



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

Student connectedness

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1	What strategies exist to promote student connectedness?	Ad-hoc strategies used	School-wide strategies developed	School-wide strategies implemented	School-wide strategies embedded
2	Are there strategies to promote Māori student connectedness?	Ad-hoc strategies used	School-wide strategies developed	School-wide strategies implemented	School-wide strategies embedded

Wellbeing & help-seeking initiatives

3	Are there wellbeing initiatives in place?	No evidence of school-wide wellbeing initiatives	Occasional school-wide wellbeing initiatives	Regular school-wide wellbeing initiatives	Ongoing student-led school-wide wellbeing initiatives
4	Are there wellbeing initiatives in place for Māori students?	No evidence of school-wide wellbeing initiatives	Occasional school-wide wellbeing initiatives	Regular school-wide wellbeing initiatives	Ongoing student-led school-wide wellbeing initiatives

Student leadership around wellbeing

5	Are there opportunities for student participation or leadership around wellbeing?	No opportunities for student participation or leadership	Limited opportunities for student participation or leadership	Occasional opportunities for student participation or leadership	Regular opportunities for student participation or leadership
6	Are students involved in health promotion, policy and procedures relating to alcohol and other drugs?	Students are not involved	Students are rarely involved	Students are involved in health promotion, policy and procedures relating to alcohol and other drugs	Students have a leading role in health promotion, policy and procedures relating to alcohol and other drugs

Additional comments



Effective alcohol and other drug (AOD) education

Education opportunities

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7	Is AoD education available?	Not taught <small>IF YOU SELECTED 1, SKIP TO PAGE 6 Based on this answer, you may also want to conduct an audit.</small>	Taught at year 9-10 <small>IF YOU SELECTED 2, SKIP TO PAGE 6 Based on this answer, you may also want to conduct an audit.</small>	Taught at most year levels	Taught at all year levels
8	Does AOD education align with school values and vision?	Does not align	Implicitly aligns	Explicitly aligns	Aligns with school values, vision and initiatives

Effective pedagogy

9	Does AoD education connect students with prior learning and experiences?	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
10	Are effective strategies in place to ensure a safe classroom environment?	Few strategies in place	Some strategies in place	Many strategies are in place	Robust strategies are in place

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

11	Does the content enable students to evaluate social norms (including use of data)?	Rarely	Sometimes	Usually	Always
12	Is the content factual and evidence-based?	Rarely	Sometimes	Usually	Always
13	Is the content developmentally appropriate and relevant to students' values, beliefs, experiences?	Rarely	Sometimes	Usually	Always
14	Are learning outcomes used to determine effectiveness?	No	Sometimes	Usually	Often

Teaching quality

15	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
16	Are staff skilled and confident responding to difficult questions and discussing challenging 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**

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Proactive school-based support and strong links to professional treatment

Early identification

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17 **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

Effective pastoral care for alcohol and other drugs

18 **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

19 **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

20	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
21	Are relationships aligned with school values and visions?	Relationships are not aligned to the schools values and visions	Relationships are implicitly aligned to the schools values and visions	Relationships are explicitly aligned to the schools values and visions	Relationships are 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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22	Are there written procedures to identify, assess and connect students with pastoral care or specialist AoD support?	Procedures are not written <small>IF YOU SELECTED 1, SKIP TO PAGE 9</small>	Procedures are developed <small>IF YOU SELECTED 2, SKIP TO PAGE 9</small>	Procedures are implemented	Procedures are implemented and routinely reviewed for their effectiveness
23	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
24	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

Policies

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<p>25 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?</p>	<p>Policies are yet to be developed <small>IF YOU SELECTED 1, SKIP QUESTION 26</small></p>	<p>Policies have been developed <small>IF YOU SELECTED 2, SKIP QUESTION 26</small></p>	<p>Policies have been implemented</p>	<p>Policies have been embedded</p>
<p>26 Do students and their whānau know what the school policy is on alcohol and other drugs?</p>	<p>Few students and their whānau know what the school policy is on alcohol and other drugs</p>	<p>Some students and their whānau know what the school policy is on alcohol and other drugs</p>	<p>Most students and their whānau know what the school policy is on alcohol and other drugs</p>	<p>The vast majority of students and their whānau know what the school policy is on alcohol and other drugs</p>

Additional comments

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