



## **HEALTH PROGRAMME 2016/2017**

Schools have a legal obligation to publish their Health Programme every two years and invite parent input and comment. Detailed below is an overview of our school health programme; this programme is overseen by the Haurora Pod, made up of teachers on staff with a particular interest or skill in this area of the curriculum. The Haurora Pod is led by Joe Lukupa.

### **What informs the Health Programme at our school?**

Each alternate year, we use the tools provided by the Ministry of Education to help us identify areas in which we could improve the content on our school Health Programme.

During even years we use the “Wellbeing at School” survey with our students to identify areas for particular focus in addition to ensuring we cover the Health Achievement Objectives at Level 4 of the NZ Curriculum. We last used these tools to review our Health Programme in 2014 are due to do this again in Term 3 this year.

During odd years, we use the ‘Inclusive Practice Survey’ tools to provide information relating to how well we are ensuring all students are made to feel welcome at school and are able to take part in all aspects of school life. This tool also alerts us to how well diversity is respected and school-wide practices and classroom programmes respond to students’ different needs, skills, interests, cultures and backgrounds. We carried out this review last year (2015)

In addition to the information the above information provides, our Health Programme is also informed by the following:

- The NZ Curriculum
- National Priorities
- Evidence based research

### **Analysis of the 2014 Wellbeing at School survey led us to improve some areas of our schoolwide Health Programme such as:**

- Including more specific teaching around feelings as part of the Hauora topic.
- Deliberately providing opportunities for students to explore and embed our school values and expectations for behaviour.
- Alternating the focus of our Hauora theme each year. “Odd years” focusing on the holistic concept of “Hauora” and the establishment of healthy habits and behaviours. “Even Years” focusing on Coping with Change including Puberty, Feelings and how to cope with conflict.
- Encourage peer mediation and peer support systems as an aspect of the school leadership programme.
- Regularly revisit behavior management and bullying as part of our school professional learning programme.

## INQUIRY TOPICS WITH A SPECIFIC HAUORA FOCUS ARE AS FOLLOWS

<b>EVEN YEARS</b> <b>“Hauora”</b> The establishment of healthy habits and behaviours	<b>ODD YEARS</b> <b>“Changes &amp; Choices”</b> Puberty, Feelings and how to cope with Conflict		
<b>At Greenmeadows Intermediate, we aim to have students the following enduring understandings during their time with us.</b>			
<p style="text-align: center;">We have individual and collective responsibilities towards achieving and maintaining the wellbeing of ourselves and others.</p> <p style="text-align: center;">Hauora suggests that one’s wellbeing is made up of four interconnected factors - spiritual, physical, social, emotional. These need to be in balance in order for holistic, healthy wellbeing to be achieved.</p> <p style="text-align: center;">The challenge is in maintaining balanced Hauora in the face of change.</p> <p style="text-align: center;">Technology has the potential to impact both positively and negatively on our wellbeing and the well being of others.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Everyone has values and beliefs that shape who they are. These can be different to other people and will change over time.</li> <li>• Our values and beliefs shape how we interact with others and influence the choices and decisions that we make.</li> <li>• There are many ways in which we can be supported to achieve balanced Hauora.</li> <li>• As we become increasing independent, we have a responsibility to gain knowledge to ensure we make informed decisions and appropriate choices. (eg regarding smoking, alcohol and drugs)</li> <li>• We keep ourselves safe by navigating different “worlds” successfully.</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Having a range of strategies allows individuals to cope with conflict and resolution in a positive way.</li> <li>• Bullying is a repeated, deliberate action by a dominant party/ies meant to hurt or intimidate others.</li> <li>• Conflict is a disagreement of interests and principles.</li> <li>• We understand that everyone experiences physical and emotional changes during puberty. These changes are natural and look and feel different for each person.</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Everyone has values and beliefs that shape who they are. These can be different to other people and will change over time.</li> <li>• Our values and beliefs shape how we interact with others and influence the choices and decisions that we make.</li> <li>• There are many ways in which we can be supported to achieve balanced Hauora.</li> <li>• As we become increasing independent, we have a responsibility to gain knowledge to ensure we make informed decisions and appropriate choices. (eg regarding smoking, alcohol and drugs)</li> <li>• We keep ourselves safe by navigating different “worlds” successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Having a range of strategies allows individuals to cope with conflict and resolution in a positive way.</li> <li>• Bullying is a repeated, deliberate action by a dominant party/ies meant to hurt or intimidate others.</li> <li>• Conflict is a disagreement of interests and principles.</li> <li>• We understand that everyone experiences physical and emotional changes during puberty. These changes are natural and look and feel different for each person.</li> </ul>
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### HEALTH PROMOTING SCHOOLS

Greenmeadows Intermediate is part of the “Health Promoting Schools” network. Supported by the Counties Manukau District Health Board, the Health Promoting Schools models guide schools to focus not only on health education, but on creating a safe and supportive environment which makes healthy choices easier.

#### Benefits for students include:

- Creating the best possible learning environment.
- Helping students to develop life long skills, values and health behaviours.

#### Benefits for the community include:

- Empowering community members to actively participate in identifying and addressing health issues.

This year our Health Promoting School focus will be on ensuring we have systems and policies to support the implementation of the Health & Safety Reform Bill.

## **BULLYING**

Our school promotes zero tolerance for bullying and has comprehensive guidelines for Behaviour Management and the Prevention of Bullying. Students are encouraged to report instances of bullying and are further encouraged to take positive action should they see it occurring. Teachers are expected to act upon reported instances of bullying. Anyone is able to report bullying through our school website; this report comes directly to the Principal.

**Restorative Practices:** Our school wide behaviour management system is based on this philosophy.

We believe the advantages of restorative practices are that:

- The school is seen to be fair because of the way it deals with issues.
- Victims have an opportunity to express how they feel and have their needs met in a safe way.
- Offenders see the effects of their actions and have a chance to “make things right” and restore their relationship with the victim.

## **SEXUALITY EDUCATION**

Sexuality Education is an integral part of the school’s health education programme and is delivered within the context of the “Changes and Choices” inquiry. The inclass programme is supported by Team Attitude facilitators and they also provide puberty workshops for parents at the same time.

## **SUN SMART PROCEDURES**

Children are encouraged to wear hats and use suntan lotion at all times during summer months. We have a number of “shade areas” which are of great advantage during summer months, and the board is currently looking to increase these areas. Sunscreen is available in classes for student use.

## **EVACUATION PROCEDURES**

Our evacuation procedures are reviewed at the start of the year and we have sound policies and procedures that will be practised by staff and children on a regular basis. A brief outline of these procedures is included in our Health & Safety booklet for Parents which is available from the school office.

## **HEALTH SUPPORT SERVICES AVAILABLE AT OUR SCHOOL**

- Our school is fortunate to have a Mana Kidz Clinic on site. The Health Nurse and Whanau worker provide free checks to protect students against rheumatic fever and skin infections. Students are able to self refer to the Mana Kidz clinic. The Health Nurse also responds to any referral for other identified health issues. Health referrals can be made by students, staff and caregivers.
- We have a Social Worker in School on site four days per week to support students and their families. She also supports our Health & Wellbeing programmes in the school, working closely with teachers and other health workers.
- The Police Education Officer is involved in the development and implementation of personal safety programmes as required. (Road Safety, Choice & Keeping Ourselves Safe)
- Vaccination Programme:
  - Boostrix- All year 7 students are offered immunisation at school to help protect them against infection from tetanus, diphtheria and whooping cough.
  - HPV- All Year 8 girls are offered immunisation at school to help protect them against the Human Papillomavirus. (cervical cancer)
- Vision Screening; All Year 7 students and Year 8 who have missed out, have vision screening annual.

## **HEALTHY FOOD**

We promote the eating of healthy food to maintain a healthy body and encourage positive life time habits. Food sold at the canteen reflects this philosophy. Students are not allowed to bring fizzy drink, energy drinks, chocolate or lollies to school. The Food Technology programme has a strong emphasis on the promotion of healthy food habits.

## **PHYSICAL ACTIVITY AND EDUCATION**

We believe that participation in sporting and recreational physical activities provide enormous benefits for the physical and mental well being of our students.

We aim to provide opportunities that will foster:

- skillful, well co-ordinated children, as well as helping to improve the skill level of our children with special needs.
- co-operation, problem solving, team spirit, enthusiasm and participation of all children in a friendly, non-threatening environment.
- a positive attitude and a life long interest towards health and physical activity.
- students with knowledge and understanding to make informed choices for a healthy lifestyle.
- staff that will actively pursue professional development in the effective delivery of physical education and activity.
- active community involvement in the on going development of all children.

We do this though

- daily physical activity and education to develop and enhance skills.
- participation in sporting events at both the school and local level in a wide range of sporting codes.
- organised sports programme at “sports break”.
- provision of specialist training for students with particular sporting talents where possible.
- utilising the community experts and groups to enhance and support programmes. (eg Counties Manukau Sport)

All Health and Safety Policies, Procedures and Guidelines are reviewed regularly by the Board of Trustees. Policies are available to parents on request. Key contact people on staff regarding the Health Programme are myself, Lali Hopkins and Joe Lukupa.

We would be pleased to receive suggestions and/or comments on the above.

With thanks.

Cathy Chalmers  
PRINCIPAL