



# Miramar Central School

Te Kura O Whataitai

Empowering Our Children

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30.04.18 Term 2

## Health Curriculum Review Reporting to the Board of Trustees Health Programme Consultation Purpose:

Section 60B of the Education Act 1989, as amended by the Education Standards Act 2001, requires Board of Trustees to produce a written statement, following consultation with the school's community, about how the school will implement health education at least once every two years.

To consult with parents, caregivers and teachers about the health learning needs of the students at Miramar Central School and to design programmes that will make a difference to their well-being.

The Key Areas of Learning in the National Curriculum Document: The Key areas of learning reflect and address the current health and physical education needs of New Zealand students: The four relating to Health are:

- **Mental Health** - This key area is about providing children with opportunities to develop knowledge, understanding and skills to strengthen personal identity, enhance a sense of self worth and to develop effective relationships with others.
- **Sexuality Education** - Sexuality Education provides students with the knowledge, understanding and skills to develop positive attitudes towards sexuality, to take care of their sexual health and to enhance their interpersonal relationships now and in the future.
- **Food and Nutrition** - Food and Nutrition education enables students to make informed decisions about food and the choices that will contribute to their own well-being and that of other people.
- **Body Care and Physical Safety** - Learning about body care provides students with opportunities to make informed decisions about body care, to recognize hazards in the environment and to adopt safe practices in relation to these.

### The Consultation Process

The purpose of the consultation was to outline the programmes being delivered, how they were being delivered and to identify some of the health education needs of the students. The consultation process ran over week 6 - 10 of term 1. The school community was informed of the review through the school's weekly newsletter, a PDF emailed to parents/caregivers of the Draft 2018-2020 Health Curriculum Plan, and documents put on the school website. Further to this an information evening was held on Thursday 29 March 6.30pm-7.30pm

where 11 parents were in attendance and 13 teachers and leadership. Presentations were shared by: Constable Aaron Dann on Keeping Ourselves Safe (KOS), Danny from NORRCOM on Cyber safety and Being a responsible Digital Citizen, and Teina, Kowhai and Tuakana staff on the two year Health Curriculum programme.

Parents/Caregivers and staff were emailed a **Google Form** to complete. There were 22 responses over a four week period. The responses are itemised below and were bcc to protect anonymity to the 5 free response questions. Student voice will occur throughout the delivery of the programme as self-review to improve the programme over the course of the two year cycle.

**Google Form: The community was asked the following questions: NOTE comments have NOT been edited**

**1. Which of the five key learning areas in Health do you consider to be the most important to students to learn? (Mental Health, Sexuality Education, Food and Nutrition, Body Care and Physical Safety & Physical Activity)**

22 Responses:

1. I am unable to rank these as I believe that to be holistically healthy the 5 need to be taught.
2. All of the above with mental health top of the list.
3. All of the above, but I feel the most important areas are Food and Nutrition and Body Care and Physical Safety & Physical Activity
4. Body care and physical activity
5. Mental health
6. Food and nutrition
7. Body care and physical safety
8. mental health
9. Physical Safety & Physical Activity
10. Food and Nutrition
11. Mental Health
12. Body Care and Physical Safety and Physical Activity.
13. Body Care and Physical Safety
14. Body Care, Physical Safety & Physical Activity
15. Body care, physical safety and Physical activity
16. Physical activity
17. Body care
18. Physical Safety & Physical Activity
19. I believe these are all important.
20. Food & Nutrition
21. All of them
22. Food for teina and mental health tuakana

## **2. Why do you consider this the most important area?**

22 Responses:

1. Health and well being is essential - in all areas - fitness, enjoyment, nutrition etc  
it's probably the least taught of all and can be a taboo subject in some cultures. Children need to learn and develop strategies to help them cope with life. I think many children suffer degrees of anxiety, and feelings of not being good enough, and/or have a lot to deal with in their home environment, so need help with being able to work through this - build resilience.
2. Because learning about these areas at a young age will have life long benefits and will also have benefits for the wider family / whanau / and wider community.
3. So later in life they protect their life
4. A major issue our kids generation is having to deal with and they need to be given strategies to deal with anxiety, low self confidence, depression, and many more
5. There is a high proportion of childhood obesity so healthy eating is a very important skill to learn and ingrain early
6. Because it is vital for building independence and life skills. Learning how to keep themselves safe is hugely important.
7. bullying, NZ youth suicide rate, depression.
8. I think if children are involved or have a good understanding of these areas, the other learning areas listed above connect and link in anyway.
9. healthy eating is important to me
10. Mental Health supports and enhances learning in other areas.
11. Our country is experiencing record high levels of obesity which later create life threatening illnesses. Habits and awareness earlier the better. Physical health affects mental health. Co-ordination, exercise helps learning. Brain breaks within the school day should be short and often. But I think they are all important.
12. If they have a good understanding of that then it will enhance the other key learning areas
13. At this stage, with my 5 year old, I feel it's important for her to learn more in the above areas
14. Managing, caring and doing is what your body needs which in turn supports your wellbeing
15. It is important to stay fit which will provide for all the other 4 aspects
16. Basic mechanics of maintaining their body machine.
17. We think the subjects listed are important but Physical Safety & Physical Activity is the broadest that covers the basics to educate children how to live healthily.
18. We need to create well informed, healthy, well rounded individuals. To achieve this, children need to understand and feel comfortable with all these aspects of their health
19. Occurs every day
20. They are all essential for health and well being
21. Food - need the right food to be in the right frame of mind. Start it early .
22. Mental health - need to be in right frame of mind. so many external factors affect them.

### **3. What does our school do really well in Health and Physical Education?**

23 responses

1. We offer programmes to support physical safety and are positive and place importance on emotional well being.
2. Ample opportunity for PE in most classes and opportunities with Kiwisport and Life education. Not sure about the rest.
3. Having the Miramar Rangers in to teach the children soccer was great. Futsal for girls is great.
4. Teach the kids to be more active in sports
5. Unsure as this is our first year at the school
6. Physical activity is important to our school and prioritised to a degree
7. The students have many opportunities to take part in organised health and PE programmes e.g. Life Education, Kiwi Sport, Football etc The students also participate in school wide activities throughout the year e.g. athletics, swimming, cross country. The students can also play sports for their school outside of school hours e.g. Mini-ball and Netball.
8. great variety of physical activities eg, kiwisport, with external experts coming in to coach
9. Different types of physical activity are offered throughout the year e.g. Kiwi Sports, Football, Swimming etc.
10. my children enjoy playing sports a lot
11. Physical Activity
12. Swimming programme and Athletics and team sports with visiting specialists.
13. Opportunities for participation in a number of different physical activities.
14. My daughter enjoys kiwi sport & gonoodle, she's recently talked about healthy food choices in her class & has had a conversation with us, I say MCS is doing a great job in keeping the children involved & aware in health & physical education using different sources of info (YouTube)
15. Younger years it focuses on body care and participation in physical activities
16. Opportunities to participate in more sports not just the NC focus.
17. PE sport activities in association with local club
18. School athletics
19. We've never had a direct conversation on what MCS the Health and Physical Education programme is but what we have witnessed that works well is weaving in physical activity during the day
20. There are great opportunities to play sport and 'be physical'
21. Pleases to a recent increase in sporting opportunity activities.
22. Sports instruction, teaching respect and independence
23. Variety of sport...give everything a go. Food nutrient and celebrating

**4. Are you concerned about any particular aspects of the Health and Physical Education currently being taught?**

22 responses

1. No (11)
2. No - like all things we could teach more
3. Not really aware of any issues
4. No . There seemed to be minimal value from junior swimming classes.
5. Not really as long as they don't get bully or hurt.
6. I would think healthy eating should be more highlighted for example being a water (and milk) only school would be a good next step
7. Not overly concerned.
8. Healthy Eating
9. Gymnastics is missing.
10. No particular area, but it would be nice if there was more time to spend on each area.
11. Again we don't know enough of what is being taught at the moment to answer this
12. I wonder if sticking up for others, in approach to bullying, is re-iterated often enough.

**5. Are there any other issues you think as a school we should address?**

22 responses

1. No (7)
2. Healthy eating - healthy lunchboxes. What is sold at discos etc should be healthy - a school wide healthy eating aim.
3. I would like to see the school engage in the Project Energise Programme. Bike safety and road safety would be very beneficial.
4. None at the moment
5. I think body care and physical safety along with the other topics are also important
6. As above plus focus on mental health/childhood anxieties
7. none that I can think of at present
8. Mental health, bullying, teaching empathy, kindness, mindfulness.
9. Make it a water only school.
10. Friendships. Acknowledgement of Spiritual well being.
11. Just keep a continued effort to ensure each learning area is integrated as much as possible.
12. Continue to ensure there is a wide range of physical activities during the school day, lunch times and after school too
13. Food and nutrition advice to be emphasized
14. Bullying
15. Other issues covered by PB4L
16. Child lead safety initiatives and them communicating this to parents.

## Summary of Feedback from The Consultation Process:

The school received 22 responses from the Google Survey. The 11 parents in attendance on the night of the Health Consultation (Thursday 29 March) found the evening worthwhile and were impressed with the programmes the school is implementing. The presentation of the evening by The NZ Police, NORRCOM and teaching staff was put on the school website and mentioned in the newsletter for parents/caregivers to read if they weren't able to make it on the night.

Ed Trotter (Principal) has shared this document with the staff and school community by placing it on the website, tabling it at the BOT May meeting, and letting parents know of the review via the school newsletter.

Analysis of the responses and ways in which the school could address some of them are tabled below.

- Mental Health, Body Care and Physical Safety, and Physical Activity are what the community wants the school to focus on more when delivering the Health Curriculum. The school's health programmes is a balance of all the five areas.
- Health and Well-being were mentioned a great deal and ensuring students have strategies and programmes which build on positive mental health through the reduction of: anxiety and low self-esteem and encouraging looking after one's physical needs through positive food choices and regular exercise. The school: has pastoral care leaders to support students (AP/DP/Principal), identifies and discusses students requiring support (lunches, mentoring, SENCO - working with outside agencies), has developed through PB4L, Kiwi Sport, KOS, Kia Kaha and Life Education programmes ways to reduce bullying, build community through class treaties, use restorative practice, learn about healthy eating, develop positive relationships with peers, and engage in regular physical activities which supports physical development and exercise.
- The school does well in physical activity opportunities through a diverse and comprehensive sports programme (Kiwi Sport, swimming, Eastern Zone Sports, School Athletics, positive reinforcement of exercise and skill building) and through the teaching and learning of wise food choices.
- The community is happy with the current Health Curriculum programme but would like more programmes around healthy food choices, being a water only school and programmes to support anti-bullying. The school has developed four new initiatives to support the above. It is currently awarded **Bronze Level as a water only** (and milk) school with occasional soft drinks only during two discos a year; **Healthy food choices encouraged** - children eat during lunchtime in a supervised capacity by their class teacher who discusses with children and their parents/caregivers if a child's snacks and lunch is not a balanced meal; the introduction of Life Education's Food and Nutrition programme held every biennially will identify and reinforce positive food choices to each child of the school; **Anti-bullying and Positive Relationships** - class treaties, school camp, Life Education - positive relationships, PB4L and Kia Kaha all reinforce positive behaviours and the reduction of bullying behaviours and encouraging peer networks to support students who get bullied. **Cycle and scooter track** - developing active riding skills with the NZ Police

programme of cycling safe, promoting safety on scooters and awareness of other users and providing a challenging school based course for riders to develop their skills, have fun with their peers and Push-Play 30 minutes a day. Another initiative with the **Rock and Water programme** to centre a child and help build resilience. This will be offered as well in the coming year for Year 5 and 6's initially.

From this review the school will also address the following:

1. More details given to parents about programmes like Kia Kaha and Positive Puberty before the programmes commence.
2. Increase the amount of parent involvement in the development of the school's health curriculum programme and consultation evenings by involving ethnic group leaders (i.e. Maori, Pasifika, African, Asian, Middle-eastern and Indian) to speak and network with our parent community
3. Continue to monitor the benefits of Teina - Tuakana relationships which can be developed further into buddy mentoring.
4. Always look for initiatives to strengthen mental health needs by enhancing a sense of self-worth and developing effective relationships. As a school we have included Kia Kaha, Keeping Ourselves Safe, Rock and Water, PB4L and class treaties but will also look at having a regular guidance counsellor for when children are going through difficult times in their lives.
5. We will work with outside agencies where appropriate to help our tamariki.
6. Undertake a biennial Well Being Survey for both staff and students using the link <https://www.wellbeingatschool.org.nz/> The data from 2018 will inform the school's 2019's Annual Plan. This baseline data could include some target setting around aspects of Student Well Being for some cohorts.

The document has been completed by the school principal. Resources and an overview are listed below

Ed Trotter  
Principal



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### Preamble

At least once every two years the Board of Trustees is required to consult with the parent community about the school's Health and Physical Education programmes. The purpose of this consultation is to outline the programmes that we are delivering, how we are delivering Health Education and what we see as the health education needs of our students. The latest round of consultation was held in Term 1 2018. The next round of consultation will be in 2020.

This page outlines our Health and Physical Education Programme which is linked in one curriculum document. For the purpose of providing clear information, they have been separated on this page. Attachments relating to some of these programmes have been provided where appropriate.

Opportunity to comment on our provision and programmes in these areas is provided. We welcome your feedback as this allows us to develop policies and practices that reflect the needs of students at our school.

### Health and Physical Education at Miramar Central School

Miramar Central School provides a nurturing, child-friendly environment where students feel safe, supported and secure. Opportunities are provided for students that promote a sense of self-value and worth. Students generally interact positively with each other with senior students (Yr 6) taking a leadership role in actively encouraging this through programmes such as Tuakana - Teina, peer mediation and mentoring.

Leadership opportunities are also provided in Physical Education with senior students running games and skills workshops for junior students. All students are provided with a variety of opportunities to participate in activities of a competitive nature and those necessary to maintain a fit and healthy lifestyle.

## **Programmes and Programme Implementation**

Health and Physical Education are linked in one curriculum document. For the purpose of providing clear information about the programmes we provide they have been separated into two sections.

### **Health Curriculum**

The following key areas are identified in the curriculum document. They may be included in the two yearly cycle of Health teaching. Each key learning area has aspects that may be taught at all year levels. (Please note there is a separate and more detailed consultation process for Sexuality Education)

Key Area of Learning	Clarification and Possible Programme Content
Mental Health	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"><li>● Personal identity and self worth</li><li>● Stereotyping and discrimination</li><li>● Effective interpersonal relationships</li><li>● Drug and alcohol use and misuse (Years 5-8)*</li><li>● Keeping ourselves safe</li></ul>
Sexuality Education	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"><li>● Interpersonal skills and attitudes to enhancing relationships</li></ul>
Food and Nutrition	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"><li>● Nutrition for growth and development across all ages</li><li>● The links between nutrition, exercise and well- being</li><li>● The cultural significance of food</li><li>● Food safety</li></ul>
Body Care and Physical Safety	Opportunities to develop skills and understanding about: <ul style="list-style-type: none"><li>● Personal body care</li><li>● Prevention of illness, injury, infection, disease, common lifestyle disorders</li><li>● Identifying environmental hazards</li><li>● Self-responsibility</li></ul>

The school uses a range of programmes to teach health such as:

- [Keeping Ourselves Safe - all year levels](#)
- [Life Education - all year levels](#)
- [Kia Kaha](#)
- **Cyber Safety and Digital Citizenship**
- **Food and Nutrition**

Sexuality Education has a focus on pubertal change and is provided for students in Year 5 & 6.

This programme may be taught as a unit or by incorporating them into other aspects of the PE programme or curriculum areas. Units may be taught in conjunction with the police or other outside agencies.

Miramar Central School is a 'Sunsmart' school and is also working towards attaining a Healthy Heart Award for Schools.

### Physical Education Curriculum

The following key areas are also identified in the curriculum document. They may be included in the two yearly cycle of Health teaching. Each key learning area has aspects that may be taught at all year levels.

Key Area of Learning	Clarification and Possible Programme Content
Physical Activity	Opportunities to develop: <ul style="list-style-type: none"> <li>● Movement skills in a range of areas</li> <li>● Cultural practices in physical activity</li> <li>● Their own attitudes and behaviours in physical activity settings</li> </ul>
Sport Studies	Opportunities to develop: <ul style="list-style-type: none"> <li>● Skills for participating in diverse sporting roles</li> <li>● Skills to manage competitive and cooperative environments</li> </ul>
Outdoor Education	Opportunities to experience: Adventure activities and outdoor pursuits that focus on physical skill development, fun and enjoyment and includes school camp (Yr 6)

Miramar Central School offers a range of programmes and activities, competitive and non-competitive, for students to develop their sports skills and team work such as:

- **Swimming**
- **Cross Country**
- **Athletics**
- **Triathlon**
- **Softball**
- **Miniball**
- **Eastern Zone Inter-school Sports**
- **Netball**
- **KiwiCricket**
- **Football skills**
- **Staff and student - led lunchtime games and activities**

- **Year 6 Camp**
- **Rippa Rugby**
- **Beach Education**

These activities are provided by staff and outside agencies.

## Kia Kaha

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Kia Kaha enables students to develop strategies for respectful relationships where bullying behaviours are not tolerated.

## Resources

The Kia Kaha resources include:

- [Information for principals and Boards of Trustees](#)
- [Information for parents/whānau](#)
- [Information for teachers](#)
- Student learning activities for:
  - [Years 0–3](#)
  - [Years 4–6](#)
  - [Years 7–8](#)
  - [Years 9–10](#)
  - [Years 11–13](#)
- [Acknowledgements](#)

## Other resources

Police strongly recommend bullying prevention approaches in schools are developed in accordance with the advice provided by the cross-sector Bullying Prevention Advisory Group on the [Bullying-Free NZ\(link is external\)](#) website.

- [Bullying-Free NZ website\(link is external\)](#)

Police also recommend using teaching activities from the 2018 Bullying-Free NZ school activity pack, which although developed for Bullying-Free NZ Week, can be used at any time of the year. It contains:

- [Bullying-Free NZ school activity pack\(link is external\)](#) (2018)

The 2018 school activity pack includes the following:

- Activities and initiatives that can be used with multiple age and class levels. These are designed to explore what bullying is, the types of bullying, and the feelings involved in a bullying incident; plus to help students think about who they can turn to for support. Schools can pick and choose the activities that will work best for them and their students. Each activity can be used as a stand-alone short task, or schools can combine several for a longer session.
- A competition for schools, where students create, develop and promote bullying prevention messages through creative media, in line with this year's theme *Let's Talk About It!* Closing date for competition entries is 1 June 2018 (following Bullying-Free NZ Week).
- Information for schools on media releases, developing policies, professional development ideas, a 'whole school approach' framework, and a catalogue of what's in the Bullying-Free NZ school toolkit.

## School-wide interventions

To address issues of bullying or online safety more deeply, schools could implement a school-wide intervention in partnership with Police.

### Intervention plans

Two sample intervention plans that schools and Police can use as a guide to develop their own school-wide interventions:

- [Sample bullying intervention plan](#) (Word, 241KB)
- [Sample online safety intervention plan](#) (Word, 241KB)

### Intervention narratives

Sample narrative (or case-study) done at the conclusion of the above online safety intervention:

- [Sample online safety narrative](#) (Word, 63KB)

Narratives (or case-studies) of completed bullying and cyber-bullying interventions:

- [Bullying narratives](#)
- [Cyber-bullying narratives](#)