

School-wide reflection tool

A modern approach to student wellbeing



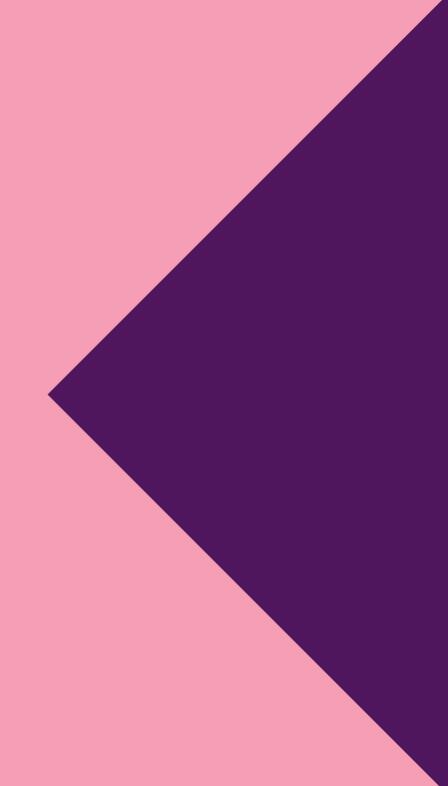
Complete this in a small team of school staff to reflect on your current practices.

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	In charter and strategic plans	Embedded in charter and strategic plans		Underpin charter, strategic plans and teaching plans	
2	How are they used?	Implicit in interactions and teaching	Usually used in interactions and teaching	Regularly used in interactions, teaching and events	0	Explicility used in interactions, teaching and events	
3	Are staff aware?	Few can articulate the values and their use	Some can articulate the values and their use	Many can articulate the values and their use		The vast majority of staff can articulate the values and their use	
	Student connectedness						
4	What strategies exist to promote student connectedness?	Ad-hoc strategies used	School-wide strategies developed	School-wide strategies implemented		School-wide strategies embedded	
5	Are there strategies to promote Māori student connectedness?	Ad-hoc strategies used	School-wide strategies developed	School-wide strategies implemented		School-wide strategies embedded	
6	Do students feel respected and supported?	Few students report feeling respected and supported	Some students report feeling respected and supported	Many students report feeling respected and supported		The vast majority of students report feeling respected and supported	

POSITIVE SCHOOL ENVIRONMENT 2

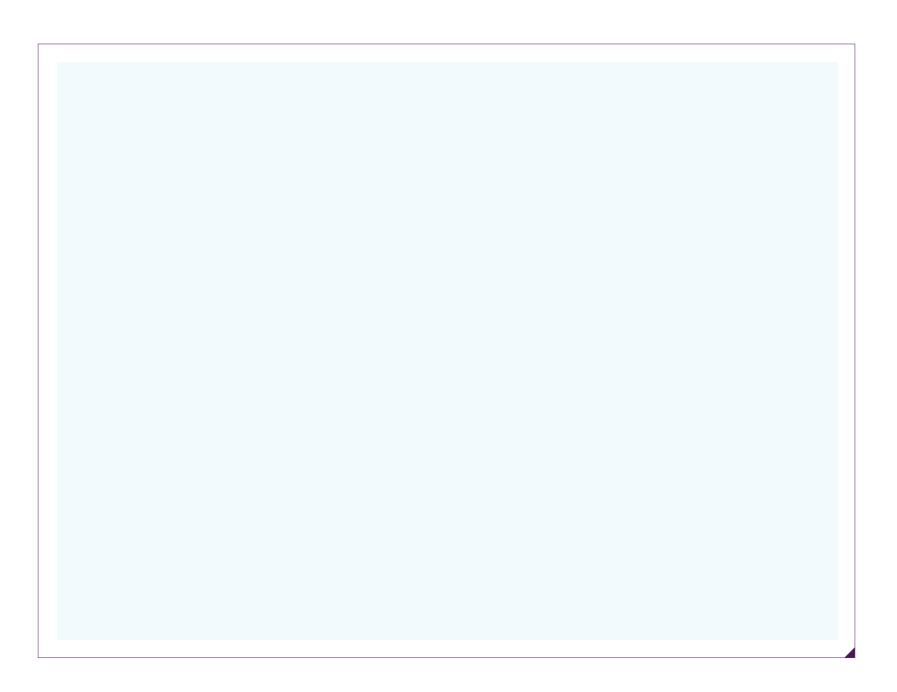
Wellbeing & help-				
seeking initiatives	1	2	3	4

7	Is student wellbeing data being collected?	Not or occasionally collected	Regularly collected and analysed	Collected, analysed, and used for initiatives	Collected, analysed, used for initiatives and evaluated	
8	Are there wellbeing initiatives?	No evidence of school- wide wellbeing initiatives	Occasional school-wide wellbeing initiatives	Regular school-wide wellbeing initiatives	Ongoing student-led school-wide wellbeing initiatives	
9	Are there Māori wellbeing initiatives?	No evidence of school- wide wellbeing initiatives	Occasional school-wide wellbeing initiatives	Regular school-wide wellbeing initiatives	Ongoing student-led school-wide wellbeing initiatives	
10	Is wellbeing data visible?	Occasionally reported	Regularly reported and discussed	Used for strategic planning	Community understands strategic developments	

Student leadership around wellbeing

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

POSITIVE SCHOOL ENVIRONMENT





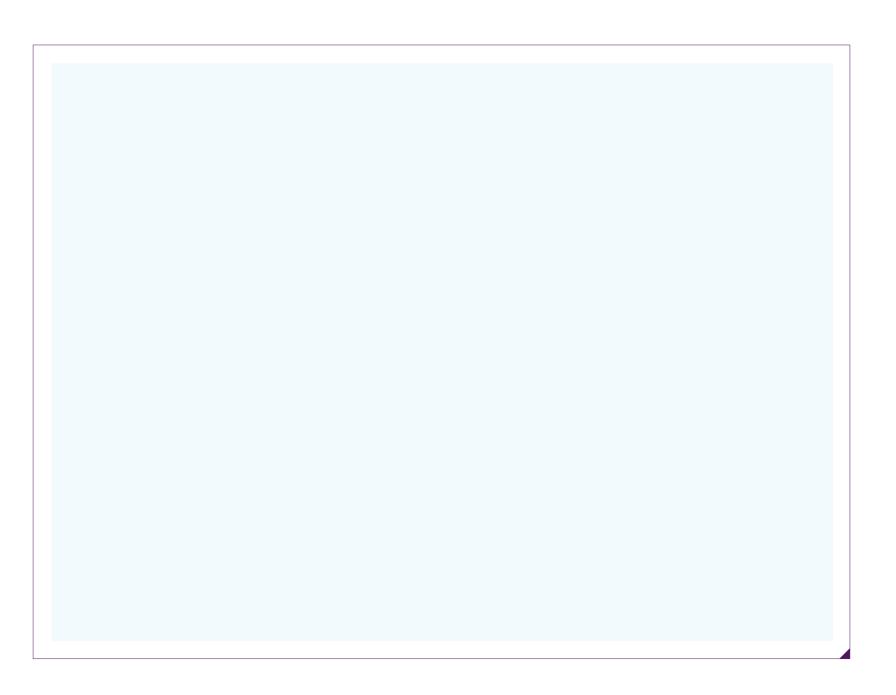
Effective alcohol and other drug (AOD) education

	Education opportunities	1	2		3	4	
13	Is AoD education available?	Not taught	Taught at year 9-10		Taught at most year levels	Taught at all year levels	
14	Does AOD education align with school values and vision?	Does not align	Implicitly aligns		Explicitly aligns	Aligns with school values, vision and initiatives	
15	Are there opportunities to develop a range of personal and social skills?	Limited opportunities (e.g. self management, decision making, critical thinking)	Some opportunities		Regular opportunities	Ongoing opportunities to practice personal and social skills	
16	Are students and their whānau involved in planning and evaluating AoD education?	Not involved	Limited involvement		Some involvement	Active involvement	
	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	AoD education sometime involves students actively connecting with prior learning and experiences	/	AoD education often involves students actively connecting with prior learning and experiences	AoD education involves students actively connecting with prior learning and experiences the majority of the time	
18	Are effective strategies in place to ensure a safe class room environment?	Few strategies in place	Some strategies in place		Most strategies are in place	All strategies are in place	

	Learning content	1		2		3		4
19	Does the content enable students to evaluate social norms (including use of data)?	Rarely	Sometimes		Usually		Always	
20	Is the content factual and evidence-based?	Rarely	Sometimes		Usually	0	Always	0
21	Is the content developmentally appropriate and relevant to students' values, beliefs, experiences?	Rarely	Sometimes		Usually		Always	
22	Are learning outcomes used to determine effectiveness?	No	Sometimes	0	Usually		Often	0

Teaching quality

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



4

students would have a

conversation about this

The vast majority of staff

feel confident doing this



Early identification

other drugs raised in

conversations with

young people about slipping attendance and achievement?

Do staff feel confident

to talk with students

about alcohol and other drugs?

Proactive school-based support and strong links to professional treatment

a conversation about this

Few staff feel confident

System identifies System identifies System identifies and Is there a process to Yet to develop a system monitors students with identify students with students with long students with slipping slipping attendance standing attendance and attendance and slipping attendance and and achievement? achievement issues achievement achievement Are alcohol and Few students would have Some students would Most students would The vast majority of

have a conversation

Some staff feel confident

about this

2

3

have a conversation

Most staff feel confident

about this

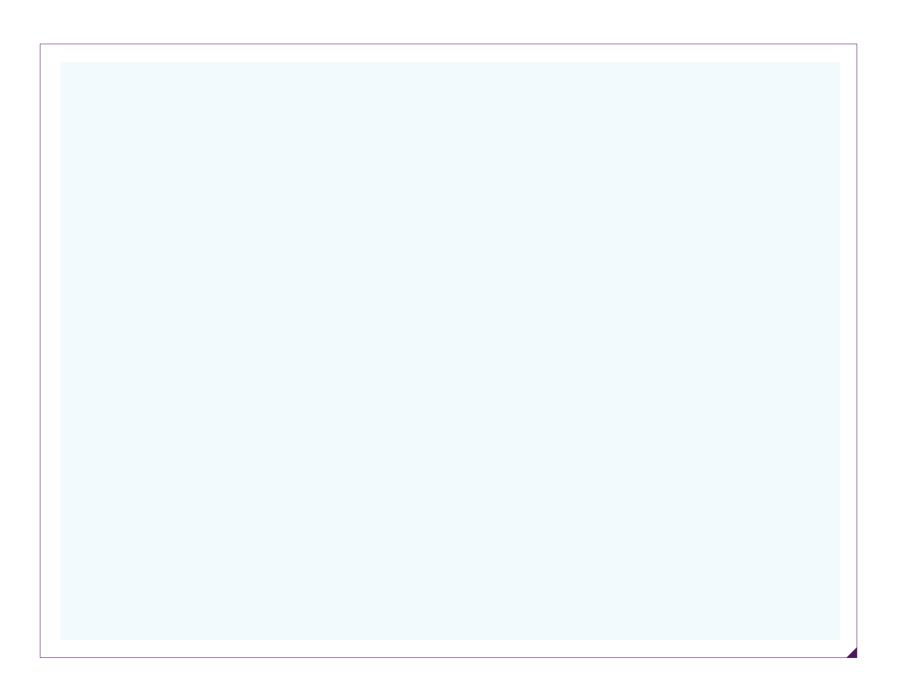
Effective pastoral care for alcohol and other drugs

1 2 3

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

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	Established relationships, ways of working, and referral pathway	Strong relationships, ways of working, and referral pathway	Strong and effective relationships, ways of working, and referral pathway
33	Are relationships aligned with school values and visions?	Relationship is not aligned to the schools values and visions	Relationship is implicitly aligned to the schools values and visions	Relationship is explicitly aligned to the schools values and visions	Relationship is explicitly aligned to the schools values and visions with a commitment to keep students engaged at school





Policies and procedures

	Internal procedur	res 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	Procedures are developed	Procedures are implemented	Procedures are implemented and routinely reviewed for their effectiveness	
35	Do staff know their responsibilities and referral pathways?	Few staff know their responsibilities and referral pathways	Some staff know their responsibilities and referral pathways	Most staff know their responsibilities and referral pathways	The vast majority of staff know their responsibilities and referral pathways	
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)	Some opportunities to develop personal and social skills	Ongoing opportunities to develop personal and social skills	Routine opportunities to develop and practice personal and social skills	
37	Are students and their whānau involved in planning and evaluating support and disciplinary procedures?	Not involved	Limited involvement	Some involvement	Active involvement	

POLICIES AND PROCEDURES 14

Policies 2 3 4 Do school policies Policies that promote Policies that promote Policies that promote Policies that promote student wellbeing are **yet** student wellbeing have student wellbeing have promote student student wellbeing have wellbeing? to be developed been developed been implemented been embedded Do school policies Policies are yet to be Policies have been Policies have been Policies have been enable support to be embedded developed developed implemented provided for young people using alcohol and other drugs, and avenues for them to remain engaged in education? Do students and their Few students and their Some students and their Most students and their The vast majority of whānau know what the whānau know what the whānau know what the students and their whanau whānau know what school policy is on alcohol school policy is on alcohol school policy is on alcohol know what the school the school policy is on alcohol and other and other drugs and other drugs and other drugs policy is on alcohol and drugs? other drugs Do students think the Few students think they Some students think they Most students think they The vast majority of are treated fairly following are treated fairly following students think they are school treats them are treated fairly following fairly if alcohol and an incident an incident an incident treated fairly following an

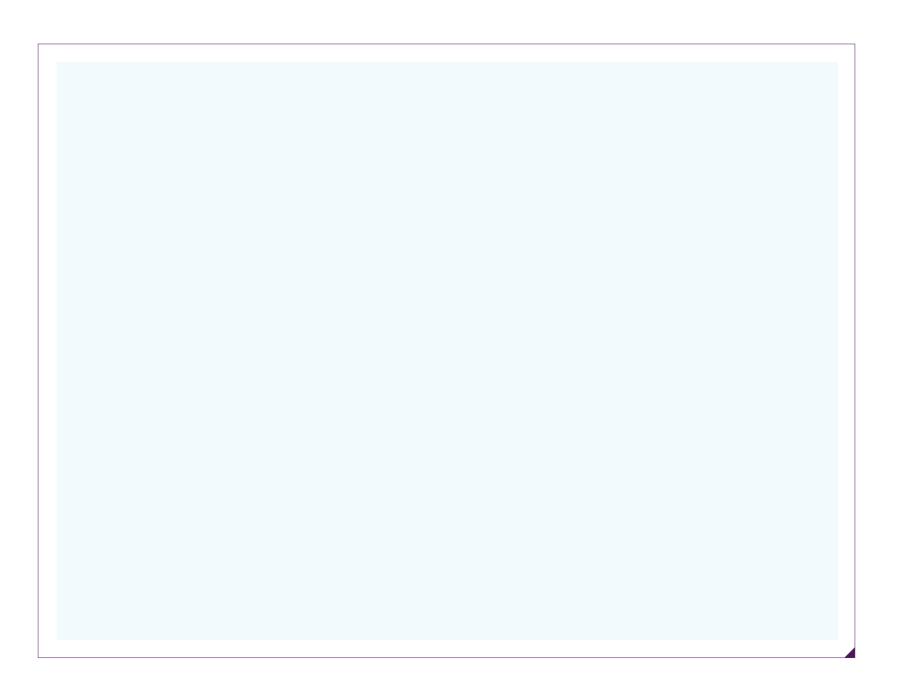
incident

1

other drug incidents

happen?

POLICIES AND PROCEDURES 15



tūturu