t (23) = -8.35, p < 0.00 \). However, no significant difference was found between pre- and post-workshop general knowledge of mental health promotion for children \( t (35) = -1.61, p > 0.05 \).
Teachers’ satisfaction with the implementation workshops was evaluated and the results in Table 5 show means and standard deviations for workshop feedback questions. Overall, high to very high ratings of teacher satisfaction were recorded.

Overall, these results indicate the integrity of the Train-the-trainer program in providing the knowledge, skills and support to trainers required for them to provide high quality training of the Aussie Optimism program to teachers and school staff.

Additional Workshops
Several additional Aussie Optimism workshops were run during the 2007-2008 financial year. These included fee-for-service workshops; Curtin based workshops for students and interstate implementation:

- **Fee-for-service – Positive Thinking Skills**
  Three representatives from the Cerebral Palsy association, as well as 3 of the research staff from Aussie Optimism and 1 school psychologist from the Warren-Blackwood district attended the Positive Thinking Skills workshop.

- **Fee-for-service – Social Life Skills**
  Two representatives from the Cerebral Palsy association as well as one Aussie Optimism staff member attended the Social Life Skills workshop (these participants joined in with the train-the-trainer participants).

- **Fee-for-service - Disabilities Services Commission**
  Thirteen clinical psychologists attended a 1 day workshop covering both Social Life Skills and Optimistic Thinking Skills delivered by Clare Roberts and research coordinator and Curtin University trainer Margaret Ho. Following this Rosie Rooney conducted a half day Positive Thinking Skills workshop with the same participants.

- **Curtin-based workshops – Clinical Psychology Students**
  Program director Clare Roberts conducted a 1-day workshop covering both Social Life Skills and Optimistic Thinking Skills for 13 students in the Clinical Masters in Psychology program at Curtin University.

- **Curtin-based workshops – Education Students**
  Working in collaboration with the School of Education – Primary at Curtin University, two sets of 2-day workshops covering both Social Life Skills and Optimistic Thinking Skills were conducted on the 12th, 13th and 20th February 2008. These workshops were well received, providing 2nd and 3rd year teaching students with practical experience and understanding of the importance of mental health prevention. A second set of workshops has already been organised for July, 2008.

- **Interstate Workshops - Queensland**
  Dissemination interstate continued throughout the 2007-2008 financial year with one Social Life Skills workshop. This was conducted Queensland Aussie Optimism Trainer Matthew Hand for 17 teachers from Coombabah State High School.

Advertising
As the number of trainers grow and with the expansion of the Aussie Optimism program into rural DET districts and the Non-government schools psychology service, it seemed an appropriate time to redesign the current Aussie Optimism pamphlet. The pamphlet also doubles as a resource order form and will have two versions. The first version will include the contact details of all the DET district trainers (see
Appendix B) and the second version will include the contact details of all the Non-government schools psychology service trainers (see Appendix C).

2.3 OUTPUT 3 DISSEMINATION EVALUATION OF OUTCOMES

The Aussie Optimism Research team have recently completed the fourth follow-up of students and parents who completed post-intervention questionnaires at the end of 2005. The researchers have now assessed all consenting at risk students who have reported scores above the clinical cut-off on the emotional symptoms scale of the Strengths and Difficulties Questionnaire at any assessment point from 2003 – 2008. Students completed a computerised diagnostic interview (DICA) for indications of anxiety and/or depressive disorders and suicidal ideation.

Whole group sample
From the original 2260 students, 2217 were located within Western Australia and the eastern states. The remaining students had either moved overseas or else no current contact details existed for the students and they were considered “lost”.

Parent and Student consent forms were sent home to all 2217 students via their nominated schools (this information was gathered from the 2005 data collection point). Three hundred and eighty students had moved from their 2005 high school and the research coordinator contacted neighbouring high schools in a bid to locate the students. 60.7% of these students were located in this manner – however 149 students could not be located. Thus the total contacted sample for 2007 was 2068 students and their parents. From this sample only 27% (569/2068) of students and 28% (584/2068) of parents completed post-intervention 4 questionnaires at the end of 2007 and the beginning of 2008.

DICA sample
Three hundred and twenty students, who had been classified as at risk at some stage in the research project, were located in 2007. However, only 158 provided consented to the completion of the computerised diagnostic assessment and 33 refused to complete the interview when contacted by a research assistant. Thus only 125 students completed the assessment.

The research coordinator is currently entering this data and preliminary analyses of these results should be ready for the next report.
3 PROJECT PRESENTATIONS & NEW PROJECTS

Presentations
The following conference presentations have been conducted, or accepted, in 2007:


New Projects
In discussions with the new trainer from the South Coast Medical Service Aboriginal Corporation Substance Use Services, several schools within rural New South Wales (NSW) have identified that students within the upper primary area are struggling with social skills and the prospect of transitioning into high school. In an effort to provide support and assess how these students are responding to these programs and if they are internalising and utilising the skills taught, the Aussie Optimism research team is offering to evaluate the effectiveness of the program using a selection of questionnaires that were initially used with a cohort of students in rural Western Australia. Currently we are seeking approval from the relevant governing bodies in NSW. This project represents an exciting new venture for Aussie Optimism and its integration and acceptability into the eastern states and the rural community.
INCOME AND EXPENDITURE STATEMENT
FOR THE PERIOD 1 JANUARY 2008 TO 30 JUNE 2008

1 Jan 2008-
30 Jun 2008
$

INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA Health Department</td>
<td>63,006.80</td>
</tr>
</tbody>
</table>

**TOTAL INCOME**

63,006.80

EXPENDITURE

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and On Costs</td>
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<td>Hospitality</td>
<td>894.74</td>
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<td>Travel and Transport</td>
<td>3,076.34</td>
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<td>Telecommunications</td>
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<td>Postage</td>
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<tr>
<td>Computing Costs</td>
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<td>Stationery</td>
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<td>Printing</td>
<td>1,474.15</td>
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<tr>
<td>Consumables</td>
<td>84.18</td>
</tr>
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</table>

**TOTAL EXPENDITURE**

59,028.72

**SURPLUS/(DEFICIT) FOR THE PERIOD**

3,978.08

**SURPLUS/(DEFICIT) B/F FROM 31 DECEMBER 2007**

79,176.36

**SURPLUS/(DEFICIT) AT 30 JUNE 2008**

83,154.44

Natalie Madden
Associate Director
Financial Services
5 Activity Reports
5.1 Mental Illness Prevention: Aussie Optimism; Train-the-Trainer

Title of Report: 12 Month Activity Report
Due Date: 25 July 2008
Organisation: Curtin University
Service type: 1.3.2.0.1
Service name: Mental Illness Prevention: Aussie Optimism; Train-the-Trainer
Service population:
Service area:

This report relates to activity undertaken during the period 01 July 2007 to 30 June 2008. This report relates to the same service as presented in the 12 Month Financial Report. The information presented is in line with the service activity definitions.

<table>
<thead>
<tr>
<th>Service Details</th>
<th>12 month period ending: 30 June 2008</th>
<th>Same period last year</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of service contacts</td>
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<tr>
<td>Hours of service contact</td>
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</tr>
<tr>
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Materials produced (please list):

<table>
<thead>
<tr>
<th>Staffing Information</th>
<th>Total FTE</th>
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</thead>
<tbody>
<tr>
<td>FTE by payment category</td>
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<tr>
<td>Unpaid</td>
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<tr>
<td>Volunteer</td>
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<tr>
<td>Total FTE</td>
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</table>

<table>
<thead>
<tr>
<th>FTE by work category</th>
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</thead>
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<tr>
<td>Total FTE</td>
<td>0.605</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

I hereby certify, to the best of my knowledge, information and belief, that the information provided above is a true and fair reflection of the organisation's service activity during this period and has been provided in line with the terms and conditions of the Service Agreement with the Department of Health.

Senior Operations Manager
Signature: Clare Pollock
Name: Clare Pollock
Date:

Chairperson
Signature: Clare Roberts
Name: Clare Roberts
Date:

1 Comparison not possible as previous report used different calculations
### 5.2 Mental Illness Prevention: Aussie Optimism; Teacher Training

**Title of Report:** 12 Month Activity Report  
**Due Date:** 25 July 2008  
**Organisation:** Curtin University  
**Service type:** 1.3.2.0.2  
**Service name:** Mental Illness Prevention: Aussie Optimism; Teacher Training  
**Service population:**  
**Service area:**

This report relates to activity undertaken during the period 01 July 2007 to 30 June 2008. This report relates to the same service as presented in the 12 Month Financial Report. The information presented is in line with the service activity definitions.

<table>
<thead>
<tr>
<th>12 month period ending: 30 June 2008</th>
<th>Same period last year</th>
<th>Variance</th>
</tr>
</thead>
</table>

#### Service Details

- **Number of service contacts:** 41  
- **Hours of service contact:** 232  
- **Number of consumers:** 198  

Materials produced (please list):

#### Staffing Information

- **FTE providing service:** 0.219  
- **FTE by payment category:**
  - Paid: 0.168  
  - Unpaid: 0.051  
  - Volunteer:  
- **Total FTE:** 0.219  

- **FTE by work category:**
  - Service contact: 0.119  
  - Service support: 0.054  
  - Administration: 0.046  
- **Total FTE:** 0.219

I hereby certify, to the best of my knowledge, information and belief, that the information provided above is a true and fair reflection of the organisation’s service activity during this period and has been provided in line with the terms and conditions of the Service Agreement with the Department of Health.

**Senior Operations Manager**  
**Chairperson**

Signature:  
Signature:  
Name: Clare Pollock  
Name: Clare Roberts  
Date:  
Date:

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*Comparison not possible as previous report used different calculations*
5.3 Mental Illness Prevention: Aussie Optimism; Evaluation of Student Health

Title of Report: 12 Month Activity Report
Due Date: 27 July 2008
Organisation: Curtin University
Service type: 1.3.2.0.3
Service name: Mental Illness Prevention: Aussie Optimism; Evaluation of student health
Service population:
Service area:

This report relates to activity undertaken during the period 01 July 2007 to 30 June 2008. This report relates to the same service as presented in the 12 Month Financial Report. The information presented is in line with the service activity definitions.

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<thead>
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<th>12 month period ending: 30 June 2008</th>
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<th>Variance</th>
</tr>
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<td></td>
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<td></td>
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<tr>
<td>2 Parent Questionnaire</td>
<td></td>
<td></td>
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</table>

| Staffing Information                 |                       |          |
| FTE providing service                | Total FTE 0.446        | #DIV/0!  |
| FTE by payment category              | Paid 0.284             | #DIV/0!  |
|                                     | Unpaid 0.128           | #DIV/0!  |
|                                     | Volunteer 0.034         | #DIV/0!  |
|                                     | Total FTE 0.446         | #DIV/0!  |
| FTE by work category                 | Service contact 0.272  | #DIV/0!  |
|                                     | Service support 0.097   | #DIV/0!  |
|                                     | Administration 0.077    | #DIV/0!  |
|                                     | Total FTE 0.446         | #DIV/0!  |

I hereby certify, to the best of my knowledge, information and belief, that the information provided above is a true and fair reflection of the organisation's service activity during this period and has been provided in line with the terms and conditions of the Service Agreement with the Department of Health.

Senior Operations Manager: Clare Pollock
Chairperson: Clare Roberts

Comparison not possible as previous report used different calculations
MINUTES OF THE AUSSIE OPTIMISM DISSEMINATION
PROJECT

TRAINER’S MEETING

Friday 8th February, 2008
9.00am – 12.00pm

1. IN ATTENDANCE

Linda Nicholson, Jeanette Hulcup, Christine Baker, Terry Andrews, Samantha Blackburn-Read, Amanda Marett, Fran Sagar, Philippa Molloy, Jan Robinson, Megan Rimes, Rosie Rooney, Ella Humphreys, Clare Roberts, Juliana Carroll and Margaret Ho.

APOLOGIES

Ruth Drake-Brockman, Monique Nesa, Yolanda Pintabona, Elizabeth Banks, Jenny Cugley and John Ferguson.

2. RESULTS OF DISSEMINATION: HEALTH AND MENTAL HEALTH OUTCOMES

Speaker: Clare Roberts

- Dissemination of School-based Mental Health Promotion:
  - Extremely important to find champions both within and external to the school
  - Rate of adoption of the program has fallen for several reasons:
    - No longer tracking
    - As it is not part of the initial research phase, resources are no longer provided free of charge
  - High level of uptake across 2003 & 2004 – results show that SLS is the more popular of the 2 programs
    - Possible reasons – OTS slightly more difficult – more cognitive based vs SLS which has more hands on role play components. Teachers are seeing SLS as a tool to combat behavioural issues within the class
  - 2003-2005 show close to 9000 children receiving Aussie Optimism at school
    - At the moment we do not have accurate numbers of how many students have been in the program since the research phase
  - Aussie Optimism revealed that perceived program complexity and perceived success in implementing the lesson were associated with better teacher implementation of SLS and OTS.

- Outcome of Teacher Training:
  - Workshop feedback shows that:
    - On average teachers trained since 2002 have found the workshop content to be relevant to their teaching, contributed to their knowledge, and contributed to their skills.
Teachers pre to post-test knowledge of both the programs increased as did their self-efficacy levels

- Trainers interested to know if there were any differences between teachers and psychologists with regards to this increase - this data has not been analysed.

- Level of content and its integration was rated as highly relevant

- Workshops were clear and stimulating
  - Workshop participants feedback – liked it when presentation was delivered in pairs
  - Could possibly evaluate how presenters felt about their workshop presentation performance.

- Teachers levels of concern, awareness and interest remained high from pre-post workshop

- Outcomes of the Aussie Optimism Dissemination Project:
  - 94% retention of sample from 2005
  - Unfortunately due to stricter informed consent guidelines imposed by DET – the retention rate has dropped dramatically to approximately 21% (data as of 7th Feb, 2008)
    - Currently trying to assess all the at risk sample
  - Results from the SDQ reveal:
    - At follow-up, after the transition to high school, Intervention group 2 – where teachers received training and coaching over 2 years, was significantly lower than either intervention group 1 which received training only, or the usual care control group, on SDQ-S - total difficulty score. \( F(2,59) = 3.33, p = .043 \).
    - This represents a prevention effect relating to better general psychological adjustment for the training + coaching group after moving to High School, a natural stressor. With scores for all groups within the normal range (0 – 15). This effect was generally driven by significant effects for hyperactivity and conduct problems, not the emotional symptoms subscale.
    - The same pattern of results was revealed for pro-social behaviour. At the end of the 1st year of intervention – Grade 6 and at the Grader 8 follow-up, after the transition to high school, students in Intervention group 2 students – training + coaching, reported significantly higher levels of pro-social behaviour than either intervention group 1 - training only, or the usual care control group, on SDQ-S – Pro-social behaviour. Post-test 1 \( F(2,59) = 3.60, p = .034 \); follow-up \( F(2,59) = 5.48, p = .007 \).
    - This represents a reduction in pro-social behaviour for both intervention group 1 and the control group at the end of both Grades 6 & 8, compared to an increase in pro-social behaviour for the groups whose teachers received training + coaching.
  - Recovery from Depression:
    - By the end of the intervention, end of grade 7, 31/48 students had recovered from depressive disorders, but there were no significant differences between the groups (\( p = .71 \)).
    - At follow-up, after the transition to high school, 37 students had recovered, with significant differences between the two intervention groups Int 1 – 88%, Int 2 – 92.9% and the control group 40%
Training + coaching was significantly greater than Control Group \((p = .037)\), training was greater than Control Group \((p = .042)\).

By the end of the 2-year intervention period, end of Grade 7, there were 20/104, 19.4% of at risk students across all groups who had reported suicidal ideation or behaviour. No differences were apparent between groups.

At the end of Grade 8, there were significant differences between the groups in incidence, with 1/39, 2.6% of intervention 1 group, 0/30, 0% of intervention group 2, compared to 5/31, 16.1% or the control group reporting 1 or more symptom of suicidal ideation/behaviour.

- Suicidal Ideation:
  - Intervention with training and/or coaching was associated with reduced incidence of suicidal ideation and behaviour in at risk children at follow-up, after the transition to high school.
  - We took measure of student report of smoking and drinking. The results indicate that the AOP training + coaching condition, reduced the uptake of smoking, compared to the control group. The control group was twice as likely to report cigarette use in the four weeks before assessment compared to the AOP training plus coaching group in Year 8.

- Comments from attendees:
  - The provision of coaching seems to yield the most positive results
    - Surprising as teachers were only offered 10 coaching sessions over 2 years and not many used all the sessions
    - Future data analysis planned – implementation data

3. TEACHER TRAINING

Speaker: Juliana Carroll

- At the end of 2006 questionnaires were sent to all participants of the 13 implementation workshops.
  - Twenty-eight (26%) of the 109 workshop participants responded.
    - 71% \((n = 20)\) of teachers trained had implemented at least one of the Aussie Optimism programs.
    - 57% \((n = 16)\) had implemented Social Life Skills
    - 32% \((n = 9)\) Optimistic Thinking Skills.
  - For those teachers who had not implemented the program in 2006 the reasons given included:
    - No time \((3.6\%, n = 1)\),
    - The teacher was not teaching upper primary school classes in that year \((3.6\%, n = 1)\),
    - The program did not address a school focus area \((3.6\%, n = 1)\),
    - School administration was unsupportive \((3.6\%, n = 1)\) and;
    - Two participants \((7.1\%)\) were not currently employed in a teaching position.
    - 39% \((n = 11)\) reported it was very likely the program would be used in 2007,
    - 28.6% \((n = 8)\) indicated that it was moderately likely,
    - 10.7% \((n = 3)\) said that it was minimally likely, and
    - 7.1% \((n = 2)\) reported that the program will not be used at all in 2007.
• Results showed that more teachers implemented SLS vs OTS. The observed drop in module implementation for OTS is explained by one teacher reporting that the program was more complicated and challenging for students and that they had not scheduled enough time to complete it, and one teacher reporting that it had only been introduced to the school that year and was implemented on a trial basis.

• Of those respondents who taught an Aussie Optimism program, 71.4% ($n = 20$) reported it fulfilled most or all of their educational goals. Two of the three remaining respondents reported that although the program did not fulfil their educational goals, it provided other benefits. In contrast the third remaining respondent reported that the program caused a loss of resources and other problems.

4. TRAIN-THE-TRAINER

Speaker: Margaret Ho

• One of Aussie Optimism’s main aims is to train education and community health workers in the implementation of prevention programs.

• This year for train-the-trainer the focus is on rural Western Australia – inviting school psychs etc from Northam, Narrogin, Albany and the Kimberley as well as private schools
  o Narrogin have already supplied 2 applicants

• TTT has been scheduled for 14th – 18th April
  o Non-government school psychological service have requested another person to be trained as one of the trainers (from 2007 program will be taking maternity leave).

5. COMMENTS FROM TRAINERS IN ATTENDANCE

Speakers: All trainers in attendance

Specific comments from particular Trainers:

• West Coast District
  o Difficult to run workshop after school or split them into 2 half day workshops
  o Concerned about keeping accreditation as difficult to train teachers due to lack of free PD days and shortage of relief staff

• Canning District
  o Similar concerns re: accreditation also concerned about cancelling workshops at the last minute due to lack of numbers
    • Solution – sending them to workshops in different districts and also to non-government school run workshops
    • Possibility of letting trainers come and run the fee-for-service workshops held at Curtin University

• Warren-Blackwood District
  o Worked together with Bunbury District
  o Jeanette happy to travel as well as teachers to main towns

• Fremantle District
  o 2 presenters are best
Kimberley District
  o Ran the OTS program with 8 female students (students were nominated by teachers)
  o Pre-post data available for 6 students
    • Results: Paired Samples T Test
      • DASS
        o Pre mean score = 44.5
        o Post mean score = 40.1
        o t (6) = 1.415, p = .216
      • Self Description
        o Pre mean score = 29.5
        o Post mean score = 30.5
        o t (6) = -.605, p = .572
  o Possible challenges
    • Appropriate to run with students in high school?
      • Comments from other trainers would suggest yes, have been run in high schools in WA and schools in QLD have run SLS and OTS for students in Year 9
    • Appropriate to run with PATHS?
      • Again yes. PATHS is a whole school program but only suitable for students up to the age of 10. SLS and OTS slot in very well for year 6 and 7 students
  Non-government school psychology service
  o Dynamics of having 3 trainers worked well
  o Must include “some room to move” in the cost of workshop due to absenteeism
  o Happy to have some DET teachers come along to their workshops if there is room
  o Mandy happy to help Christine with workshops in Broome if required
  Other comments/concerns
  o Marketing - Curtin University to help out with this
    ▪ Advertise in School Matters and Kids Matters and What’s on (district office based)
    ▪ Research newsletter in Kids Matters
    ▪ ASWA and Cathed websites are also helpful
    ▪ Possibly give a talk at Principals conference to garner more interest and spread awareness
    ▪ Costing differences between workshops (range $95 - $115)
    ▪ Enquire about the possibility of training school nurses
    ▪ School holiday trainings will not be a viable options for the DET trainers due to teachers union, but Curtin can run in the holidays
    ▪ Workshops – possible to emphasise different workshops or modules?
      • Trainers need to provide feedback on this

6. NEW PROJECTS

Speaker: Clare Roberts
• Resilience in children with developmental disabilities
In conjunction with QUT- Department of Education in Queensland, will be researching what factors promote resilience in children with developmental disabilities. This information will be used to simplify and adapt current Aussie Optimism resources for use in this particular population.

7. FEELING AND FRIENDS PROGRAM – UPDATE

Speaker: Rosie Rooney

- Program aimed at grade 1-3 students – to help students identify feelings, lower anxiety and increase empathy and social confidence
- Pilot program – tested in 1 primary school, controls were students within the same class
- Results:
  - Those who completed the program were more socially competent and parents reported less anxiety
  - Students who were at risk for depression moved from the clinical range to the normal range if they were part of the intervention group
  - Grade 1 and 2 students struggled with complexity of program; more suitable for Grade 3 students

8. POSITIVE THINKING SKILLS – UPDATE

Speaker: Rosie Rooney

- Grant application to follow-up students who are now in high school successful.
- PhD candidate Ella Humphreys will be coordinating and using data related to ethnic identity and its effect on mental health
Appendix B – Department of Education and Training flyer

Components of Aussie Optimism

- Positive Thinking Skills
  - Aged 8-10 years
  - Identify and link thoughts and feelings
  - Develop positive ways of thinking
  - Teach strategies to overcome worry and anxiety

- Social Life Skills
  - Aged 10-12 years
  - Regulate feelings
  - Communication skills
  - Importance of social support and networks

- Optimistic Thinking Skills
  - Aged 11-13 years
  - Optimistic ways of thinking
  - Challenge negative thoughts
  - Develop healthy self-esteem

RESOURCE ORDER FORM

Classroom-Based Program

- Positive Thinking Skills * $6.50 (incl. GST)
- Social Life Skills $6.50 (incl. GST)
- Optimistic Thinking Skills $6.50 (incl. GST)

*These materials are only released to individuals who have attended the workshop and received an accreditation number. Teacher resource materials are not available for individual sale.

Parent and Families Program

- Self-directed Booklet for Parents and Families $14.00 (incl. GST)
- CD-ROM for Schools $10.00 (incl. GST)

Total cost (incl. GST): $[ ]

Customer Information

- Name: [ ]
- School/Organization: [ ]
- Delivery Address: [ ]
- Phone: [ ]
- Fax: [ ]
- Email: [ ]
- Signature: [ ]

To place an order, complete the above form and fax to the workshop coordinator on [ ]

Aussie Optimism & Kids

Children participating in Aussie Optimism programs have shown less depression, anxiety and worry and more assertive self-esteem and optimism with effects observed up to three years later. These changes are significant enough to be observed by parents, who have reported fewer symptoms of anxiety and depression in their children following the classroom-based programs.

Aussie Optimism & Families

Families who have participated in the family-based program report being better able to solve family problems, more effective communication between family members, more appropriate expression of emotion between family members, and taking a more active role in the management of the behavior of young people in their family.

Aussie Optimism Training

For more information visit our website: [Link to website]

Or call your local trainer:

- West Coast District: Megan Rimes or Jenny Cugney
  - Phone: 9293 0010 or 9691 1300
  - Email: megan.rimes@det.wa.edu.au
  - Jenny.cugney@det.wa.edu.au

- Fremantle- Peel District: Jan Rankin or Fran Sargeant
  - Phone: 9226 0565 or 3298 9542
  - Email: jan.rankin@det.wa.edu.au
  - Francis.Sargeant@det.wa.edu.au

- Waratah – Blackwood (Spencer Gulf District): Janeen Butler or John Leppard
  - Phone: 9777 0920 or 9790 0333
  - Email: waratah@det.wa.edu.au

- Kimberley District: Christine Baker
  - Phone: 5832 0620
  - Email: christine.baker@det.wa.edu.au

- Narrabri District: Yvette Langan or Alana Willis
  - Phone: 9627 0000
  - Email: yvette.langan@det.wa.edu.au

- Midland District: Jan Shaw
  - Phone: 9530 8133
  - Email: jan.shaw@det.wa.edu.au
## Components of Aussie Optimism

### Positive Thinking Skills
- Aged 8-10 years
- Identify and link thoughts and feelings
- Develop positive ways of thinking
- Teaches strategies to overcome worry and anxiety

### Social Life Skills
- Aged 10-12 years
- Regulate feelings
- Communication skills
- Coping skills
- Importance of social support and networks

### Optimistic Thinking Skills
- Aged 11-13 years
- Optimistic ways of thinking
- Challenge negative thoughts
- Develop healthy self-esteem

## RESOURCE ORDER FORM

**Classroom-Based Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Price ($)</th>
</tr>
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<tbody>
<tr>
<td>Positive Thinking</td>
<td>$6.50 (inc. GST)</td>
</tr>
<tr>
<td>Social Life</td>
<td>$6.50 (inc. GST)</td>
</tr>
<tr>
<td>Optimistic Thinking</td>
<td>$6.50 (inc. GST)</td>
</tr>
</tbody>
</table>

*These materials are also available to preschool teachers.*

**Parent and Families Program**

Self-directed Booklet for Parents and Families

- $34.00 (inc. GST)
- CD-ROM for Schools: $30.00 (inc. GST)

**Total cost (inc. GST)**

### Customer Information

- Name:
- School/Organization:
- Delivery Address:
- Postcode:
- Phone:
- Email:
- Signature:

To place an order, complete the above form and fax to the workshop coordinator on: 9266 2664

## Aussie Optimism & Kids

Children participating in Aussie Optimism programs have shown less depression, anxiety and worry and more enhanced self-esteem and optimism with effects observed up to three years later. These changes are significant enough to be observed by parents, who have reported fewer signs of anxiety and depression in their children following the classroom-based programs.

"I learnt about all the people in my network and how many there are. I am surprised."

"I used the tool for evidence based because those everything on my brother, but now I am scared before jumping to any conclusions."

"Aussie Optimism gave me a chance to express myself and get my parents involved. It’s given me many ways to overcome my problems."

"I learnt about the effects of a parent and other ways to improve thinking skills."

"A wonderful program, makes the child and parents cope with every life situations. Thank you."

"I realised the use of evidence based because those everything on my brother, but now I have evidence before jumping to any conclusions."

"My dog asked me if my daughter what is your best friend about high school? We need to a different level and excited lots of myths and facts."

## Aussie Optimism Training

If you would like to be involved with Aussie Optimism, please visit our website for more information:


Or contact your local Non-Government School Psychology Service Trainer:

- Samantha Blackburn-Read
  - Ph: 9231 1865
  - blackburnread.sam@catlednet.wa.edu.au

- Terry Andrews
  - Ph: 9208 2205
  - andrews.terry@catlednet.wa.edu.au

- Amanda Marett
  - Ph: 6241 9204
  - marett.mandy@catlednet.wa.edu.au

- Jenny Mair
  - Ph: 9231 5801
  - mail:jenny@catlednet.wa.edu.au

- Meghann Old
  - Ph: 9844 0010
  - old.meghann@catlednet.wa.edu.au