Whole School Approach Pilot
Preparing students to live in a world where alcohol and drugs exist

What is the pilot	This pilot will develop and implement a whole school approach to reduce drug and alcohol related harm. It is led by the NZ Drug Foundation, supported by Odyssey, and involves a number of local organisations. It has the support and oversight of the Ministry of Health, Ministry of Education, Health Promotion Agency, and Police.
What is the need	Student attendance and achievement is impacted by drug and alcohol use, and there are inconsistent messages about how schools and others in their community can address this. Unfortunately, sometimes the advice and presentations offered to schools can be ineffective and at times harmful. Greater consistency in messages and easy access to evidence-based resources for schools to address this is needed.
What is the solution	There is a body of evidence that indicates the solution is a whole school approach that comprises: • **A positive school environment** that explicitly focuses on wellbeing, student connectedness, and promotes help-seeking behaviour. • **Effective education** that focuses on skill development utilising factual and normative data in line with the Alcohol and other Drug Education Programmes Guide for Schools (Ministry of Education, 2014). This pilot focuses on the development of learning modules for core senior subject areas (e.g. English, Maths), which will utilise alcohol and other drug issues as the context for learning. • **Proactive school-based support** that identifies and addresses barriers to attendance and achievement as early as possible, including exploring drug and alcohol issues during these conversations and ensuring easy access to school pastoral care support with a focus on keeping students engaged in education. • **Strong links with professional treatment** that ensure specialist services are equipped to work collaboratively with schools to support students to make changes and remain engaged in education. • **Clearly understood policies and/or procedures** that create a shared understanding of expectations for the whole school community, and promote consistent, considered, and proportional responses as the need arises. These are developed through consultation, and are effective when they are regularly referred to. In addition, the **development of a trusted and credible brand** enables schools to know that advice or resources associated with this brand are evidence-based, effective, and trustworthy.
How this pilot will address that need	This pilot will develop transferable resources and provide support for up to twelve schools to implement the above approach. The specific resources that will be developed are outlined overleaf. An independent evaluation will review how effective it is. **2017** — Up to twelve schools will be supported to: review their current practice; engage their school community in discussion about this; and ascertain specific areas of focus. The resources, tools, and trainings will be developed. **2018** — Support and training will be provided for these resources and tools to be implemented in each school.
Where this pilot will happen	The pilot locations all have a local organisation that will support community buy-in for keeping students engaged in education and preventing/reducing substance related harm. They are: • West Auckland | Supported by Community Action Youth and Drugs • South Auckland | Supported by Community Action Youth and Drugs and Youth Odyssey • Hamilton | Supported by Youth INtact • Tauranga | Supported by Sorted • Dunedin | Supported by Mirror HQ Selection of the twelve schools will be prioritised on: • Commitment to a whole school approach that promotes student wellbeing, connectedness, and keeping students engaged • Being a Positive Behaviour for Learning School or a Positive Behaviour for Learning Restorative Practice School

Contact Ben Birks Ang, National Youth Services Adviser | NZ Drug Foundation and Odyssey | benb@odyssey.org.nz | 027 364 6199

Who is involved	Domain	Type of intervention	#	What will be developed	Intended outcome
Entire school community, supported by parents and wider school community	Positive school environment	Whole school community	1	Align the Whole School Approach with Positive Behaviour for Learning (PB4L), including suggestions for schools about what data can be reviewed to look at their own AoD issues	Schools implementing PB4L will only require a small effort to incorporate the necessities for this level of the whole school approach. PB4L has sustainability through Ministry of Education.
All students and school staff	Effective education	Part of school curriculum	2	Develop education modules that use alcohol and other drugs as a learning context and fit into curriculum (e.g. Alcohol Advertising in Year 12 English)	Schools are able to deliver effective education with alcohol and other drugs as a learning context. It is integrated across curriculum subjects for a wider and more developmentally appropriate reach.
Students using substances, school staff, parents	School-based Support	Support for students need support with their substance use	3	Develop and deliver training for school pastoral care on AoD screening and brief interventions (and youth development) and provide ongoing consultation for this team	School pastoral care staff are supported to respond effectively to students' needs.
			4	Develop and deliver training for Assistant/Deputy Principals and Deans on how to have effective conversations with young people and families about AoD	Assistant/Deputy Principals and Deans are able to identify needs, respond appropriately, and proactively link students with support.
			5	Design and pilot template for service providers and schools to reflect on: (1) their current internal systems for identifying and dealing with AoD/Co-existing problem (CEP) concerns; and (2) how they refer externally for support	Schools review and update their systems to ensure they are coordinated and effective in the two most challenging areas.
Students using substances that may develop into long term problems	Professional treatment	Professional help for students needing support with their substance use	6	Design template for service providers to map the health and social providers that come into the school and any MoUs	Schools have a quick reference for external supports and develop proactive arrangements.
			7	Develop training for youth AoD/CEP services operating in these schools to build understanding of how schools operate, and how to work with a young person, their school, and their family to keep the young person engaged in education.	Youth AoD/CEP services are able to work more effectively with schools, and know how to engage young people with education.
	Policies and Procedures		8	Develop template school AoD procedures or policies. This will include how the school: promotes wellbeing, responds to AoD incidents; and addresses AoD use or promotion at school events.	Schools have a policy/procedure that emphasises good practice. Communities and whānau are able to reinforce this.
			9	Develop fact sheets and short videos for school boards, management, and teachers, on common patterns of AoD/CEP in young people and drug testing.	Schools are informed by accurate information on youth AoD/CEP patterns and drug testing.
			10	Develop branding and marketing strategy to have common look and feel, developing confidence in resources produced	Confidence in resources produced and development of a trusted youth addictions sector brand