

Totara College Safety Education Intervention

A place where students learn with healthy bodies and healthy minds...

Our **vision** for a safe physical and emotional environment is one where students gain the inspiration and are encouraged to influence choices they make, and choices their friends make, to reduce harm caused by consumption of alcohol. We wish to see students actively seeking to reduce opportunities to access alcohol at school and in their neighbourhood/family.

Our **short-term** goal for this intervention is decreased reports to Year 10 deans of poor behaviour and attendance affected by consuming alcohol.

Our **longer-term** goal for this intervention is improved attendance in Year 11 and better results for students gaining NCEA Level 1 with merit.

Our **planning and reporting** targets that will be most influenced by undertaking this intervention are:

- a decrease in stand downs, suspensions and exclusions
- an increase in results for NCEA Level 1 with merit
- improved attendance.

The **data sources and consultations** we are using to help identify this issue and review this plan are :

- reports of the impact of alcohol on student attendance and behaviour from deans, particularly in Year 10
- increasing levels of stand downs and suspensions based on alcohol-fuelled anti-social behaviour
- an increase in alcohol-related criminal activity in the school catchment
- a decrease in expected student achievement for specific students who have been identified as regular consumers of alcohol
- increasing reports from parents/whānau and from the guidance counsellor that students are accessing alcohol at student parties, school sports activities, and sometimes during class time.

Totara College safety education intervention

Intervention focus	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step 3)	Assess the impact (Step 4)
Reducing the impact of alcohol consumption	<p>What data and other evidence say about current practice?</p> <ul style="list-style-type: none"> • Reports of impact of alcohol on student attendance and behaviour from deans, particularly in Year 10, increased from 12 reports per term in 2012, to 21 reports per term in 2013. • Stand-downs and suspensions based on alcohol-fuelled anti-social behaviour have increased from 10 in 2012, to 16 in 2013. • Calls for service to police for alcohol-related criminal activity by youths in the town/suburb have increased from 110 in 2012, to 154 in 2014. • Reports to Principal and BOT chair from parents/whānau about alcohol use at student parties, school sports activities, and sometimes during class time. • Reports from guidance counsellor that students are accessing alcohol at student parties, school sports activities, and sometimes during class time. 	<p>What does our data suggest are next step goals for this aspect? (Goals should be specific, measurable, attainable, realistic and timely: SMART)</p> <ul style="list-style-type: none"> • Decreased reports to Year 10 deans of poor behaviour and attendance affected by consuming alcohol, from 84 in 2013, to 44 in 2015. • Improved attendance in Year 11, from 82% in 2013, to 90% in 2015. • Better results for students gaining NCEA Level 1 with merit, from 41% in 2013, to 50% in 2015. • Decreased stand-downs and suspensions based on alcohol-fuelled anti-social behaviour, from 16 in 2013, to 8 in 2015. 	<p>What activities, programmes, or strategies are we going to use to action these goals?</p> <ul style="list-style-type: none"> • Carry out a student survey. • Carry out a parent survey. • Address a school assembly about alcohol problems from a community perspective. • Concentrated curriculum programme using alcohol as the context for learning in Year 10 health, Year 10 visual arts, and Year 10 social studies, NCEA Level 1 drama, NCEA Level 2 health, and NCEA Level 2 media studies. • Run a parent evening to discuss alcohol as a community issue, and to discuss the school's plans and actions. • Place information onto the school website, school newsletter and e-news. • Review policies and procedures, including sport, school balls, EOTC, pastoral care, facilities management. • Provide whole staff training on alcohol problems and revised policies and procedures. 	<p>Who is leading the activities and who else is involved? Are resources allocated? What is the timeframe?</p> <ul style="list-style-type: none"> • Year 10 dean in Feb / March. • Year 10 dean in Feb / March. • Year 10 dean and Police SCO. • HOFs/HODs Health, Visual Arts, Social Sciences, Media Studies, all to occur during first 3 weeks of Term 3. • Deputy Principal and Police SCO in week 4 Terms 3. • School Communication Manager and Police SCO, ongoing during Term 3. • BOT chair and Principal, with input from Sports Director, EOTC Coordinator, HOF HPE, DP for pastoral care, DP for curriculum. • Principal, guidance counsellor, Police SCO, HOD health. 	<p>What criteria or data will we use to show us we have met our goals? When will we assess this?</p> <ul style="list-style-type: none"> • Reports to Year 10 deans of poor behaviours and attendance affected by consuming alcohol, from 84 in 2013, to 44 in 2015. • Attendance data in Year 11, from 82% in 2013, to 90% in 2015. • NCEA results for students gaining NCEA Level 1 with merit, from 41% in 2013, to 50% in 2015. • Stand-downs and suspension based on alcohol-fuelled anti-social behaviour, from 16 in 2013, to 8 in 2015.

This template is adapted from one on the Wellbeing@School website: <http://www.wellbeingatschool.org.nz/>

School ethos and environment

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Policies	Alcohol is not a separate policy. It is not clearly linked in school procedures, apart from pastoral care and facilities management.	Review all relevant procedures that could reference alcohol, and consider inclusion with a focus on harm reduction, reducing opportunities to access alcohol, and reducing demand for alcohol by students.	Review policies and procedures, including sport, school balls, EOTC, pastoral care, facilities management.	BOT chair and Principal, with input from sports director, EOTC coordinator, HOF HPE, DP for pastoral care, DP for curriculum, facilities manager. Review occurs in April - May after parent and student surveys analysed.	All procedures that may contribute to reducing the impact of alcohol use on student engagement and achievement have been updated and approved by the BOT.
Skilled and model staff	Some capability in health staff to teach about alcohol in health curriculum, but not across the whole school.	All staff (teaching and non-teaching) recognise that they have a contribution in improving student behaviour and achievement that is negatively impacted by alcohol use.	Provide whole staff training on: <ul style="list-style-type: none"> • alcohol problems (student and community) • revised policies and procedures, and implications of these • curriculum content from HOF. 	Principal, guidance counsellor, Police SCO, HOD health. Term 2, week 7 or 8.	All staff see that they have a contribution in reducing the impact of alcohol use on student engagement and achievement, and can describe what they will do as part of their personal contribution.
Safety focussed environment	No information currently provided around the school informing students about impact of alcohol use. Some information in EOTC guidance and hireage of school facilities.	There is clear signage around the school, for both students and external users and hirers of school facilities, related to alcohol consumption, harm minimisation, and access.	Visual arts and media students produce visual communication using multiple channels (eg posters, social media, local newspaper media releases, website, e-news) to promote harm minimisation (eg <i>alcohol – when is enough, enough</i>) and reducing demand for alcohol (eg <i>alcohol – 'not our crutch'</i>).	HOF the arts and HOD media studies, after curriculum programme in Term 3 weeks 1–4. Promotion on alcohol and student engagement and achievement led by School Communication Manager, ongoing during Term 3.	Broad ranges of student-developed visual communications are placed around parts of the school and on various communication channels, including the website, newsletters and e-news.

Community connections					
	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Consultation	We don't know what parents and students actually think about alcohol as a community problem that appears to be affecting the education goals and achievement of many students.	To find out from at least 5% of parents and 25% of students what they actually think about alcohol as a community problem, and to what extent alcohol appears to be affecting the education goals and achievement of many students.	Carry out a parent survey. Carry out a student survey.	Year 10 dean in Feb / March. Year 10 dean in Feb / March.	At least 5 % of parents and 25% of students participate in survey.
Collaboration	We are aware of : <ul style="list-style-type: none"> local Police and School Community Officer youth development staff at local council. 	Make connection with relevant community personnel including: <ul style="list-style-type: none"> Police School Community Officer Youth Development coordinator at local council alcohol and addiction services at DHB representatives from Youthline and Bluelight. 	Involve community representatives at a school assembly, parent evening and whole staff meeting. Identify ways community representatives can contribute to the curriculum programmes.	School assembly - Year 10 dean, Police SCO, other community agencies - Term 3, week 1. Parent evening - Deputy Principal, Police SCO, other community agencies - Term 3, week 4. Whole staff meeting - Principal, guidance counsellor, Police SCO, Term 2, week 10.	All relevant community groups and individuals identified and invited to contribute to alcohol interventions at school assemblies and parent evening.
Model parents and whānau	We don't know what parents/whānau do that adds to or prevents use of alcohol by our students.	Parents' input sought through a survey and a parent/whānau evening. Parents will be involved in the policy /procedure development that references alcohol. Students can share learning in the curriculum programme with parents.	Carry out a parent survey. Invite parents to an information evening. Inform parents through the school website, school newsletter and e-news about revised procedures. Curriculum programmes to include parental involvement with content, eg parent surveys on opinions about alcohol.	Year 10 dean in Feb / March. Parent evening - Deputy Principal, Police SCO, other community agencies - Term 3 week 4. School Communication Manager, ongoing during Term 3. During curriculum programme in Term 3, weeks 1-4.	At least 5 % of parents participate in survey. At least 80% of parents who attend the parent evening acknowledge: <ul style="list-style-type: none"> value or high value in attending the evening that their learning about the school contributing to reducing the impact of alcohol use has increased.

Teaching and learning

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)	Respond (Step3)	Assess the impact (Step 4)
Students looking after themselves	Lessons in health focus on knowledge about the impacts of alcohol on primarily physical health.	Student learning outcomes and actions based on: <ul style="list-style-type: none"> describing societal views of alcohol use and comparing with other cultures 		Assessment processes show the level of learning that students have gained through the curriculum programmes across the range of learning areas.
Students looking after their friends / family	Bystander education is included in child abuse part of school's health curriculum, but is not specifically incorporated into alcohol programme.	<ul style="list-style-type: none"> describing the impact of alcohol use on individual and society comparing and contrasting when alcohol use becomes a problem 	HOF HPE	
Students looking after the community	There is a SADD group operating in the school.	<ul style="list-style-type: none"> knowledge of what to do when the student or a friend/family person is impacted negatively by alcohol use identifying how to influence the peer, home and school environment to reduce access to alcohol, reduce demand for alcohol and minimise harm from alcohol use. taking action to influence these environments. 	<ul style="list-style-type: none"> Concentrated curriculum programme using variants of the six learning outcomes, using alcohol as the context developed within a range of learning areas, including: <ul style="list-style-type: none"> Year 10 health - Level 5 Strand A (safety management and personal identity) and Strand D (people and the environment) Year 10 visual arts - Level 5 (developing ideas, and communication and interpreting) Year 10 social studies - Level 5 bullet 5 (economic) and 7 (history) NCEA Level 1 drama, eg AS90997 (devise and perform a drama) NCEA Level 2 health, eg AS91235 (analyse an adolescent health issue) or AS91238 (analyse an interpersonal issue(s) that places personal safety at risk) NCEA Level 2 media studies, eg AS91254 (demonstrate understanding of an ethical issue in the media) or AS91255 (write developed media text for a specific target audience). 	<ul style="list-style-type: none"> HOF Visual arts HOF Social sciences HOD Drama HOD Health HOD Media studies