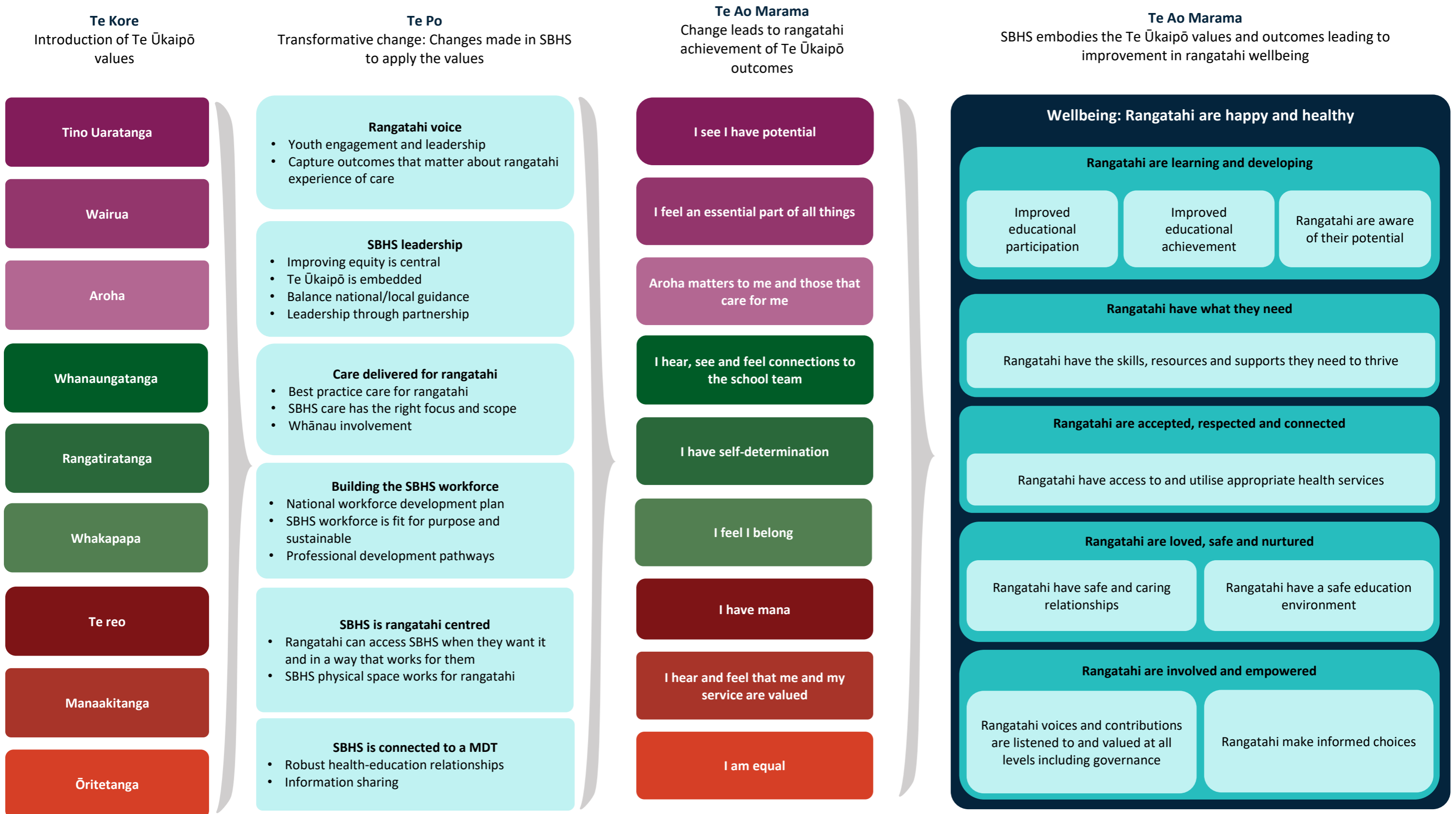


School-Based Health Services: Evaluation framework and logic overview - July 2023

This evaluation framework is designed to provide structure for the evaluation through bringing together the Te Ūkaipō values, Te Tatau Recommendations for the SBHS enhancement programme and outcomes measures. It will be used to guide the evaluation planning, data collection, analysis and reporting. We expect it to evolve throughout the evaluation as the enhancement programme is developed and implemented.



Evaluation questions and indicators for measuring transformative change aligned to Te Ūkaipō values

The framework below provides an overview of the evaluation questions in each of the key areas of change in the SBHS enhancement programme. Within each area, we have aligned indicators with the values expressed in Te Ūkaipō. These provide a basis for understanding what the enhancement programme seeks to achieve at the national, regional and local levels to enable the achievement of Te Ūkaipō outcomes and wellbeing outcomes.

Evaluation questions:	Rangatahi voice	Leadership	Care delivered	Workforce	Rangatahi centred	Connected to a MDT	
Tino Uaratanga	<ul style="list-style-type: none"> • Māngai Whakatipu has a secure leadership role • There is rangatahi voice in school and kura SBHS governance • Leadership acts on Māngai Whakatipu advice 	<ul style="list-style-type: none"> • Does SBHS improve equity? • Is Te Ūkaipō embedded? • Does the model fit local needs? • Is SBHS led through through partnership? • Are rangatahi needs and outcomes measured? 	<ul style="list-style-type: none"> • SBHS is flexible and can be adapted to regional, local and cultural contexts • SBHS is supported by an all of Government partnership 	<ul style="list-style-type: none"> • Care responds to rangatahi needs, aspirations, hopes, goals and dreams • Youth needs assessment complete 	<ul style="list-style-type: none"> • Te Ūkaipō is embedded at all levels • Career pathways with priority for Māori and Pacific • Specialised youth health workforce 	<ul style="list-style-type: none"> • Can rangatahi access SBHS when they want it? • Does the physical space for SBHS work for rangatahi? • Can rangatahi access SBHS in a way that works for them? 	<ul style="list-style-type: none"> • Is there a robust relationships between health and education sector? • Does information management practice protect rangatahi privacy and facilitate MDT working?
Wairua	<ul style="list-style-type: none"> • Rangatahi feel nurtured of body and soul in a caring environment • Rangatahi feel respected in their spiritual uniqueness 	<ul style="list-style-type: none"> • Connection to Iwi, Hapū, and Whānau at all levels • SBHS is committed to rangatahi and whānau spiritual and emotional needs 	<ul style="list-style-type: none"> • Kaimahi deliver wairua based practice • Kaimahi support and value rangatahi belief systems and cultural practices 	<ul style="list-style-type: none"> • Workforce skills and knowledge reflect integrated practice • Kaimahi understand the importance of mātauranga Māori 	<ul style="list-style-type: none"> • SBHS is accepting and non-judgemental • Rangatahi feel safe to share their spiritual and cultural needs 	<ul style="list-style-type: none"> • Integrated community of care providing full health service • Robust relationships between health and education 	<ul style="list-style-type: none"> • SBHS offers a broad range of services via MDT • SBHS offers a community of care
Aroha	<ul style="list-style-type: none"> • Rangatahi expressions of need are met with compassion 	<ul style="list-style-type: none"> • SBHS is aligned to Te Ao Māori values, consistent with Te Tiriti, and Te Ūkaipō is embedded 	<ul style="list-style-type: none"> • Standards of care reflect Te Ūkaipō and support delivery in Kura kaupapa/Kura ā Iwi • Clear guidance for whānau engagement, accounting for rangatahi privacy and consent 	<ul style="list-style-type: none"> • Identify and respond to pay parity issues • There is a planned national supervision programme (clinical and cultural) • Aroha in clinical interactions 	<ul style="list-style-type: none"> • Aroha in SBHS surroundings • Rangatahi find the space inviting 	<ul style="list-style-type: none"> • Te Ūkaipō is incorporated into other national services for rangatahi • Aroha in transitions from SBHS to adult/community services 	
Whanaungatanga	<ul style="list-style-type: none"> • Rangatahi and whānau voice in school and community needs 	<ul style="list-style-type: none"> • SBHS resourced to support whakawhanaungatanga - time, resource, space 	<ul style="list-style-type: none"> • Kaimahi connect rangatahi with peer support networks • Kaimahi are involved in providing health/wellbeing education in school • Kaimahi develop strong relationships with school community 	<ul style="list-style-type: none"> • Develop and support CPD pathways into/with SBHS 	<ul style="list-style-type: none"> • Flexible locations and options for accessibility • SBHS planned to accommodate a MDT, providing values-based and clinical care 	<ul style="list-style-type: none"> • Referral pathways at the regional/local levels supported by national partnerships • SBHS is connected to localities and primary care 	
Rangatiratanga	<ul style="list-style-type: none"> • Rangatahi voice is present at all levels - individual, local, regional, national 	<ul style="list-style-type: none"> • Strong leadership at national and regional levels through partnership • Evaluation and quality improvement in place 	<ul style="list-style-type: none"> • Teen health check with clear kaimahi guidance • Informed consent in all interactions • Kaimahi use patient-centred goals and take a strengths-based approach 	<ul style="list-style-type: none"> • Workforce plan in place • Clear career pathways to working to top of scope 	<ul style="list-style-type: none"> • Recognise and acknowledge rangatahi celebration points • SBHS accessible when rangatahi need it (eg school holidays) 	<ul style="list-style-type: none"> • Consent for information sharing collected and recorded • SBHS utilises existing specialised services more effectively • Services are easy to navigate 	

Evaluation questions:	Rangatahi voice	Leadership	Care delivered	Workforce	Rangatahi centred	Connected to a MDT
Whakapapa	<ul style="list-style-type: none"> Māngai Whakatipu includes diverse voices 	<ul style="list-style-type: none"> National plan for clinical and cultural supervision Commitment to extending the reach, effectiveness and quality of SBHS with Te Ūkaipō 	<ul style="list-style-type: none"> Kaimahi understand rangatahi connections and relationships in their whānau and the people and services offering support 	<ul style="list-style-type: none"> All kaimahi access cultural and clinical supervision Kaimahi value Te Ūkaipō PD in whakapapa connections Kaimahi can develop trusting relationships with rangatahi 	<ul style="list-style-type: none"> Rangatahi supported to engage with whānau around their health and wellbeing Rangatahi learn to confidently access healthcare 	<ul style="list-style-type: none"> Service specifications describe integrated model Kaimahi participate in MDTs to coordinate support and education
Te reo	<ul style="list-style-type: none"> Rangatahi voices are heard in te reo Rangatahi feel welcome when they hear their languages 	<ul style="list-style-type: none"> Resourcing dual language signage and health promotion materials Kaimahi fluent in te reo allocated to kura kaupapa 	<ul style="list-style-type: none"> Te reo, tikanga Māori and rongoā Māori are embedded within the clinical setting for SBHS 	<ul style="list-style-type: none"> All clinical staff on a pathway to enhance cultural competency (beyond Te Tiriti) and te reo 	<ul style="list-style-type: none"> Dual language signage and health promotion materials Information is offered in a way that reaches rangatahi - rangatahi language used 	<ul style="list-style-type: none"> Mana and respect for whānau
Manaakitanga	<ul style="list-style-type: none"> Rangatahi feedback system in place – includes rangatahi voice, feeds into quality improvement, clinicians are resourced to support it 	<ul style="list-style-type: none"> Implementation of SBHS model adapted by school and regional leadership DHBs/SBHS providers use rangatahi and school feedback to guide services 	<ul style="list-style-type: none"> Kaimahi use rangatahi-centred goals 	<ul style="list-style-type: none"> PD in tikanga Māori Youth health and wellbeing qualified workforce Workforce feedback system Kaimahi feel supported and part of a team 	<ul style="list-style-type: none"> Access/resource appropriate space within schools (privacy, disability access, sink, toilet, hot water, space for meeting) Kaimahi nurture respectful engagement practices 	<ul style="list-style-type: none"> Data from monitoring shared with partners SBHS is part of school plans Kaimahi able to work in MDTs
Ōritetanga	<ul style="list-style-type: none"> Māngai Whakatipu includes diverse voices Rangatahi identify top local health priorities 	<ul style="list-style-type: none"> Distribution of resources based on equity framework Roll-out of enhanced SBHS begins in Kura Kaupapa 	<ul style="list-style-type: none"> SBHS offers holistic support SBHS is a strengths-based approach 	<ul style="list-style-type: none"> Resource kaimahi for professional development, administration, multi-disciplinary work and other non-clinical activity Professional development on equity 	<ul style="list-style-type: none"> Integrated services are accessible for all 	<ul style="list-style-type: none"> Integrated models for localities - continuity of care

Te Ao Marama: Te Ūkaipō outcomes

Transformational change leads to rangatahi achievement of Te Ūkaipō outcomes

Tino Uaratanga - I see I have potential

- I have self-esteem and self-confidence
- I am aware of my passions, strengths and skills
- I feel supported in my health journey
- SBHS responds to my expectations

Wairua - I feel an essential part of all things

- SBHS workforce has the right qualifications, skills and experience
- SBHS supported my established belief system and spiritual uniqueness

Aroha - Aroha matters to me and those that care for me

- I am empowered to show aroha to myself and others around me
- I see self-care in those that care for me
- I feel aroha when they are transitioned from child to adult services
- Aroha matters to me and those that care for me

Whanaungatanga - I hear, see and feel connections to the school team

- The SBHS space promotes a multi-disciplinary approach for kaitiaki
- I feel safe in SBHS
- School staff recognise the importance of SBHS and support rangatahi to access SBHS
- Referral processes are clear and timely
- Kaimahi grow whanaungatanga for rangatahi

Rangatiratanga - My choices are nurtured and respected

- I feel in control of my care
- I feel my wants and needs are valued in clinical practice
- My needs are identified early, including unsafe relationships and bullying
- SBHS is available to me how and when I want it
- I find it is easy to navigate and access services

Whakapapa - I feel I belong

- Whānau are involved in my care where appropriate
- My whānau trust SBHS
- The SBHS workforce is more representative of the youth community including more Māori and Pacific kaimahi
- Kaimahi acknowledge rangatahi whakapapa and knowledge passed down through whānau

Te Reo Māori - Te Reo has the mana of an official Language of Aotearoa

- The team works collaboratively to deconstruct system biases
- The mana of my name is respected through correct pronunciation
- I can hear te reo used regularly as part of my clinical interactions

Manaakitanga - I hear and feel that me and my service are valued

- I feel respected, special and unique
- Kaimahi feel empowered with skills and knowledge to work with rangatahi in reciprocity
- SBHS has appropriate facilities and tikanga is respected in physical surroundings
- I was able to feedback in a timely way
- I get support, information and awhi that meets my needs
- I have confidence in accessing services in an ongoing way

Ōritetanga - I am equal

- I see changes for myself and my whānau to address specific inequity for my community
- Kaimahi understand equity
- Strengths are supported and developed
- Innovation and local solutions are funded and celebrated

Te Ao Marama: Wellbeing outcomes

SBHS embodies the Te Ūkaipō values and outcomes leading to improvement in rangatahi wellbeing

Rangatahi are happy and healthy

- I feel supported to develop my identity
- I am accepted and respected for who they are and who they want to be
- WHO-5 measures of wellbeing
- I can manage my mental health and wellbeing issues
- I report benefits to mental health, wellbeing

- I have sources of support
- I have someone I can ask for help
- I have someone to talk to if I am going through a difficult time
- I am connected with their peers
- I participate in cultural, sport or other activities

- I report benefits to physical health
- My disabilities and chronic conditions are identified and well managed - neurodevelopmental, learning, physical, sensory, FASD
- Rangatahi with disabilities experience SBHS positively

Rangatahi are learning and developing

Improved educational participation

- Any health issues I have do not affect my participation in education
- I feel supported to participate in education

Improved educational achievement

- Any health issues I have do not affect my educational achievement
- I aspire to a qualification and expect to achieve it

Rangatahi are aware of their potential

- I am aware of my passions, strengths and skills
- I feel supported to develop my identity and enhance my mana

Rangatahi have what they need

Rangatahi have the skills, resources and supports they need to thrive

- I do not experience cost as a barrier to:
 - Accessing healthcare or other support services outside the school setting
 - Filling prescriptions
 - Period care
 - Other healthcare costs
- Socioeconomic factor do not negatively impact my wellbeing

Rangatahi are accepted, respected and connected

Rangatahi access to and utilisation of youth appropriate health services

- I am more likely to utilise other healthcare services: Primary care registration, oral health, mental health, access to contraception
- I do not forego healthcare
- I have people to go to for help with health and other issues
- I don't feel whakama experiencing and seeking

help for wellbeing issues

- My strengths are supported and developed
- I have confidence accessing services
- I am engaged in prosocial activities (i.e., church, sport, arts)
- I feel safe to participate in activities related to my identity
- Someone cares and support is available when disconnecting from school

Rangatahi are loved, safe and nurtured

Rangatahi relationships are safe and caring

- I have friends I trust and care for
- I understand what safe relationships look like
- I feel able to disclose unsafe relationships and my unsafe relationship needs are identified (violent relationships, intimate partner violence, sexual violence, psychological)
- I do not experience bullying

Rangatahi have a safe education environment

- School environments are accepting of gender, ethnic and cultural diversity
- I can participate in rainbow/diversity groups
- I have access to gender neutral bathrooms

- I give simple acts of kindness to others
- I respect the beliefs and values of others
- I look out for those around me
- I do not experience discrimination at school
- I have a safe place at school

Rangatahi are involved and empowered

Rangatahi voices are listened to, valued and respected at all levels

- I feel supported in my health journey
- "Man, you even care about my future, not just about right now"
- I feel supported in my health journey
- I give consent for care and information sharing
- My needs are heard by SBHS

Rangatahi make informed choices

- I have the information I need to make healthy decisions and keep safe
- I have a trusting relationship with SBHS and don't feel judged
- I feel I have made the right choices for me
- I can talk openly about my choices with SBHS

Rangatahi make informed choices about their whakapapa

- I understand what safe sexual relationships look like
- I feel informed to make choices about my whakapapa: Sexual health, contraception, intimate relationships
- I have someone I feel comfortable talking to about sex and relationships
- I have access to and use contraception