Achievement Program
Primary schools

Alcohol and other drugs benchmarks

Healthy policies

1. A whole school alcohol and other drug policy is in place.
   a) The policy:
      • promotes environments that are safe, inclusive and empowering
      • addresses the development of knowledge, resilience and help seeking skills
      • deals with drug use (licit and illicit) as a health and safety issue and identifies strategies to prevent and minimise harm
      • establishes supportive procedures to respond to drug related incidents.
   b) Staff, families and students are involved in guiding alcohol and other drug policy and practices.
   c) Staff, families and students are provided with information about policy requirements.
   d) The diversity of the school and community is considered when developing and implementing this policy.
   e) The policy is cross-referenced with, and complements other relevant policies (e.g. tobacco control, safe environments, Principles for School Drug Education).

2. The school has a staff health and wellbeing policy that addresses alcohol and other drug use.

Healthy physical environment

3. The school provides a safe environment that promotes healthy behaviours in relation to the use of alcohol and other drugs.
   a) Health information, including material relating to alcohol and other drugs, are visible and readily available at the school.
   b) School food services should not supply caffeinated beverages (including energy drinks) to children.

4. Students’ exposure to alcohol at school functions is minimised and, schools seek alternatives to alcohol as a fundraising tool.
   a) School council approval is obtained before alcohol is provided on school premises or at any school-organised function.
   b) The school holds alcohol-free events or minimises alcohol consumption at school events consistent with national guidelines.
Healthy social environment

5. The school provides a safe, inclusive and empowering social environment.
   a) The school leadership and staff promote a culture of respect, fairness and equality.
   b) A sense of belonging and connectedness is created through inclusive and participatory practices.
   c) The school encourages and values the contribution of students, families and staff to a positive school environment.
   d) Respectful and supportive relationships are fostered between students, staff and families.
   e) The school implements strategies to promote positive and responsible behaviour, and to prevent and respond to bullying, discrimination and harassment.

6. Staff and families recognise they are role models and are encouraged to model responsible behaviour.

Learning and skills

7. Comprehensive drug education is delivered from foundation to year six.
   a) The school complies with the appropriate sector requirements for alcohol and other drug education.
   b) Drug education is evidence-based, age appropriate and relevant to student experiences, interests and individual learning needs.
   c) Drug education is ongoing, builds on and reinforces prior learning and is consistent with a harm minimisation approach, where it is delivered prior to potential experimentation.
   d) Drug education is delivered by teachers that acknowledge families as a critical partner in their children’s learning.
   e) Drug education provides interactive teaching strategies that build student's knowledge and skills for problem predicting, problem solving, critical thinking, refusal, relationships and seeking help.
   f) Consistent messages about drug education are delivered across curriculum areas.

8. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to deliver drug education and prevention initiatives.

Engaging children, young people, families and staff

9. Families, students and staff are key partners in developing and supporting preventive approaches to alcohol and other drug use.
   a) Families and staff are provided with information, ideas and practical strategies to promote and support preventive approaches to alcohol and other drug use at school and at home.
   b) Students are engaged in developing and implementing alcohol and drug prevention initiatives via junior school council, student action teams or other representative structures.
   c) Families are encouraged to be involved in alcohol and other drug prevention initiatives at school.
   d) Staff are encouraged to develop competencies to facilitate engagement of families and students from diverse cultural backgrounds.
Community partnerships

10. Staff are encouraged to work with local health professionals, services and organisations to increase their capacity to deliver and promote drug education and prevention initiatives.

a) Links are established with local health professionals, services and organisations to support drug education and prevention initiatives.

b) School networking and local partnership opportunities are pursued to facilitate student transition to learning about alcohol and other drugs in secondary schools, and aid teacher peer support and resource sharing between schools.

c) Referral policies, procedures and pathways to local health and support services are developed collaboratively with local providers.

d) The school provides information to students, staff and families about local health and support services.

e) Use of external programs, consultants and services is with a capacity building emphasis, or as a value-add to a school’s existing program, and not for the delivery of school’s drug education program.