

School community profile matrix

	Beginning	Under way	Sustainable
Process (for the full inquiry process, see <i>A Guide to a Smokefree/Auahi Kore School</i> , Health Sponsorship Council, 2010)	We are gathering information about behaviours, attitudes, and opinions about being smokefree. We have developed a working group, which includes students, to support smokefree processes. We have appointed a staff member as our "smokefree champion".	We have gathered and analysed information and identified priorities to work on. We are developing, implementing, and reviewing an action plan to support smokefree processes.	We regularly monitor the smokefree status of the school community. We identify new or refined strategies as needed, develop and implement plans, and review these strategies and plans.
Teaching and learning: <i>Curriculum</i>	We have developed a school curriculum in health education in line with the New Zealand Curriculum vision, key competencies, and health and physical education achievement objectives in strands A, C, and D. The big ideas or concepts are clearly articulated to assist teacher planning.		
	Our teachers are developing effective teaching strategies to support smokefree projects (in health education).	Our teachers support our students to be active participants and encourage leadership by students in smokefree projects across learning areas (health and physical education, social sciences, the arts, mathematics and statistics, technology, English, learning languages, and science).	Our students are given opportunities, as part of the class programme, to take meaningful action to promote the school's smokefree status (e.g., students campaign for a smokefree Aotearoa New Zealand, using letters to the local newspaper and submissions to local members of parliament).
	Our teachers are beginning to access relevant, up-to-date resources to ensure that projects best meet the learning needs of our students. Through professional learning, our teachers are beginning to build their health content knowledge in relation to being smokefree.	Our teachers access relevant, up-to-date resources to ensure that our projects best meet the learning needs of our students. Through professional learning, our teachers are building their health content knowledge in relation to being smokefree.	Our teachers access relevant, up-to-date resources to ensure that projects are current and best meet the learning needs of our students. Ongoing professional development in health enables our teachers to engage our students in critical thinking, leading to action that fosters smokefree environments.
	Our parents and whānau have opportunities to be involved in our school curriculum review in health education (and in all curriculum areas).	Our parents and whānau are consulted on the health education needs of their children in relation to smokefree projects.	Our students, parents, and whānau are consulted on the health education needs of the students, and all work together to improve the school's smokefree status.
School organisation and ethos: <i>Policies and procedures</i>	We have smokefree procedures, within the school strategic plan, that are reviewed annually by the BOT and school leaders.		
	Our school and its community are forming a vision for achieving a smokefree culture within the school. Our smokefree procedures meet NAG 5A.	Our school and its community have a clear vision for achieving a smokefree environment. Our school and its community are developing shared understandings that are leading to actions, across the school and the community, that support a smokefree culture.	Our school and its community have a shared vision for maintaining a smokefree environment. Through ongoing action and reflection, our school leaders and BOT maintain a smokefree culture and ethos (e.g., all school-related events, such as school fairs, and all trips, such as sports visits, day trips, and school camps, are 100 percent smokefree).
	We have agreed on a process to address non-compliance with the smokefree procedures (covering students, staff, parents, and contractors at facilities hired by the school).	In collaboration with the school community, we have made, documented, and actioned decisions to address instances of non-compliance with the smokefree procedures.	In collaboration with the school community, we have made, documented, actioned, and communicated decisions to address instances of non-compliance with the smokefree procedures.
	We are setting in place opportunities for students and staff to receive support to quit smoking.	Support to quit smoking is available to students and staff. We have a trained "quit card" provider on site (e.g., a school nurse or a counsellor).	Support to quit smoking is available to members of the school community. We have a trained "quit card" provider on site (e.g., a school nurse or a counsellor).
	We are identifying how to communicate effectively with our school community and beginning to communicate in these ways. We have a smokefree sign at each school gate and smokefree stickers on each external door. Our recruitment processes include a statement about the smokefree procedures. We advise all contractors and community users of school property of the legal requirements and smokefree culture within our school.	We communicate to the school community in a variety of ways about our smokefree projects and the "quit-smoking" support available. We give our new parents and students opportunities to learn about our school's smokefree culture and the "quit-smoking" support available. Smokefree signs and messages are prominent in our school.	We communicate to the school community in a wide range of ways on our smokefree projects and the "quit-smoking" support available. For example, we use the school website, school letters, newsletters, notices, and face-to-face discussions. We give our new parents and students opportunities to learn about the school's smokefree culture and the "quit-smoking" support available. Where necessary, letters to parents are translated into their first language. Smokefree messages are prominent, in a range of settings, throughout the school (e.g., in packs for students new to the school and/or the school handbook).
School and wider community links and partnerships: <i>Parents, caregivers, and whānau; iwi and other groups and organisations in the wider community</i>	Our BOT and our school leaders support our smokefree kaupapa.		
	Our students' parents, caregivers, and whānau are becoming informed about smokefree policies and projects. We are developing partnerships with local community groups (e.g., local iwi and hapū, the Cancer Society, the public health nurse and other public health workers, churches, local tobacco retailers, and local sports groups). We are seeking to develop a relationship with members of the local iwi, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.	We encourage the school community to be smokefree outside school boundaries. We create opportunities, both formal and informal, for genuine partnerships with local community groups. We share our successes and our challenges with our school community and with other partners, both within and beyond the current smokefree project or initiative. We are developing partnerships with kaumātua, kuia, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.	Our school community actively supports the smokefree vision. We create opportunities for genuine partnerships with local community groups, maintaining ongoing dialogue and communication. Our students act as smokefree ambassadors and campaign for a smokefree society (e.g., by supporting youth events to be smokefree or by writing letters to newspapers or submissions to members of parliament). We have strong partnerships with kaumātua, kuia, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.