

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

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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	Explicitly 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

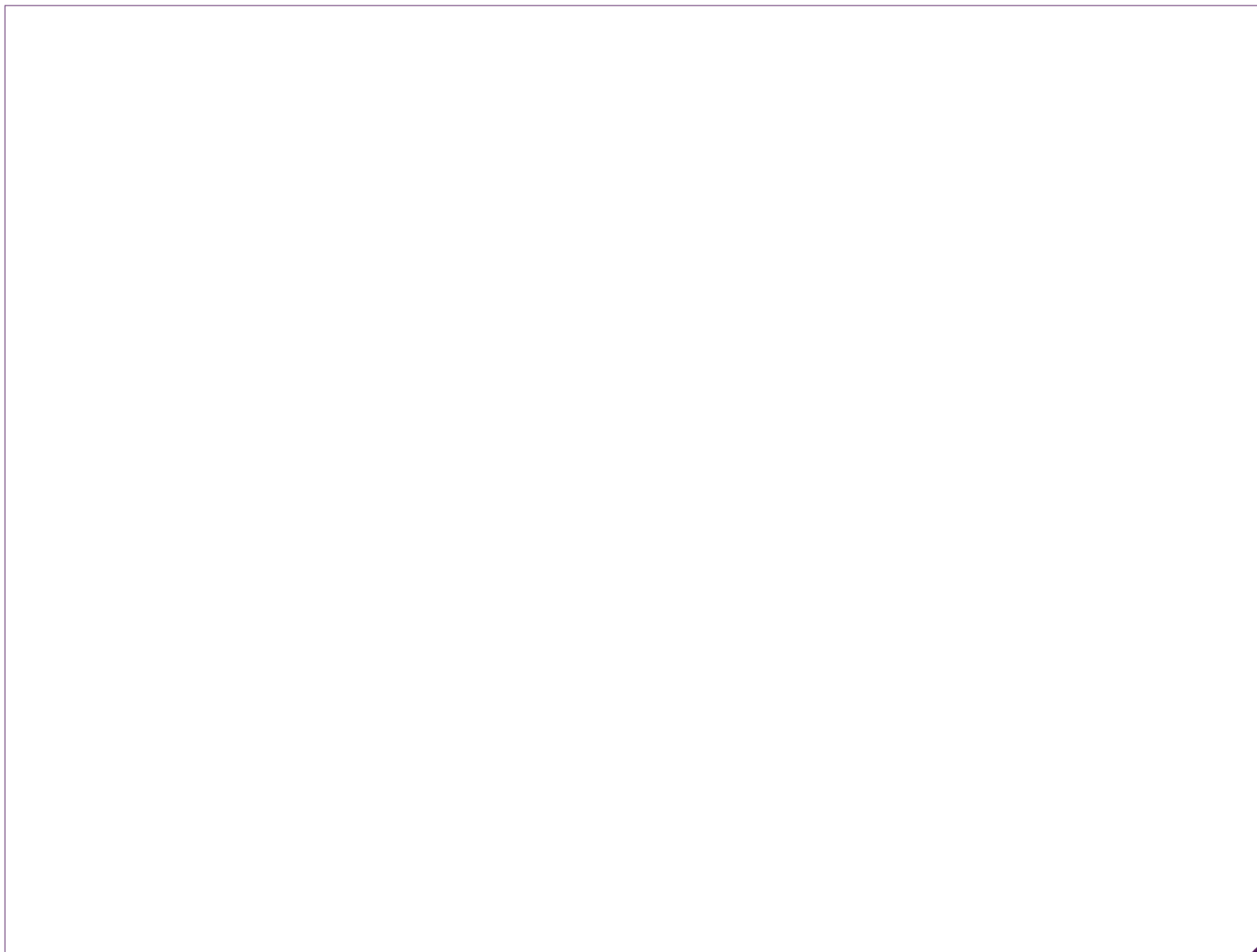
Wellbeing & help-seeking initiatives

	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

**Additional
comments**





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 sometimes 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

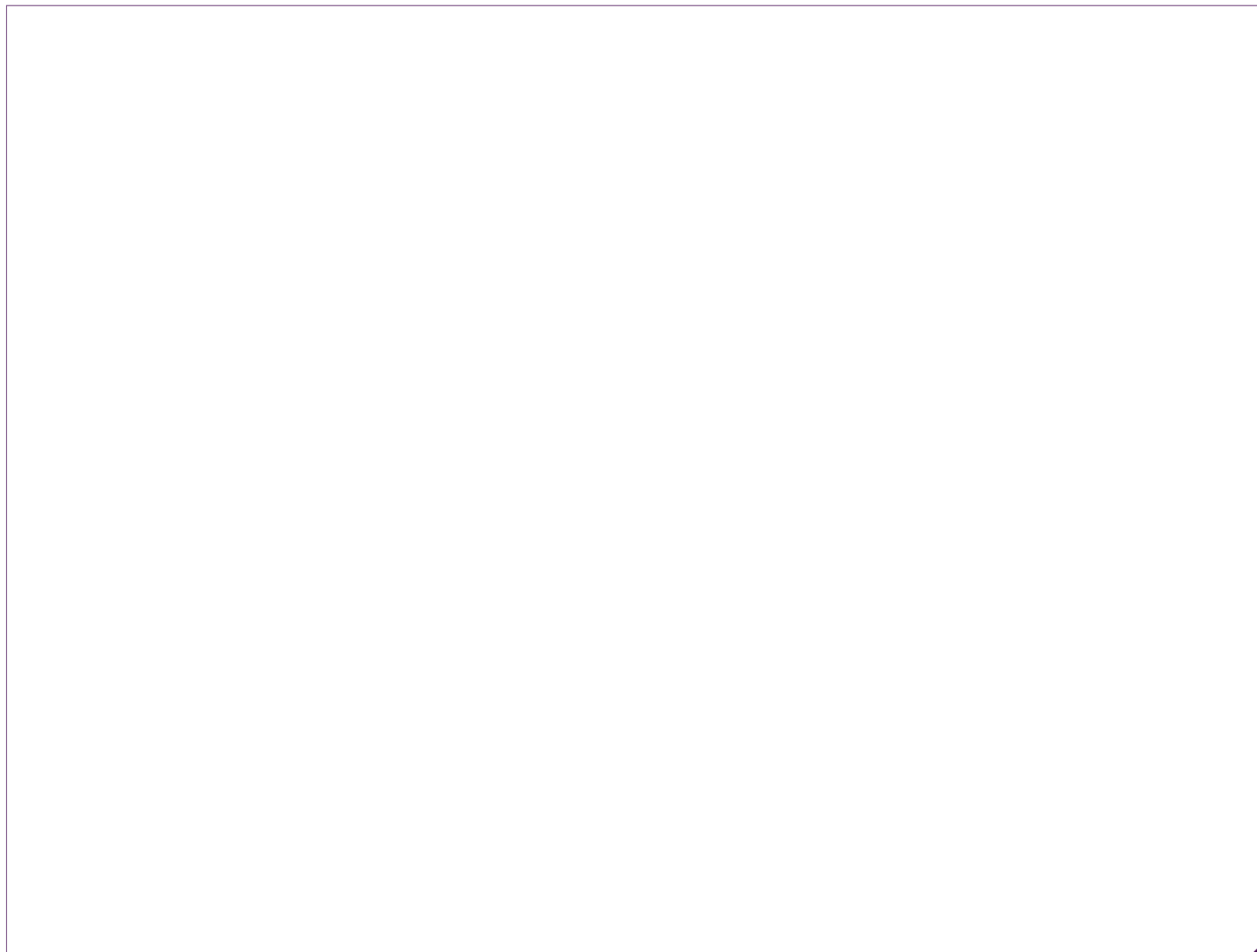
Learning content**1****2****3****4**

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	Always
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	Usually	Often

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

**Additional
comments**





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	System identifies students with long standing attendance and achievement issues	System identifies students with slipping attendance and achievement	System identifies and monitors students with slipping attendance and achievement
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	Some students would have a conversation about this	Most students would have a conversation about this	The vast majority of students would have a conversation about this
27	Do staff feel confident to talk with students about alcohol and other drugs?	Few staff feel confident	Some staff feel confident	Most staff feel confident	The vast majority of staff feel confident doing this

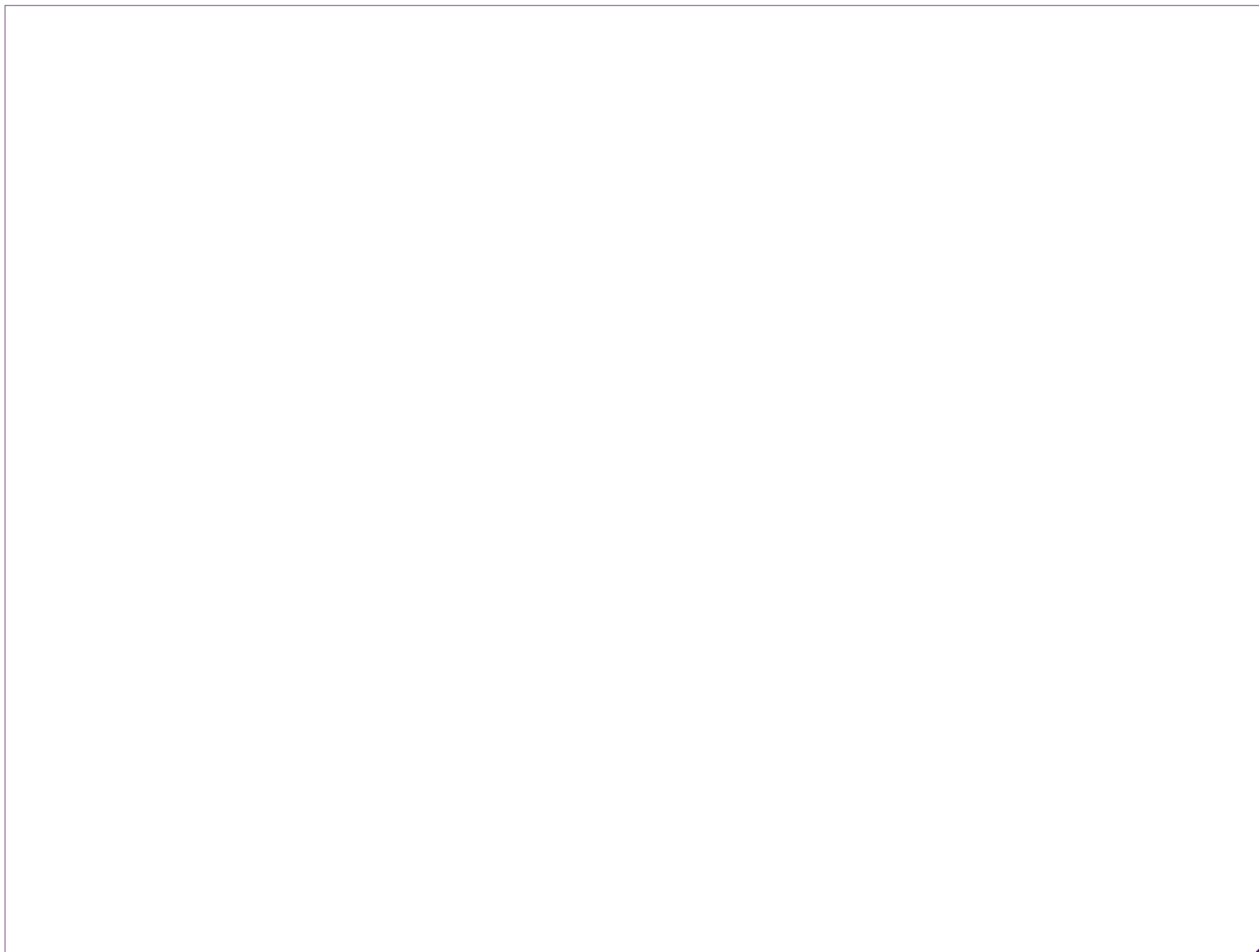
Effective pastoral care for alcohol and other drugs

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	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 up-to-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

**Additional
comments**





Policies and procedures

Internal procedures

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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

1

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38	Do school policies promote student wellbeing?	Policies that promote student wellbeing are yet to be developed	Policies that promote student wellbeing have been developed	Policies that promote student wellbeing have been implemented	Policies that promote student wellbeing have been embedded
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	Policies have been developed	Policies have been implemented	Policies have been embedded
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	Some students and their whānau know what the school policy is on alcohol and other drugs	Most students and their whānau know what the school policy is on alcohol and other drugs	The vast majority of students and their whānau know what the school policy is on alcohol and other drugs
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	Some students think they are treated fairly following an incident	Most students think they are treated fairly following an incident	The vast majority of students think they are treated fairly following an incident

**Additional
comments**



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