



School-wide reflection tool

A modern approach to student wellbeing

tūturu.

Complete this in a small team of school staff to reflect on your current practices.

This tool will help you identify strengths, weaknesses, and opportunities to improve.

Each question in this guide includes a range of responses to guide your reflection. You can use the scoring to track your school's progress over time.

This guide is divided into four sections:

- ▶ 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

School values

	1	2	3	4
1 Do they exist?	In school charter <input type="radio"/>	In charter and strategic plans <input type="radio"/>	Embedded in charter and strategic plans <input type="radio"/>	Underpin charter, strategic plans and teaching plans <input type="radio"/>
2 How are they used?	Implicit in interactions and teaching <input type="radio"/>	Usually used in interactions and teaching <input type="radio"/>	Regularly used in interactions, teaching and events <input type="radio"/>	Explicitly used in interactions, teaching and events <input type="radio"/>
3 Are staff aware?	Few can articulate the values and their use <input type="radio"/>	Some can articulate the values and their use <input type="radio"/>	Many can articulate the values and their use <input type="radio"/>	The vast majority of staff can articulate the values and their use <input type="radio"/>

Student connectedness

4 What strategies exist to promote student connectedness?	Ad-hoc strategies used <input type="radio"/>	School-wide strategies developed <input type="radio"/>	School-wide strategies implemented <input type="radio"/>	School-wide strategies embedded <input type="radio"/>
5 Are there strategies to promote Māori student connectedness?	Ad-hoc strategies used <input type="radio"/>	School-wide strategies developed <input type="radio"/>	School-wide strategies implemented <input type="radio"/>	School-wide strategies embedded <input type="radio"/>
6 Do students feel respected and supported?	Few students report feeling respected and supported <input type="radio"/>	Some students report feeling respected and supported <input type="radio"/>	Many students report feeling respected and supported <input type="radio"/>	The vast majority of students report feeling respected and supported <input type="radio"/>

Wellbeing & help-seeking initiatives

	1	2	3	4
7 Is student wellbeing data being collected?	Not or occasionally collected <input type="radio"/>	Regularly collected and analysed <input type="radio"/>	Collected, analysed, and used for initiatives <input type="radio"/>	Collected, analysed, used for initiatives and evaluated <input type="radio"/>
8 Are there wellbeing initiatives?	No evidence of school-wide wellbeing initiatives <input type="radio"/>	Occasional school-wide wellbeing initiatives <input type="radio"/>	Regular school-wide wellbeing initiatives <input type="radio"/>	Ongoing student-led school-wide wellbeing initiatives <input type="radio"/>
9 Are there Māori wellbeing initiatives?	No evidence of school-wide wellbeing initiatives <input type="radio"/>	Occasional school-wide wellbeing initiatives <input type="radio"/>	Regular school-wide wellbeing initiatives <input type="radio"/>	Ongoing student-led school-wide wellbeing initiatives <input type="radio"/>
10 Is wellbeing data visible?	Occasionally reported <input type="radio"/>	Regularly reported and discussed <input type="radio"/>	Used for strategic planning <input type="radio"/>	Community understands strategic developments <input type="radio"/>

Student leadership around wellbeing

11 Are there opportunities for student participation or leadership?	No formal mechanism <input type="radio"/>	Staff-led student participation <input type="radio"/>	Students involved in health promotion, policy and procedures related to alcohol and other drugs <input type="radio"/>	Students have a leading role in health promotion, policy and procedures related to alcohol and other drugs <input type="radio"/>
12 How valued is student involvement?	Little to no influence on the school's future <input type="radio"/>	Some influence on the school's future <input type="radio"/>	Students have some influence, and it is reported back to them <input type="radio"/>	Students have a leading role in health promotion, policy and procedures <input type="radio"/>

**Additional
comments**

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Effective alcohol and other drug (AOD) education

Education opportunities

	1	2	3	4
13 Is AoD education available?	Not taught <input type="radio"/>	Taught at year 9-10 <input type="radio"/>	Taught at most year levels <input type="radio"/>	Taught at all year levels <input type="radio"/>
14 Does AOD education align with school values and vision?	Does not align <input type="radio"/>	Implicitly aligns <input type="radio"/>	Explicitly aligns <input type="radio"/>	Aligns with school values, vision and initiatives <input type="radio"/>
15 Are there opportunities to develop a range of personal and social skills?	Limited opportunities (e.g. self management, decision making, critical thinking) <input type="radio"/>	Some opportunities <input type="radio"/>	Regular opportunities <input type="radio"/>	Ongoing opportunities to practice personal and social skills <input type="radio"/>
16 Are students and their whānau involved in planning and evaluating AoD education?	Not involved <input type="radio"/>	Limited involvement <input type="radio"/>	Some involvement <input type="radio"/>	Active involvement <input type="radio"/>

Effective pedagogy

17 Does AoD education connect students with prior learning and experiences through interactive strategies?	AoD education rarely involves students actively connecting with prior learning and experiences <input type="radio"/>	AoD education sometimes involves students actively connecting with prior learning and experiences <input type="radio"/>	AoD education often involves students actively connecting with prior learning and experiences <input type="radio"/>	AoD education involves students actively connecting with prior learning and experiences the majority of the time <input type="radio"/>
18 Are effective strategies in place to ensure a safe class room environment?	Few strategies in place <input type="radio"/>	Some strategies in place <input type="radio"/>	Most strategies are in place <input type="radio"/>	All strategies are in place <input type="radio"/>

Learning content

	1	2	3	4
19 Does the content enable students to evaluate social norms (including use of data)?	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Usually <input type="radio"/>	Always <input type="radio"/>
20 Is the content factual and evidence-based?	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Usually <input type="radio"/>	Always <input type="radio"/>
21 Is the content developmentally appropriate and relevant to students' values, beliefs, experiences?	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Usually <input type="radio"/>	Always <input type="radio"/>
22 Are learning outcomes used to determine effectiveness?	No <input type="radio"/>	Sometimes <input type="radio"/>	Usually <input type="radio"/>	Often <input type="radio"/>

Teaching quality

23 Do staff have the knowledge to deliver AoD education?	No, or limited training <input type="radio"/>	Staff have had training <input type="radio"/>	Staff have had training, are skilled and confident <input type="radio"/>	Staff have had training, are skilled and confident, and have access to high quality training and support <input type="radio"/>
24 Are staff skilled and confident responding to difficult questions and discussing sensitive issues?	Staff lack confidence doing this <input type="radio"/>	Staff are confident doing this <input type="radio"/>	Staff are skilled at doing this <input type="radio"/>	Staff are highly skilled at doing this <input type="radio"/>

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Proactive school-based support and strong links to professional treatment

Early identification

1

2

3

4

25	Is there a process to identify students with slipping attendance and achievement?	Yet to develop a system <input type="radio"/>	System identifies students with long standing attendance and achievement issues <input type="radio"/>	System identifies students with slipping attendance and achievement <input type="radio"/>	System identifies and monitors students with slipping attendance and achievement <input type="radio"/>
26	Are alcohol and other drugs raised in conversations with young people about slipping attendance and achievement?	Few students would have a conversation about this <input type="radio"/>	Some students would have a conversation about this <input type="radio"/>	Most students would have a conversation about this <input type="radio"/>	The vast majority of students would have a conversation about this <input type="radio"/>
27	Do staff feel confident to talk with students about alcohol and other drugs?	Few staff feel confident <input type="radio"/>	Some staff feel confident <input type="radio"/>	Most staff feel confident <input type="radio"/>	The vast majority of staff feel confident doing this <input type="radio"/>

Effective pastoral care for alcohol and other drugs

	1	2	3	4
28 Are pastoral care staff equipped to deliver screening and brief interventions for alcohol and other drugs?	Pastoral care staff have limited ability to deliver screening and brief interventions for AoD <input type="radio"/>	Pastoral care staff have some ability to deliver screening and brief interventions for AoD <input type="radio"/>	Pastoral care staff have good ability to deliver screening and brief interventions for AoD <input type="radio"/>	Pastoral care staff have excellent ability and up-to-date skills to deliver screening and brief interventions for AoD <input type="radio"/>
29 Does screening and brief intervention for alcohol and other drugs occur?	Screening and brief intervention for AoD rarely occurs <input type="radio"/>	Screening and brief intervention for AoD sometimes occurs <input type="radio"/>	Screening and brief intervention for AoD usually occurs <input type="radio"/>	Screening and brief intervention for AoD always occurs <input type="radio"/>
30 Are barriers to accessing pastoral care identified and minimised?	Barriers are yet to be identified <input type="radio"/>	Barriers have been identified, but not yet addressed <input type="radio"/>	Barriers have been identified, and addressed <input type="radio"/>	Barriers are continually identified, and addressed <input type="radio"/>
31 Do students and their whānau know the support available at school?	Few students and their whānau know what support is available <input type="radio"/>	Some students and their whānau know what support is available <input type="radio"/>	Most students and their whānau know what support is available <input type="radio"/>	The vast majority of students and their whānau know what support is available <input type="radio"/>

Relationship with professional treatment

32 Are effective relationships in place with alcohol and other drug providers?	Yet to establish relationships, ways of working, and referral pathway <input type="radio"/>	Established relationships, ways of working, and referral pathway <input type="radio"/>	Strong relationships, ways of working, and referral pathway <input type="radio"/>	Strong and effective relationships, ways of working, and referral pathway <input type="radio"/>
33 Are relationships aligned with school values and visions?	Relationship is not aligned to the schools values and visions <input type="radio"/>	Relationship is implicitly aligned to the schools values and visions <input type="radio"/>	Relationship is explicitly aligned to the schools values and visions <input type="radio"/>	Relationship is explicitly aligned to the schools values and visions with a commitment to keep students engaged at school <input type="radio"/>

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Policies and procedures

Internal procedures

	1	2	3	4
34 Are there written procedures to identify, assess and connect students with pastoral care or specialist AoD support?	Procedures are not written <input type="radio"/>	Procedures are developed <input type="radio"/>	Procedures are implemented <input type="radio"/>	Procedures are implemented and routinely reviewed for their effectiveness <input type="radio"/>
35 Do staff know their responsibilities and referral pathways?	Few staff know their responsibilities and referral pathways <input type="radio"/>	Some staff know their responsibilities and referral pathways <input type="radio"/>	Most staff know their responsibilities and referral pathways <input type="radio"/>	The vast majority of staff know their responsibilities and referral pathways <input type="radio"/>
36 Are there opportunities for students to develop a range of personal and social skills after an incident?	Limited opportunities to develop personal and social skills (e.g. self-management, decision making, critical thinking) <input type="radio"/>	Some opportunities to develop personal and social skills <input type="radio"/>	Ongoing opportunities to develop personal and social skills <input type="radio"/>	Routine opportunities to develop and practice personal and social skills <input type="radio"/>
37 Are students and their whānau involved in planning and evaluating support and disciplinary procedures?	Not involved <input type="radio"/>	Limited involvement <input type="radio"/>	Some involvement <input type="radio"/>	Active involvement <input type="radio"/>

Policies

	1	2	3	4
38 Do school policies promote student wellbeing?	Policies that promote student wellbeing are yet to be developed <input type="radio"/>	Policies that promote student wellbeing have been developed <input type="radio"/>	Policies that promote student wellbeing have been implemented <input type="radio"/>	Policies that promote student wellbeing have been embedded <input type="radio"/>
39 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 are yet to be developed <input type="radio"/>	Policies have been developed <input type="radio"/>	Policies have been implemented <input type="radio"/>	Policies have been embedded <input type="radio"/>
40 Do students and their whānau know what the school policy is on alcohol and other drugs?	Few students and their whānau know what the school policy is on alcohol and other drugs <input type="radio"/>	Some students and their whānau know what the school policy is on alcohol and other drugs <input type="radio"/>	Most students and their whānau know what the school policy is on alcohol and other drugs <input type="radio"/>	The vast majority of students and their whānau know what the school policy is on alcohol and other drugs <input type="radio"/>
41 Do students think the school treats them fairly if alcohol and other drug incidents happen?	Few students think they are treated fairly following an incident <input type="radio"/>	Some students think they are treated fairly following an incident <input type="radio"/>	Most students think they are treated fairly following an incident <input type="radio"/>	The vast majority of students think they are treated fairly following an incident <input type="radio"/>

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