



June 2017 Health and PE Te Aro School Parent and Whanau Consultation Summary

Introduction

At the start of Term 3 all families were sent a Physical Education (PE) and Health Consultation questionnaire seeking parent feedback on the school's current health and PE programmes. Accompanying the questionnaire was a background document that outlined what we undertook at school annually and biennially. Families could complete either a hard copy of the questionnaire or return their completed questionnaires electronically. House points were awarded to all students whose parents/whanau completed a questionnaire.

This year we received 37 completed questionnaires. In 2015 we received 22 respondents to our Health and PE questionnaire and in 2013 we received feedback from 23 families.

On behalf of the staff team and the Board my thanks to the families who shared their thoughts with us.

Parents/Whanau identified the following things we are doing well at:	Parents and whanau identified the following things we could be doing differently to strengthen the delivery of the Health and PE curriculum:
<p>Respondents noted we did the following things well:</p> <ul style="list-style-type: none"> - Mental Health - Sexuality education - Food and Nutrition - Body Care and Physical Safety - Class PE (x2) - Outdoor exercise - Walking to events - Sports studies and Outdoor Education (x3) - Team Sports - School Competitions - Personal Physical Goals - Fair Play and Sportsmanship - Camp and Marae visits - Song and dance movements - Involvement of students in road safety - Life education x2 - Physical activity (x2) - Fitness (x2) - Jump jam and other such activities are great. - Learning karate from Anna. - Always new sports or physical games - Holistic approach - Use of outside coaches (x2) <p>Diversity of sports and activities (x10) including hockey, swimming, athletics, rugby. I love that our children have so many opportunities to experience such a wide range</p>	<p>EOTC week a little narrow - more adventurous activities, exploring natural environment (bush, beach etc.) - not necessarily expensive</p> <p>Sun smartness. Caps are inadequate.</p> <p>Explaining learning difficulties needs to be better to develop empathy and acceptance. Learning about autism is a good example of this working well.</p> <p>Bike track</p> <p>Recreation hub-work with VUW + WCC to develop a gym, pool, and managed outdoor spaces</p> <p>Participate in "active modes" of getting to and from school (e.g. walking, buses)</p> <p>Life Education: especially teaching children how to cope with stress, anxiety or depression so they can be stronger when dealing with their problems now and in the future.</p> <p>Building resilience</p> <p>More coaching for the sports teams. After school teams having a coach who organises and coordinates the team</p> <p>I think team sports are very good for children for all sorts of physical and social reasons</p>

<p>of physical activity.</p> <p>There's a good amount of PE, and a variety of exercises and games. A focus on making exercise fun and that there's something for everyone.</p> <p>My son enjoys experiencing new things, so having a wide range of activities is great.</p> <p>Keep up the great work Te Aro School. I have observed a growth in sports contexts and school sports involvement in recent years.</p> <p>Both my children have very positive attitudes to sports due to exposure and experiences provided by teaching staff. Attitude and perspective of teachers and staff</p> <p>Thank you for wanting feedback and striving for the best!</p> <p>Thank you to all the hardworking teachers. TAS has been amazing at helping my daughter overcome her fears and anxieties and learn ways to cope with her frustration. I am forever grateful.</p> <p>Menstruation talk with senior girls before camp was supportive for families</p> <p>I also love that the kids have a good amount of time to play outside and access to balls and equipment to be active.</p> <p>Excellent delivery at Te Aro School. Children are valued and inclusion is paramount.</p> <p>Great building of the individual's self- esteem and abilities (x2)</p> <p>Very much like the focus on building resilience Focus on fixed and growth mindset (x3) Really liked the mental health work around Mind Master Vs Head Hassler.</p> <p>School wide participation - cross country (x6) and The full involvement of the whole class and even the whole school in a chosen physical activity was really cool to see during cross country.</p> <p>Physical environment with gardens and natural resources - a real plus for the school and students. I have also been impressed with opportunities to involve students in environmental projects from the beehives to the whitebait connection and the coastal programmes. Environmental programmes and activities (x3)</p> <p>Having social games between school; being sporty, meeting new friends and team work</p> <p>I feel the school has a well organised programme in</p>	<p>Maybe talking about healthy diets, healthy snack foods, so that the kids are inspired to lead towards healthy after-school snacks in the face of tempting treats. Food - difficult but important subject (natural, healthy food Vs processed etc.) Food and nutrition (sitting and eating together) x 2 Food and nutrition x 3</p> <p>Maybe a little more help learning how to cope with cliques and how to manage emotions - teaching respect for each other.</p> <p>Environment: link global issues of concern to actions in daily life (e.g. driving/walking/take the bus to school)</p> <p>A way for parents to connect to offer other activities after school e.g. hockey/soccer teams Get parents involved. Keep an active database of their skills, interests, availability.</p> <p>Health and sex education could be better</p> <p>Swimming classes could be offered more for Year 8 students. It will be better if more regular swimming lessons</p> <p>Importance of exercise and impact on physical and mental health Mental and emotional wellbeing - a holistic view of health and well-being</p> <p>Physical development</p> <p>Discussions about consent/respecting no (not just as part of sexuality education)</p> <p>Would love some emphasis on negative aspects of too much screen time and over using devices</p> <p>Since there are some more 'suicide' things that have been happening with young people recently, I think life education is important to be teaching to young kids, such as accepting what's happening in their lives and dealing with it.</p> <p>Coping with anxiety/depression by knowing how to express themselves, how to communicate it, accepting and dealing with it and being positive. Continue team events as they are a good source of learning on how to work together and support each other.</p> <p>In general love to see PE as a way to connect with nature and the environment (e.g. taking care of environment, sports grounds and facilities), bush walks, bush craft etc. I think the beekeeping and gardening focus at TAS are good examples of that bridge.</p> <p>A more holistic approach to sports (not just valuing sports, and 'toughing it out')</p>
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place

I wasn't aware of all the things happening - sounds like a well-rounded programme.

Our son receives full support when it comes to health and PE for his year level. He speaks highly of whanaungatanga and manaakitanga

Focus on belonging

Relationships with other people

Relationships with community

Relationships with other people. Both kids and parents have a strong sense of community.

It has been my experience that TAS does an excellent job creating a sense of community. Our family has enjoyed many school and wider community events through TAS.

Everything. The concepts and strands of learning look excellent

Firstly I would like to acknowledge the school for providing an excellent learning environment.

In terms of health curriculum and P.E., below are the areas that I feel have been delivered well and participated by my child:

- Swimming classes - at the end of the session, my daughter is now more confident in water and enjoys swimming in comparison to this time last year. Physical exercise is commendable.
- Cross country and netball - both of these activities demonstrated my daughter's skills, knowledge and provided opportunities for her development.

Activities within EOTC have been delivered very well (x2)

Children especially enjoy having a chance to be with each other, playing and experiencing new things outside the classroom environment. I appreciate the organisation of these activities. Children were able to learn new skills to learn to be disciplined.

We are really happy with the comprehensive approach the school has taken to Health & Physical Education. I am happy and confident in Te Aro School's continued delivery of the curriculum

My son enjoys all of the activities. He especially loves the floorball game. He had a great time last year when he joined the game. Thank you very much for offering him such a great opportunity.

It all seems good to me!

Keep up the high standards thanks.

Covers main topics which are core to developing humans and making them responsible - thank you. (x2)

Mental and Sexual health education - this is difficult without overwhelming the younger students and their families.

Socio-ecological perspective - issues of violence against children and women has been a global health issue and also an issue in NZ.

It might be useful to cover 'good touch,' 'bad touch' in light of child protection policies in NZ.

Managing social media - Facebook/Twitter. I am wondering if this could be addressed in school as it reinforces the challenge we face as parents.

I would like to know for Year 1 and 2 what activities the children have opportunities to participate in?

To conclude:

- This feedback was shared with the leadership and staff teams. Staff discussed the feedback that we had received and considered what changes we could make to the delivery of our PE and Health programmes. In their discussions they recognised the need to plan a health focus on nutrition for 2018.
- Sue has tabled this summary document for discussion with the Board at their September meeting.
- Sue and the staff team will continue to use the weekly school newsletter and class newsletters to share with students' whanau the PE and health activities and events that the children are participating in in order to raise parental awareness of the programmes and activities being offered.
- It is clear from some of the feedback we received that some parents are not aware of the restrictions around year level participations in inter-school and inter zone sporting events. Students in Year 4 - 8 can generally participate in these events. We will continue to share with parents when they enrol their child at Te Aro what sporting opportunities there are here at school and what community based sporting opportunities are available especially for students in Year 1 - 3. In redesigning the school website we can include this information on the site.
- KiwiSport is a government funding initiative to promote sport for school-aged children. KiwiSport provides funding to schools for Year 1-8 students and Year 9-13 students. Schools in their annual reports must outline each year how they have spent this money. This year we received \$3,297. We have used this money, this year and in previous years, to cover some of the costs of swimming and to help cover the shortfall in meeting the costs of after school sports' team fees. At time of writing we have already spent this year's Kiwisport funding.
- We have not previously (prior to 2014) had as many sports teams as we currently have entered into miniball, basketball and touch rugby tournaments. We are not always able to register all the children who want to participate in an after school sports team as we do not always have the additional parent support required.
- We do not find it easy to recoup the costs of entering teams in miniball, basketball and netball. The costs of entering the ASB after school basketball league have increased significantly this year.
- Four members of staff provide leadership this year in coordinating and coaching our school's sports teams (Katie, Walter, Ray and Mathew). Release time has been provided for several of the teachers to undertake some of the administration workload of having the increased numbers of students participating in after school sports leagues,
- Staff this year have had professional learning and development focussed on how we can recognise and better support the increasing number of students at Te Aro School who are experiencing high levels of anxiety.
- The school's strategic document for 2017 - 2019 notes:
Te Aro School takes a holistic view to educating the 'whole child' and developing their personal wellbeing including Durie's Hauora model of taha tinana (physical wellbeing); taha wairua (spiritual wellbeing), taha whanau (social/family wellbeing) and taha hinengaro (mental and emotional wellbeing)

Annual goals for 2017 include specific health related goals:

- Students will be able to harness the power of resilience, mindset and self-management in their play and learning
- Teachers, parents, whanau and outside agencies will work together to identify, respond to and support students who are experiencing stress and anxiety.

Sue, Ray, Katie and Anna
21 August, 2017