POHUTUKAWA COLLEGE
Improving student achievement through healthy bodies and healthy minds.
Intervention to occur during Term 3 (July – September).

Pohutukawa College has a **vision** of a safe physical and emotional environment that **inspires learning.**

Our short-term goal is an **increased reporting** of students impacted by drugs (use or supply). This goal is measured through reports by staff into the student management system (SMS) during Term 4, after the intervention is implemented.

Our long-term goals is a **decrease by at least 50%** in reports of students impacted by drug (use or supply). Measured by reports entered into the SMS for one term a year after the intervention. Results are compared to the initial number of reports.

These goals are linked to our **planning and reporting** targets of:
- an increase in student engagement from our annual student survey and SMS
- an increase in student achievement in NCEA Level 2 due to a drug free learning environment
- a decrease in student unexplained absence rates.

The **data sources and consultations** we are using to help form and review this intervention plan are:
- a survey of students about the level of drug availability and drug use
- a survey of staff on identifying drug use and impact of drug use
- Wellbeing@School student and staff survey
- reports about students supplying and/or using drugs, as recorded in the SMS
- weekly attendance records
- achievement results in NCEA Level 2 over the next two years
- referrals to BOT for suspensions, stand-downs or expulsions related to drug use.

Focus safety issue	Scan	Analyse	Respond		Assess impact
	Data that indicates that drug use is a problem	**Next steps goals**	**Prevention activities to achieve these goals**	**Who is responsible and when activities occur**	**What will we measure and when**
Preventing harm from drugs that impacts students' learning	• Issues related to drugs (suspension and expulsions) at BOT meetings have increased from 1 per term to 6 last term. • College staff requested further information about drug behaviour and identification. • Only deans have been placing data in the SMS. • 15% increased reports in SMS of student disengagement. • More parents have expressed concerns about drug availability and use to the Dean/ Deputy Principal. (approx 20% more than last year) • Survey of parents and students indicated that drug use was a problem in the college. • Focus group of leaving students identified that while drug use was a problem, it wasn't widespread - but it was easy to get drugs. • Police have shared a 15% increase in drug-related crime in the local community over the last year. • Police have attended 7 cases last month of young people stealing related to drug debt (up from about 1 a month). • Unexplained absence has increased by 3% in the current year.	• Less than 6 suspensions and expulsions from drug-related issues over 1 year. • Staff can confidently identify and report drug-affected behaviour. • Staff can confidently discuss alcohol and drug use during pastoral care meetings. • All staff use the SMS to report students affected by drug use. • Reports in SMS of student disengagement decrease. • Parent and student surveys clearly support the efforts the college is making to reduce the impact of drugs on students. • Decrease in drug-related crime in the local community for a year after the intervention. • Unexplained absences return to the level of last year.	1. Review current policies procedures including: alcohol and other drugs policy, incident assessment matrix, behaviour management, roles and responsibilities, and connections with community agencies. (involving students) 2. Appropriate police staff (e.g. SCO, Youth Aid, CIB, Drug squad) and relevant NGO will present information to staff about drug use and equipment, signs of drug use, practices of drug suppliers. 3. Enhance reporting of student's behaviour affected by drugs. E.g Prepare protocols for staff reporting students affected by drugs into the SMS 4. Plan communications with parents, including info in newsletters and a presentation from Police. 5. Peer support leader run activities to influence students about drug use. 6. Develop information sharing protocols with Police about children recorded as accessing, distributing or using drugs, and plan aligned prevention activities based on the severity of these incidents, including post-suspension drug testing. 7. Plan and deliver units of work which incorporate harmful substance use as a learning context, and use Social and Emotional Learning (SEL) strategies.	1. The BOT will review policy and resourcing by May Bot meeting. 2. Appropriate police staff (e.g. SCO, Youth Aid, CIB, Drug squad) and NGO (CAYAD) will deliver staff workshop in May. 3. The Principal, through the admin team, will revise the SMS for recording students' behaviour affected by drugs in May. 4. The Principal will lead parental communications through the newsletter about revision to college policy in July. Parent meeting with SCO/NGO will be in July. 5. Peer support leaders complete a *safe school environment* audit and run several Year 9/10 assemblies and other activities about drug harm in July and August. 6. a) Principal with develop information sharing protocols with Police's Area Prevention Manager. b) Deputy Principal and YAS/SCO will consider additional support (e.g. health-funded providers) for identified at-risk students 7. a) HOF for HPE will develop a unit for yr 9 – 10 health ed classes and year 11-12 pastoral care classes to occur during term 2 and will lead PLD prior. b) HOFs will develop NCEA tasks with drugs as the context to be next year	• **Short-term goal:** Reports of drug-affected behaviour placed by staff into the SMS during Term 4, are compared with reports in Term 4 last year. • **Long-term goal:** Reports entered into the SMS for one term a year after the intervention, compared to the initial number of reports. • **Review:** This safety education plan will be reviewed at the end of October for modifications for next year. • **Narrative:** A narrative will be completed and placed onto Police's online School Portal.

Detailed safety education plan					**School ethos and environment**
	Scan	**Analyse**	**Respond**		**Assess the impact**
	Data that indicates that drug use is a problem	**Next steps goals**	**Prevention activities to achieve these goals**	**Who is responsible and when activities occur**	**What will we measure and when**
Policies	• The drug policy wasn't reviewed for 6 years. It was only punitive, which didn't fit with restorative practices (RP) within the college. • Stand downs related to AoD increased from 2 per term to 10 last term. • Issues related to AoD (suspension, exclusions and expulsions) at BOT meetings have increased from 1 per term to 6 last term.	• Review of the existing Alcohol and Other Drugs policy. • Consideration of sample MOE policies that can be applied to drug use e.g. in the bullying prevention and suicide prevention guidelines. • Review of PB4L School -Wide and restorative practices to reduce harm from drugs.	• Develop a revised Alcohol and Other Drugs policy for consultation, based on the policy format in Bullying prevention and response: A guide for schools. • Communicate the key points of the revised policy to students, staff and parents.	• The BOT will endorse a new **Alcohol and Other Drugs policy** by the May BOT meeting. The policy will include prevention activities and a response process based on restorative practices. • The Principal will lead the communication to parents and staff. • Each form teacher will lead the communication to students.	The BOT will review the impact of the approved policy and procedures for the November BOT meeting, and identify at the end of the following year whether • stand-downs related to AoD was less that 6 for the year • suspensions, exclusions or expulsions related to AoD was less than 6 • there was a decrease in unexplained absences.

Skilled and model staff	• Only deans have been placing data in the SMS.
	• In the annual self-review the teachers believed that classroom behaviour was getting worse because of drug use, and they were having difficulty with some more challenging students.
	• At staff meetings the staff requested further information about drug user behaviour and identification.
		• Accurate reporting of drug-affected behaviour in the SMS.
		• Clarification of roles and responsibilities across all staff.
		• The type of professional learning that is best for staff to deal with the effects of harm from drug use on behaviour in the classroom is identified, eg recognising changes in personality, having engaging lessons.
		• A range of NCEA achievement standards to use 'harmful substance use' as a learning context is identified.
			• Produce protocols for reporting students affected by drugs into the SMS, and provide staff training.
			• Produce a roles and responsibilities document.
			• Provide a PLD programme on user identification, and on teaching strategies to build students' social and emotional learning (SEL), including empathy (caring for one another) and resilience (dealing with hurt) so teachers can confidently discuss alcohol and drug use during pastoral care meetings.
			• Produce examples of internally assessed achievement standards that could use drugs as a learning context.
				• Deputy Principal and Guidance Counsellor will review SMS protocols, and provide training in June.
				• The AP will produce the **roles and responsibilities** document by May.
				• Appropriate police staff (e.g. SCO, Youth Aid, CIB, Drug squad) will provide a staff workshop on drug user behaviour and identification in May.
				• HOF for HPE will develop lessons in a unit called *Pohutukawa – My Future, my Choice* by May.
				• HOF for HPE will lead PLD about SEL prior to lessons.
				• Each HOD will contribute **NCEA assessment tasks** by June for using in the following year.
					By the end of Term 4:
					• At least 75% of staff will be using SMS to record student behaviours.
					• In the annual self-review, teachers believe that behaviour is improving, and they can manage challenging students better than one year ago.
					• Teachers across the college will debrief *Pohutukawa – my Future, my Choice* including:
					  o how well the programme went
					  o what should change for the following year
					  o how the ideas could be incorporated as a context into other units in their subject.

Safety focussed environment	• Students identified which teachers were good at managing classroom behaviour, and why they were good. • Students, when questioned, knew places in the college and community where to access drugs.	• Students take responsibility for whether their classmates feel good about being at college.	• Task peer support leaders with student-led activities on promoting student connectedness/wellbeing and reducing harm from substance misuse.	• Peer support leaders will complete a **safe school environment audit** in July and August and present recommendations to BOT through the student BOT rep in September. Speak at Year 9 and 10 assembly in September.	• By the end of Term 4 Students will be asked which student-led actions have helped to make the college a drug-free environment, a more positive and enjoyable place to be in and to learn in.

Alcohol and Other Drugs policy   - see appendix 1
Roles and responsibilities document   - see appendix 2
NCEA assessment tasks   - see appendix 8
Safe school environment audit   - see appendix 6

Detailed safety education plan					Community connections
	Scan	**Analyse**	**Respond**		**Assess the impact**
	Data that indicates that drug use is a problem	Next steps goals	Prevention activities to achieve these goals	Who is responsible and when activities occur	What will we measure and when

Consultation	• Staff said that drug use was creating more challenging students, and that they wanted information about drug user behaviour and identification.
	• Parent and student surveys indicated that drug use was a problem in the college, and that student disengagement had increased by 15%.
	• A focus group of leaving students identified that while drug use was a problem it wasn't widespread, but it was easy to get drugs.
	• Police have attended 7 cases in the last month of young people stealing as a result of drug debt (up from about 1 a month).
	• Police provided data that drug use was a problem in the community.
		• PLD around SEL and RP to increase student engagement
		• Improved accuracy of the data received to clarify who, when and where students are accessing and using drugs at college or in the community.
		• Planning of future surveys to identify whether the college's efforts to reduce the impact of drugs on students is having a positive impact.
			• Provide a PLD programme for all staff on SEL and restorative practices (RP).
			• Produce protocols for reporting students affected by drugs into the SMS, and provide staff training.
			• Follow up Wellbeing@School surveys of students.
				• HOF for HPE will lead PLD on SEL during April.
				• DP will lead PLD on RP during May.
				• Deputy Principal will review SMS protocols and provide training in June.
				• Deans will lead student Wellbeing@School surveys at each level led in October.
					By the end of Term 4:
					• the college will provide feedback to parents and other interested parties about the impact of *Pohutukawa – My Future, my Choice* on reporting on:
					  o student behaviour data from SMS (quantitative)
					  o the effect of this behaviour on social climate in the college from Wellbeing@School (qualitative)
					  o changes to drug use policies, and RP procedures on referrals to health services (quantitative)
					  o parents' responses at the conclusion of *Pohutukawa – My Future, my Choice*.
					  o future actions to maintain positive changes.
					• Police will assess whether attendance at cases of young people stealing as a result of drug debt have decreased.
					• Completion of a narrative (case study) to be placed onto Police's online School Portal.

Collaboration	• In the past the college managed drug use through:
	  o rules and punishments
	  o expecting students to get their own help from counselling and rehab services.
	  o involved Police with teaching (*DARE/Choice*).
		• Identification of organisations that can help the school reduce harm from drug use, e.g Police, DHB funded AoD rehabilitation services.
		• Connection with these agencies based on their capacity and capability to collaborate with the school.
			• Develop an assessment matrix and response guide to clarify severity of incidents, and a response process to them – including student voice.
			• Involve agencies when incidents meet specific severity levels, e.g. working with:
			  o DHB funded AoD counselling
			  o drug testing company to support 'return to school' contracts after suspensions
			  o Police to share information and decision based on both Youth Justice and/or Care and Protection issues.
				• Deputy Principal and Guidance Counsellor will develop **assessment matrix**, **response guide**, **response flowchart**, for endorsement by BOT in May as part of new drug policy
				• Response process will clarify:
				  o counselling arrangements with DHB provider
				  o post-suspension 'return to school' contracts that include drug testing
				  o monitoring of negotiated behaviour code from students involved in drug incidents.	

Model parents and whānau	• 80% of parents said they would like to support the college so that their children would do well. • Survey of parents indicated that drug use was a problem in the college' and 5% had considered alternative colleges.	• Parents informed about harmful effects of drugs in their community, and the college's efforts the increase achievement and prevent harm from drug use. • Planned future surveys to identify whether the college's efforts to reduce the impact of drugs on students is having a positive impact.	• Inform parents through the college's e-newsletter. • Provide a parents evening to discuss the revision to the policy and the planned actions in this intervention. • Involve parents of Year 9/10 students through homework tasks in the health unit *Pohutukawa – My Future, my Choice*.	• The Principal will regularly include harmful effects of drug use in the college's e-newsletter. • The Principal and SCO will co-facilitate parents evening in July. • Teachers will include tasks for students and parents discuss effects of drug use in *Pohutukawa – My Future, my Choice*.	

Assessment matrix   - see appendix 3
Response guide   - see appendix 4
Response flow chart   - see appendix 5
Narrative (case study)   - see appendix 9

Detailed safety education plan			Teaching and learning		
	Scan	**Analyse**	**Respond**		**Assess the impact**
	Data that indicates that drug use is a problem	Next steps goals	Prevention activities to achieve these goals	Who is responsible and when activities occur	What will we measure and when

Students looking after themselves
 	
Students looking after their friends / family
 	
Students looking after the community
	• Parent and student surveys indicated that drug use was a problem in the college, and that student disengagement had increased by 15%.
	• At the start of a teaching unit called **Pohutukawa – My Future, my Choice**, students will be asked anonymously about:
	  o what factors contribute to children being vulnerable to harmful effects of drug use
	  o which students take drugs and supply drugs
	  o what is the level of expectation to conform to the drug crowd
	  o what they think about taking illegal drugs in a range of scenarios (continuums from wrong to normal teenage behaviour)
	  o what affects their decision to report or not report drug use
	  o what the college should do to prevent harm from drugs
	  o what they can do to prevent harm from drugs for themselves, their friends and family and the wider community.
		• A PLD process, supported by Police's SCO, in which classroom teachers:
		  o review the school curriculum plan to ensure all students are provided with opportunities to learn about harmful effects of substance misuse through SEL teaching strategies, and as a learning context in NCEA assessments
		  o use scenarios, goal-setting and students taking action to demonstrate that students can resist drug use, and promote Pohutukawa College as a drug-free college
		  o provide opportunities for peer support leaders to promote Pohutukawa College as a drug-free college, and encourage students to support their peers to get support around substance use.
			• Explore strategies (e.g. learning logs) to teach empathy, resiliency and effective bystander behaviour, through some existing programmes e.g. Choice.
			• Provide opportunities for teachers to observe other staff using SEL strategies.
			• Provide opportunities during teacher PLD sessions for departments and the whole staff to discuss and learn from the observations.
			• Encourage teachers to provide opportunities for SEL for students, related to scenarios that involve drug use.
			• Encourage teachers to provide opportunities for students to promote proactive messages about *Pohutukawa – My Future, my Choice*.
				• HOF of HPE will explore SEL strategies (e.g. learning logs) to teach empathy, resiliency and effective bystander behaviour, through some existing programmes e.g. Choice.
				• All teachers will use SEL teaching strategies in a unit called *Pohutukawa – My Future, my Choice* in which Year 9 and 10 students in health classes will come up with and carry out proactive actions to make the college:
				  o a caring environment
				  o a place where they feel safe
				  o a place where they look after other students
				  o a place where "showing concern by telling about drug use is ok".
				• As part of *Pohutukawa – My Future, my Choice* for Year 11-12, in pastoral care time students will:
				  o apply critical thinking to explore how drugs are socialised in NZ
				  o explore impact of drugs on personal and community hauora
				  o explore decision-making in scenarios
				  o apply safety skills to enact personal resolutions about drugs to prevent harm from their use.
					• Three months after *Pohutukawa – My Future, my Choice* for Years 9-10, students will describe what happened as a result of actions they took to make their college or wider community:
					  o a caring environment
					  o a place where they feel safe
					  o a place where they look after other students
					  o a place where "telling about drug use is ok".
					• Three months after *Pohutukawa – My Future, my Choice* for Years 11-12, students will explain what they would do now if:
					  o they felt pressured to use drugs
					  o they were affected by someone whose negative behaviour was drug-affected
					  o they had used drugs and were worried about its effect on them.

Alcohol and drug education programmes - A guide for schools.

Pohutukawa – My Future, my Choice   - see appendix 7