

Submission to the Victorian Parliamentary Inquiry into Organ and Tissue Donation. Cool Australia is scheduled to appear before the Legislative Assembly's Legal and Social Issues Committee at 2.15 – 2.45pm on Friday, 23 June 2023. The hearing will be held in the Davui Room at 55 St Andrews Place, East Melbourne VIC 3002 (behind Parliament House).

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The terms of reference for the Inquiry are:

That this House refers an inquiry into increasing the number of registered organ and tissue donors to the Legal and Social Issues Standing Committee for consideration and report no later than 31 March 2024.

The Committee is especially interested to hear from stakeholders about:

- a) the effectiveness of the current model for registering to be an organ and tissue donor in Victoria
- b) issues impacting organ and tissue donation rates in Victoria
- c) opportunities to improve organ and tissue donation rates in Victoria
- d) national and international models for registering to be an organ and tissue donor.

**During our evidence, we also took the following questions on notice:**

- 'I think the Committee would really appreciate you sending through any learnings that you have gathered as a part of your research if that is something you could provide to us.' (p. 55) - Please see the report attached to our email (*OATD brief report and recommendations*). I have also attached the independent research that evidences our student impact (across all our resources<sup>0</sup> referred to in our transcript (Lonergan, 2020))
- 'Do you know the demographic of students, whether you have been able to appeal to a variety of different cultural and demographic backgrounds, if possible at all?' (p. 57) - In the below detailed data, I have included the number of participants from low-socioeconomic and rural regional and remote schools for both the DonateLife Project and the Dying to Live Project. Specific to the Organ and Tissue Authority/DonateLife Project - of the schools reached (now 64 - up from 57 at the time of our appearance at the inquiry), 10 are Catholic, 44 are Government, and 10 are Independent schools. We do not hold student data, so we can't report on the specific number of CALD students, for instance. There are some assumptions that can be made about Government schools with low ICSEA often having a higher proportion of CALD students. 30 of the Government schools have ICSEA of less than 1,000, meaning that they are in low-socioeconomic areas. But we are not able to ascertain the exact student numbers.

I have also attached the independent research that evidences our student impact referred to in our transcript (Lonergan, 2020)

## Evidence provided by Naomi Nicholas during the hearing.

**Cool Australia has 175,000 educator members and 22,000 parent members.**

1. Cool has been working to increase awareness and registrations through education since 2018.

Over this time, we have taught 121,000 students about donating and having conversations with family and their communities (both the DonateLife (OTA) and Dying to Live Projects).

2. Project under the Community Awareness Grants program run by the Australian Organ and Tissue Donation and Transplantation Authority (OTA) - June 2021

<https://www.coolaustralia.org/organ-and-tissue-donation-education-resources/>

The total amount of the Grant is \$50,930 (GST inclusive).

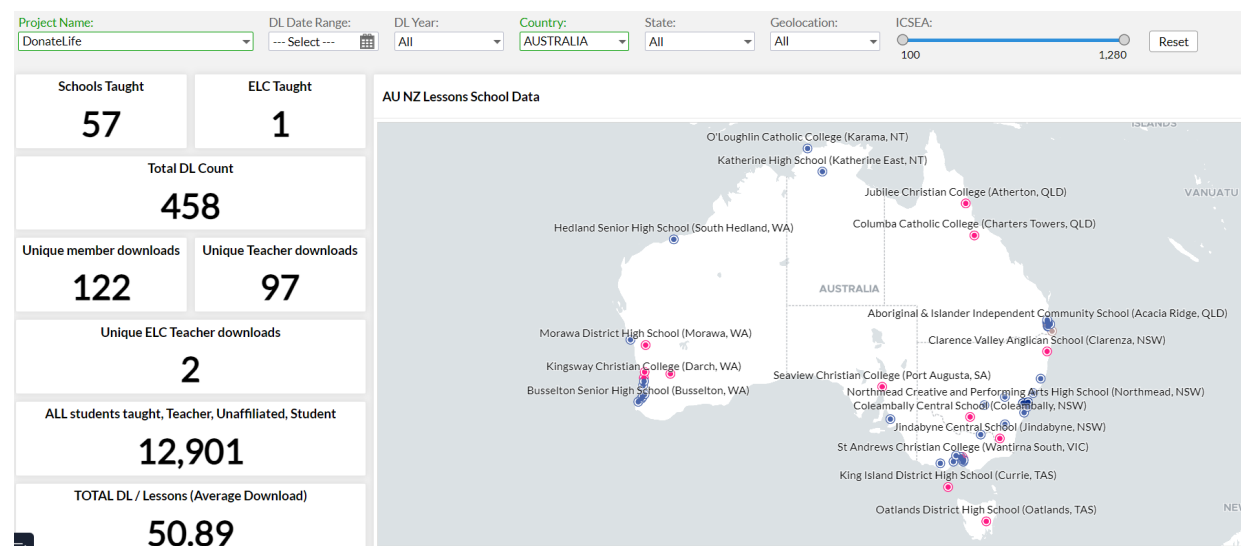
Cool created and promoted 9 lessons Year 9 and 10 - covering English, HPE, Civics, Science and Work Studies - our consultant psychologist produced a report and reviewed the lessons to ensure psychological safety in the classroom Nicl s Bestel Clinical Psychologist and Practice Director

Outreach - with a focus on DonateLife Week - 23 July

\$4 per student taught \$50,930/12,901

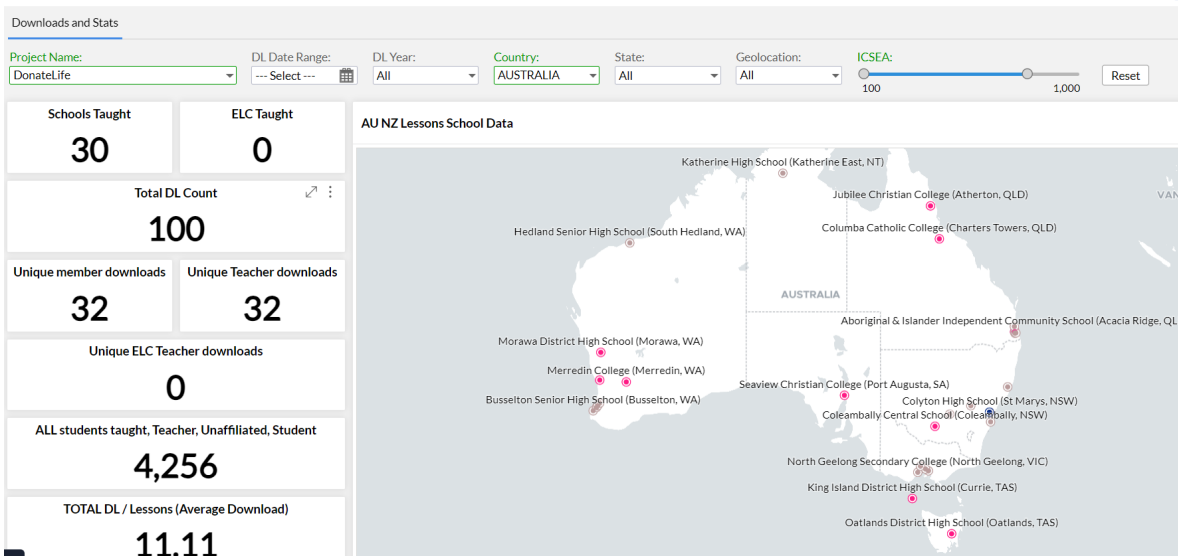
Due to report to DonateLife/OTA on 20 October 2023

### Overall results -

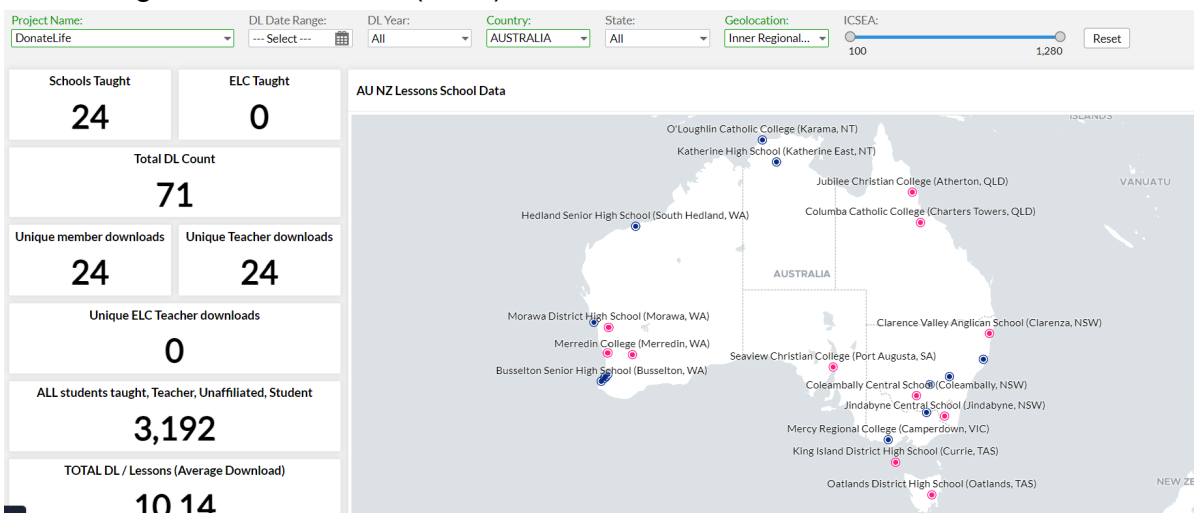


# Low socioeconomic (ICSEA less than 1,000) - Index of Community Socio-Educational Advantage (ACARA database)

## PROJECT REPORTS



## Rural, Regional and Remote (RRR)



## Lesson Downloads

	Lesson Name	Total Download Co ↑	Unique Teacher
1	DonateLife: Debating Opt-in and Opt-out Consent Systems - English - Year 10	90	28
2	DonateLife - Having The Conversation - English - Year 9	88	33
3	DonateLife: The Future Of Transplantation - Science & Work Studies - Years 9 & 10	87	31
4	DonateLife: Motivation To Give - HPE - Years 9 & 10	54	19
5	DonateLife: The Gift Of Time - English - Year 9	47	17
6	Self-Directed: DonateLife: Writing For Life - English - Year 10	40	18
7	DonateLife: Understanding Your Audience - HPE & Civics - Years 9 & 10	33	11
8	DonateLife: Music To Inspire Action - HPE, Music & Civics - Years 9 & 10	13	5
9	DonateLife: Registering Your Audience - HPE & Media Arts - Years 9 & 10	6	3

# DonateLife Downloads over time

Total Downloads Over Time



## Dying to Live - Project

Prior work by Cool - working with the Dying to Live Filmmaker Richard Todd Aquarius Productions funded by good pitch

<https://www.coolaustralia.org/dying-to-live-curriculum-resources/>

15k pageviews

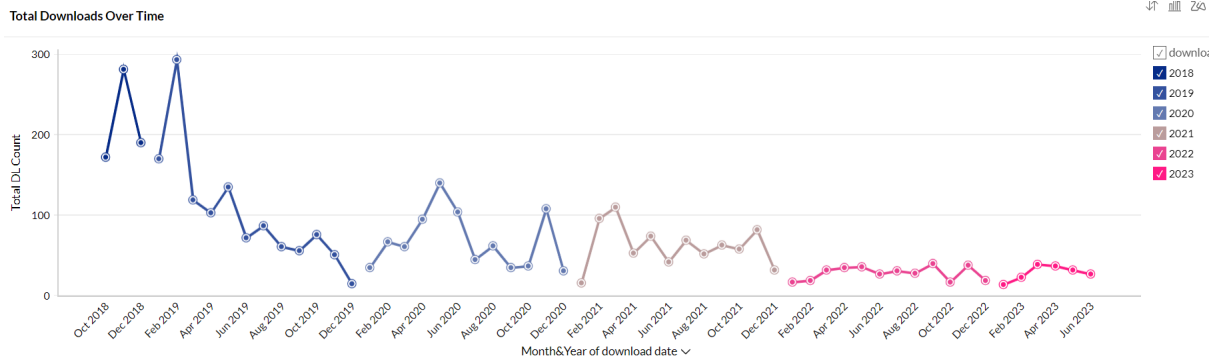
**Downloads and Stats**

Project Name:  DL Date Range:  DL Year:  Country:  State:  Geolocation:  ICSEA:

Schools Taught	ELC Taught	<b>AU NZ Lessons School Data</b> 
Total DL Count		
<b>3,902</b>		
Unique member downloads	Unique Teacher downloads	
<b>935</b>	<b>819</b>	
Unique ELC Teacher downloads		
<b>6</b>		
ALL students taught, Teacher, Unaffiliated, Student		
<b>108,927</b>		
TOTAL DL / Lessons (Average Download)		
<b>260.13</b>		

### Lesson Downloads

	Lesson Name	Total Download Co ↑	Unique Teacher
1	Dying to Live: Real World Probabilities - Maths - Year 9	701	225
2	Dying To Live: The Respiratory System - Science - Year 9	582	206
3	Dying To Live: The Urinary System - Science - Year 9	429	130
4	Dying To Live: How Stories Change Minds - English - Years 9 & 10	351	120
5	Dying to Live: Comparing Scatterplots - Maths - Year 10	333	124
6	Dying To Live: Tuning In To Organ And Tissue Donation - English - Years 7 & 8	255	83
7	Dying To Live: Investigating Claims - Science - Year 9	223	70
8	Dying To Live: What is Rhetoric? - English - Years 7 & 8	183	67
9	Dying To Live: Tuning In To Organ And Tissue Donation - HPE - Years 7-10	159	53
10	Dying To Live: Community Conversations - HPE - Years 9 & 10	131	48
11	Dying to Live: Surveying For Trends - Maths - Year 10	124	50
12	Dying To Live: Personal Qualities For Difficult Conversations - HPE - Years 7 & 8	118	46
13	Dying to Live: Writing Stories To Changes Minds - English - Years 9 & 10	113	45
14	Dying to Live: Tuning In To Organ And Tissue Donation - English - Years 9 & 10	103	38
15	Dying To Live: Using Rhetoric To Change Minds - English - Years 7 & 8	97	40



<https://learn.coolaustralia.org/course/exploring-general-capabilities-ethical-understanding-cc041/>

55 enrolments

<https://learn.coolaustralia.org/course/inspiring-students-to-take-action-cc040/>

61 enrolments

### 3. Cool recommendations

**Cool Specific Ideas** - Research into the impact of the 9 Year 9&10 lessons and outreach produced under the OTA Community Awareness Grant. Resources for parents - enable school engagement sessions, resources created specifically for First Nations and culturally and linguistically diverse CALD experiences and contexts with First Nations teacher-writers and skilled CALD teachers. Potentially incorporating Deaf Victoria, Philip Waters, General Manager - awareness video Cool works with the Tissue Bank to create a science and awareness curriculum - would require funding.

Funding further required - catching up with DonateLife next week Belinda Chilton (DonateLife QLD) & Melanie Chettle (Australian Organ and Tissue Authority).

**General Recommendations** - reduce the maximum age for registration - it was discussed earlier today that the efficacy of this may be negligible, but with an area of health that relies heavily on conversations and awareness, we believe this move would have great ripple effects, after all, Greta Tumberg was a young teen when she convinced her folks to become vegan for example. Student voice and power to influence is often overlooked.

Re-introduce the driver's licence opt-in in States other than SA - just noting hear I don't have a great understanding as to why this changed in the 1st place

Communicate better about how you can opt out of specific organs/tissues (e.g. eyes) - Myth Busting, as Lucinda Barry from (OTA) mentioned.