



What we do next

YOUR TAILORED PLAN

Positive school environment

| What | Who | When | |
|------|-----|-------|-----|
| | | Start | End |
| | | | |

Effective alcohol and other drug education

| What | Who | When | |
|------|-----|-------|-----|
| | | Start | End |
| | | | |

Proactive school-based support and strong links to professional treatment

| What | Who | When | |
|------|-----|-------|-----|
| | | Start | End |
| | | | |

Policies and procedures

| What | Who | When | |
|------|-----|-------|-----|
| | | Start | End |
| | | | |

Engagement of students, their whānau and student-led action

| What | Who | When Start | End |
|------|-----|---------------|-----|
| | | | |

Improving the wellbeing and achievement of Māori students

| What | Who | When Start | End |
|------|-----|---------------|-----|
| | | | |

Professional learning and development

| Session / topic | ✓ | We would like a staff member to co-facilitate | Attendees | When |
|--|---|---|-----------|------|
| Alcohol and other drugs 101 | | | | |
| How to raise alcohol and other drugs in conversation with young people (especially when attendance or achievement is slipping) | | | | |
| Screening and brief intervention for alcohol and other drugs | | | | |
| Motivational interviewing (how to deal with the "Yea, but" of ambivalence to change) | | | | |
| How to facilitate classroom activities that feature alcohol and other drugs (for non-health teachers) | | | | |
| How to support young people who have family members with mental illness or alcohol and other drug issues | | | | |
| | | | | |
| | | | | |
| | | | | |