

# tūturu.

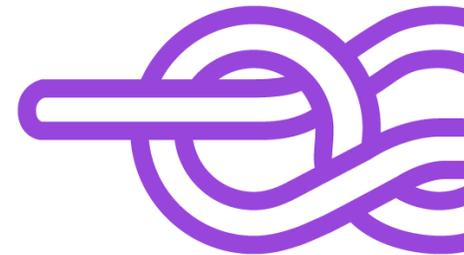
## School-wide reflection tool

Complete this in a small team of school staff to reflect on current practice, identify strengths, and identify opportunities to develop.

There are four sections, each with questions and rubrics to guide your reflection. You can use the scoring to track your school's progress over time.

The sections are:

1. Positive school environment
2. Effective alcohol and other drug (AoD) education
3. Proactive school-based support and strong links with professional treatment
4. Policies and procedures





## Positive school environment

		Level One	Level Two	Level Three	Level Four
School values	Do they exist?	Values are <b>written</b> in <b>school charter</b> .	Values are <b>written</b> in <b>school charter</b> and <b>strategic plans</b> .	Values are <b>embedded</b> in the <b>school charter</b> and <b>strategic plans</b> .	Values <b>underpin</b> the <b>school charter</b> , <b>strategic plans</b> and <b>teaching plans</b> .
	Are they used?	Values are used <b>implicitly</b> in interactions and teaching.	Values are <b>usually</b> used in interactions and teaching.	Values are <b>regularly</b> used in interactions, teaching and school events.	Values are <b>mostly and explicitly</b> used in interactions, teaching and events.
	Are the values and their use known?	<b>Few</b> staff, students and whānau can articulate the values and how they are shown in the school community.	<b>Some</b> staff, students and whānau can articulate the values and how they are shown in the school community.	<b>Most</b> staff, students and whānau can articulate the values and how they are shown in the school community.	<b>The majority of</b> staff, students and whānau can articulate values and how they are shown in the school community.
Student Connectedness	Are strategies in place to promote student connectedness?	<b>Ad-Hoc</b> strategies used.	<b>School-wide</b> strategies <b>developed</b> .	<b>School-wide</b> strategies <b>implemented</b> .	<b>School-wide</b> strategies <b>embedded</b> .
	Are strategies in place to promote Māori student connectedness?	<b>Ad-Hoc</b> strategies used.	<b>School-wide</b> strategies <b>developed</b> .	<b>School-wide</b> strategies <b>implemented</b> .	<b>School-wide</b> strategies <b>embedded</b> .
	Do students feel respected and supported by staff members?	<b>Few</b> students report feeling respected and supported by staff members.	<b>Some</b> students report feeling respected and supported by staff members.	<b>Most</b> students report feeling respected and supported by staff members.	<b>The majority of</b> students report feeling respected and supported by staff members.
Wellbeing and help-seeking initiatives	Is student wellbeing data collected and used?	Student well-being data is <b>not or is occasionally</b> collected.	Student well-being data is <b>regularly</b> collected and analysed to identify well-being issues.	Student well-being data is <b>regularly</b> collected and analysed to identify issues, and data used to <b>develop</b> well-being initiatives.	Student well-being data is <b>regularly</b> collected and analysed to identify issues, and data used to <b>develop and evaluate</b> well-being initiatives.
	Are wellbeing initiatives in place?	There is <b>no evidence</b> of school-wide initiatives that promote wellbeing.	<b>Occasional</b> school-wide initiatives promote wellbeing.	<b>Regular</b> school-wide initiatives promote wellbeing and help-seeking.	<b>Ongoing, student led</b> school-wide initiatives promote wellbeing and help-seeking for all students.
	Are specific wellbeing initiatives in place for Māori students?	There is <b>no evidence</b> of school-wide initiatives that promote wellbeing.	<b>Occasional</b> school-wide initiatives promote wellbeing.	<b>Regular</b> school-wide initiatives promote wellbeing and help-seeking.	<b>Ongoing, student led</b> school-wide initiatives promote wellbeing and help-seeking for all students.
	Is wellbeing data visible to the board of trustees and school community?	Student well-being data is <b>occasionally</b> reported.	Student well-being data is <b>regularly reported</b> and <b>discussed</b> .	Student well-being data is <b>regularly reported, discussed</b> , and used for <b>strategic planning</b> .	Student well-being data is <b>regularly reported, discussed</b> , and the <b>school community understands</b> what <b>strategic developments</b> will happen.
Student leadership around wellbeing	Are there opportunities for student participation or leadership?	<b>No formal mechanism</b> for student participation or leadership around well-being	<b>Staff-led</b> student participation highlights and supports health promotion, policy and procedural development.	<b>Students actively involved</b> in development of health promotion, policy and procedures related to alcohol and other drugs.	<b>Students have a leading role</b> in health promotion, policy and procedures related to alcohol and other drugs.
	Is this involvement valued?	Student voice and feedback <b>has no/little influence</b> on the future of the school.	Student voice and feedback has <b>some influence</b> on the future of the school.	Student voice and feedback has <b>some influence</b> on the future of the school and this influence is <b>reported back</b> to students.	Student voice and feedback has <b>considerable influence</b> on the future of the school. Students <b>feel included</b> in the decision making process.

**Positive School  
Environment  
Comments**



## Effective alcohol and other drug (AoD) education

		Level One	Level Two	Level Three	Level Four
Education opportunities	Is AoD education available?	AoD education is <b>not</b> taught.	AoD education is taught at <b>Year 9 - 10</b> .	AoD education is taught at <b>most year levels</b> .	AoD education is taught at <b>all year levels</b> .
	Does AoD education align with school values and vision?	AoD education <b>does not align</b> .	AoD education <b>implicitly aligns</b> .	AoD education <b>explicitly aligns</b> .	AoD education <b>explicitly aligns with</b> school values, vision, and with <b>school-wide initiatives</b> .
	Are there opportunities to develop a range of personal and social skills?	<b>Limited</b> opportunities to develop personal and social skills (e.g. self-management, decision making, critical thinking)	<b>Some</b> opportunities to develop personal and social skills	<b>Regular</b> opportunities to develop personal and social skills	<b>Ongoing</b> opportunities to develop and <b>practice</b> personal and social skills
	Are students and their whānau involved in planning and evaluating?	Students and their whānau are <b>not involved</b> in planning and evaluating AoD education.	Students and their whānau have <b>limited involvement</b> in planning and evaluating AoD education.	Students and their whānau have <b>some involvement</b> in planning and evaluating AoD education.	Students and their whānau have <b>active involvement</b> in planning and evaluating AoD education.
Effective pedagogy	Does AoD education connect students with prior learning and experiences through interactive strategies?	Learning activities <b>rarely</b> involves students actively connecting with prior learning and experiences.	Learning activities <b>sometimes</b> involves students actively connecting with prior learning and experiences.	Learning activities <b>often</b> involves students actively connecting with prior learning and experiences.	Learning activities involves students actively connecting with prior learning and experiences <b>the majority of the time</b> .
	Are effective strategies in place to ensure a safe class room environment?	<b>Few</b> strategies (ground rules, confidentiality, distancing techniques) are in place.	<b>Some</b> strategies (ground rules, confidentiality, distancing techniques) are in place.	<b>Most</b> strategies (ground rules, confidentiality, distancing techniques) are in place.	<b>All</b> strategies (ground rules, confidentiality, distancing techniques) are in place.
Learning content	Does the content enable students to evaluate social norms (including use of data)?	Students <b>rarely</b> have the opportunity to evaluate social norms.	Students <b>sometimes</b> have the opportunity to evaluate social norms, and <b>utilise data</b> to do so.	Students <b>regularly</b> have the opportunity to evaluate social norms, and <b>utilise data</b> to do so.	Students have <b>ongoing</b> opportunities to evaluate social norms, and <b>utilise data</b> to do so.
	Is the content factual and evidence based?	Content is <b>rarely</b> based on facts and evidence (content is based on experiences, evokes fear, or focuses on extreme effects).	Content is <b>sometimes</b> based on facts and evidence.	Content is <b>usually</b> based on facts and evidence.	Content is <b>always</b> based on facts and evidence.
	Is the content developmentally appropriate within the context of the wider community?	Content is <b>rarely</b> developmentally appropriate and relevant to students' values, beliefs, experiences, and community.	Content is <b>sometimes</b> developmentally appropriate and relevant to students' values, beliefs, experiences, and community.	Content is <b>usually</b> developmentally appropriate and relevant to students' values, beliefs, experiences, and community.	Content is <b>always</b> developmentally appropriate and relevant to students' values, beliefs, experiences, and community.
	Are learning outcomes used to determine effectiveness?	Learning objectives and outcomes are <b>not</b> used to determine efficacy.	Learning objectives and outcomes are <b>sometimes</b> used to determine efficacy and <b>develop</b> the programme.	Learning objectives and outcomes are <b>usually</b> used to determine efficacy and <b>develop</b> the programme.	Learning objectives and outcomes are <b>often</b> used to determine efficacy and <b>develop</b> the programme.
Teaching quality	Do staff have the knowledge to deliver AoD education?	Teachers delivering this education have had <b>no or limited training</b> .	Teachers delivering this education have <b>had training</b> .	Teachers delivering this education have <b>had training</b> and are <b>skilled and confident</b> .	Teachers delivering this education have <b>had training</b> , are <b>skilled and confident</b> , and have <b>access to high quality training and support</b> .
	Are staff skilled and confident to deal with difficult questions?	Staff <b>lack confidence</b> when discussing sensitive issues or responding to difficult questions.	Staff <b>are confident</b> when discussing sensitive issues or responding to difficult questions.	Staff are <b>skilled</b> in discussing sensitive issues or responding to difficult questions.	Staff are <b>highly skilled</b> in discussing sensitive issues or responding to difficult questions.

Effective alcohol  
and other drug  
education  
comments



## Proactive school-based support and strong links to professional treatment

		Level One	Level Two	Level Three	Level Four
Early identification	Is there a process to identify students with slipping attendance and achievement?	<b>Yet to develop</b> a system to identify students with slipping attendance and achievement.	System identifies students with <b>long standing</b> attendance and achievement issues.	System identifies students with <b>slipping</b> attendance and achievement.	System identifies and <b>monitors</b> students with <b>slipping</b> attendance and achievement.
	Are alcohol and other drugs raised in conversations with young people about slipping attendance and achievement?	<b>Few</b> students would have a conversation about alcohol and other drugs if their attendance and achievement is slipping.	<b>Some</b> students would have a conversation about alcohol and other drugs if their attendance and achievement is slipping.	<b>Most</b> students would have a conversation about alcohol and other drugs if their attendance and achievement is slipping.	<b>The majority of</b> students would have a conversation about alcohol and other drugs if their attendance and achievement is slipping.
	Do staff feel confident to talk with students about alcohol and other drugs?	<b>Few</b> staff feel confident to talk with students about alcohol and other drugs.	<b>Some</b> staff feel confident to talk with students about alcohol and other drugs.	<b>Most</b> staff feel confident to talk with students about alcohol and other drugs.	<b>The majority of</b> staff feel confident to talk with students about alcohol and other drugs.
Effective pastoral care for alcohol and other drugs	Are pastoral care staff equipped to deliver screening and brief interventions for alcohol and other drugs?	Pastoral care staff have <b>limited ability</b> to deliver screening and brief interventions for AoD.	Pastoral care staff have <b>some ability</b> to deliver screening and brief interventions for AoD.	Pastoral care staff have <b>good ability</b> to deliver screening and brief interventions for AoD.	Pastoral care staff have <b>excellent ability and up to date skills</b> to deliver screening and brief interventions for AoD.
	Does screening and brief intervention for alcohol and other drugs occur?	Screening and brief intervention for AoD <b>rarely</b> occurs.	Screening and brief intervention for AoD <b>sometimes</b> occurs.	Screening and brief intervention for AoD <b>often</b> occurs.	Screening and brief intervention for AoD <b>routinely</b> occurs.
	Are barriers to accessing pastoral care identified and minimised?	Barriers to accessing pastoral care are <b>yet to be</b> identified.	Barriers to accessing pastoral care <b>have been</b> identified, but <b>not yet addressed</b> .	Barriers to accessing pastoral care <b>have been</b> identified, and <b>addressed</b> .	Barriers to accessing pastoral care are <b>continually</b> identified, and <b>addressed</b> .
	Do students and their whānau know the support available at school?	<b>Few</b> students and their whānau know what support is available.	<b>Some</b> students and their whānau know what support is available.	<b>Most</b> students and their whānau know what support is available.	<b>The majority of</b> students and their whānau know what support is available.
Relationship with professional treatment	Are effective relationships in place with alcohol and other drug providers?	<b>Yet to establish</b> relationships, ways of working, and referral pathway.	<b>Established</b> relationships, ways of working, and referral pathway.	<b>Strong</b> relationships, ways of working, and referral pathway.	<b>Strong and effective</b> relationships, ways of working, and referral pathway.
	Are relationships aligned with school values and visions?	Relationship is <b>not</b> aligned to the schools values and visions.	Relationship is <b>implicitly</b> aligned to the schools values and visions.	Relationship is <b>explicitly</b> aligned to the schools values and visions.	Relationship is <b>explicitly</b> aligned to the schools values and visions with a <b>commitment to keep students engaged at school</b> .

**Proactive school based support and strong links to professional treatment comments**



## Policies and procedures

		Level One	Level Two	Level Three	Level Four
Internal procedures	Are there written procedures to identify, assess and connect students with pastoral care or specialist AoD support?	Procedures are <b>not written</b> .	Procedures are <b>developed</b> .	Procedures are <b>implemented</b> .	Procedures are <b>implemented and routinely reviewed for their effectiveness</b> .
	Do staff know their responsibilities and referral pathways?	<b>Few</b> staff know their responsibilities and referral pathways.	<b>Some</b> staff know their responsibilities and referral pathways.	<b>Most</b> staff know their responsibilities and referral pathways.	<b>The majority of</b> staff know their responsibilities and referral pathways.
	Are there opportunities for students to develop a range of personal and social skills after an incident?	<b>Limited</b> opportunities to develop personal and social skills (e.g. self-management, decision making, critical thinking)	<b>Some</b> opportunities to develop personal and social skills	<b>Regular</b> opportunities to develop personal and social skills	<b>Ongoing</b> opportunities to develop and <b>practice</b> personal and social skills
	Are students and their whānau involved in planning and evaluating?	Students and their whānau are <b>not involved</b> in planning and evaluating support and disciplinary procedures.	Students and their whānau have <b>limited involvement</b> in planning and evaluating support and disciplinary procedures.	Students and their whānau have <b>some involvement</b> in planning and evaluating support and disciplinary procedures.	Students and their whānau have <b>active involvement</b> in planning and evaluating support and disciplinary procedures.
Policies	Do school policies promote student wellbeing?	Policies that promote student wellbeing <b>are yet to be developed</b> .	Policies that promote student wellbeing <b>have been developed</b> .	Policies that promote student wellbeing <b>have been implemented</b> .	Policies that promote student wellbeing <b>have been embedded</b> .
	Do school policies enable support to be provided for young people using alcohol and other drugs, and avenues for them to remain engaged in education?	Policies <b>are yet to be developed</b> .	Policies <b>have been developed</b> .	Policies <b>have been implemented</b> .	Policies <b>have been embedded</b> .
	Do students and their whānau know what the school policy is on alcohol and other drugs?	<b>Few</b> students and their whānau know what the school policy is on alcohol and other drugs.	<b>Some</b> students and their whānau know what the school policy is on alcohol and other drugs.	<b>Most</b> students and their whānau know what the school policy is on alcohol and other drugs.	<b>The majority of</b> students and their whānau know what the school policy is on alcohol and other drugs.
	Do students think the school treats them fairly if alcohol and other drug incidents happen?	<b>Few</b> students think that students are treated fairly following an incident.	<b>Some</b> students think that students are treated fairly following an incident.	<b>Most</b> students think that students are treated fairly following an incident.	<b>The majority of</b> students think that students are treated fairly following an incident.

**Policies and  
procedures  
comments**