C. PARTNERSHIP AND SERVICES

‘Parents and the Community’

The role of parents as primary educators can be recognised and supported by schools working in partnership with parents. Studies show that partnerships with parents and community help to integrate ‘consistent and relevant health messages into the home and the community’, improve student health, and enable a greater awareness of health issues by students and their families.

Programs that are implemented and initiated in consultation with parents are not only more successful but also empower parents. Parents often have difficulty discussing drug issues with their children, yet parents can be the most trusted and preferred source of information around health issues for young people.

Gin Gin State High School will assist parents by providing information around health/drug issues to them as a group as part of their whole school approach. Schools working in partnerships with parents remove some of the anxiety parents experience from the expectation that drug education is their sole responsibility. Further, such programs have the potential to provide parents with skills and knowledge to initiate and carry out informed discussion with their children.

Parent programs will aim to:
- give parents a clear understanding of drug usage patterns among school age persons;
- give parents an understanding of the reasons underlying drug use;
- assist parents in forming a personal perspective on alcohol and drugs based on facts and to assist them in clarifying their own attitudes and beliefs towards alcohol and drugs; and
- outline effective parent strategies for preventing and coping with drug use by their children.

D. SCHOOL MEDICATION PROCEDURES

1. Any medication to be issued to students at school must
   a) be brought into the school by the parent/caregiver
   b) be removed from the school by the parent/caregiver for holiday periods etc.

   Student will not be issued with medication in bulk under any circumstances.

2. Medication will only be issued to students at school when:
   a) An “Administration of Medication” form has been completed in full by the parent/caregiver.
   b) A photocopy of the medication label or the original is provided stating:-
      - the name of the student
      - dosage and medication times
      OR
      Medical authority has been provided in writing from a doctor or qualified practitioner. This may apply for cough mixtures, analgesics and the like.

3. Students will be required to take the medication in the presence of, and observed by the staff administering.

4. A record of the time, date and dosage will be maintained on each occasion a student takes medication. This will be completed at the time a student takes the medication.

5. Any changes to a student’s medication requirements must be completed as for points 1 & 2 above. Verbal authorisation will not be accepted.

   These strict processes are and will be enforced at Gin Gin State High School to ensure the safety of the individual receiving medication and the safety of all other students.

   A student bringing medication to school outside these guidelines may be considered in breach of Workplace Health and Safety Regulations, Department of Education Guidelines and the Gin Gin State High School Responsible Behaviour Plan.

6. The school will no longer dispense paracetamol, even after a phone request from parents/caregivers. If parents wish to enable their student to access paracetamol this will need to be supplied in accordance with points 1 & 2 above.

E. REFERENCES

DRUG EDUCATION AND INTERVENTION

2017
Drug Intervention and Education in Schools Policy

Endorsed at the October 17, 2016 meeting of the Gin Gin SHS Parents and Citizens Association for 2017.
VALUES
1. Unsanctioned drug use at Gin Gin State High School, including alcohol and tobacco use, can have significant social, legal, health, safety and educational implications for young people.
2. Responses to student drug use, recognises that some drug use is a common, but usually transient, behaviour among many young people.
3. Unlawful drug use, possession and / or distribution, has no place at Gin Gin State High School.
4. Illicit drug use, possession / or selling must be detected as early as possible.
5. The consequences of possession and/ or selling of drugs at Gin Gin State High School is reinforced transparently, fairly and consistently.
6. Curriculum and management practices take account of individual student needs and circumstances.
7. A range of strategies are utilised to reintegrate students into school life where appropriate, following a drug incident.
8. The most significant action our school can take is to discourage involvement, use and / or dealing at Gin Gin State High School through the definition of, and education about, the real and inevitable consequences of such activities.
9. Students involved in drug incidents will experience one or more consequences including: counselling, involvement of parents, involvement with police and the justice system, detention, central withdrawal, loss of privileges, suspension and exclusion.
10. Student drug use and the consequences of drug use is considered in the context of their life, family situation, mental and emotional health, intellectual ability and degree to which they may be in control of their actions and decisions.

RATIONALE FOR INTERVENTION
The focus of school drug education and intervention plans is equipping young people with the information, skills, and values as well as understanding and support to enable them to make responsible decisions about drug use and to give them the confidence to resist pressure to use drugs inappropriately.

A. A SCHOOL ORGANIZATION, ETHOS AND ENVIRONMENT

ILLEGAL SUBSTANCES AND DRUGS AT SCHOOL
The possession, use, sale or purchase of drugs or illicit substances at school is considered a very severe breach of the right of all students to a safe environment. This applies at school, on school buses or on the way to and from school.

KEY QUESTIONS AND CONSEQUENCES
Any consequences or action taken as a result of a drug or illegal substance incident will be considered in the context of the following key questions:
1. What are the student’s personal circumstances?
   - whole life
   - family situation
   - mental and emotional health
   - intellectual ability and educational history
   - previous behavioural history
   - status of enrolment – compulsory/post-compulsory
2. What is the student’s degree of involvement?
   - their knowledge and control eg association,
   - organisation,
   - possession, supply
   - use and setting of use
   - quantity of possession
   - purpose of possession - personal use
   - supply
   - sale / purchase
3. What is the student’s previous involvement with drugs/illegal substances?
4. What is the impact of the student’s involvement on the welfare, health and safety of other students at school?

In all cases where student involvement involves an illicit substance the Police will be notified. This will also occur if there is a real possibility of harm to others or property or there is associated unlawful activity, such as theft or drink/drug driving.

At Gin Gin State High School, along with possible consequences, there will be support for students following consequences. This support may take the form of:
- Guidance counselling
- School based health nurse guidance
- Monitoring
- Alternative programs
- Modified re-entry
- Enrolment agreement
- Drug and Alcohol Awareness Program - QPS

B. CURRICULUM, TEACHING AND LEARNING

DRUG RELATED LEARNING OUTCOMES AND PUBLIC HEALTH GOALS
Drug-related learning outcomes are statements of learning that are considered essential for all students. They describe what students know and can do as a result of planned learning experiences. They contribute to the broader public health goals of reducing drug harm for individuals and society. Pedagogy and assessment must be considered and integrated in the planning for achievement of learning outcomes.

Drug Education Curriculum refers to the experiences in which students are engaged, shaped by school programs and teaching practices that lead to the achievement of drug related learning outcomes.

Teachers contribute to the drug education curriculum by:
- identifying drug-related learning outcomes related to the
- public health goals of reducing harm of drug use
- designing learning experiences that allow for demonstration of the drug-related learning outcomes;
- match teaching strategies to learning outcomes
- select content to enhance the learning outcomes
- select teaching resources that complement the strategy
- determine the contribution of community engagement

At Gin Gin State High School, effective drug education programs will include a cross-curricular and extra curricular approach. Examples will include:
- Integration into Year 9 HPE units using harm minimisation approach
- Personal Development programs in Year 8 – 10
- Implementation of Rock and Water program
- Alcohol and Other Drugs Education Program – Safe Night Out Strategy
- Use of Drug Abuse themes in Drama and English
- Use of guest speakers – whole school
- Schoolies Information program
- Docu-Drama program