

2021 Health Consultation Survey.



Background:

Schools are required to survey their communities about the Health programmes that are offered and seek feedback on how these programmes are being received and areas that might need to be considered. In May 2021 the school conducted a community feedback survey via Google Forms. This was shared with parents via our online platform Educa.

Response to the Survey:

The survey ran for a period of three weeks and attracted 41 responses. This represents a response rate from school families of just under 10%. The feedback is therefore a small sample and any conclusions drawn are those that are indicative of the group who responded.

Structure of the Survey:

The survey was created using Google Forms with the link shared with parents. The survey asked parents to identify their ethnicity and which year group(s) their child(ren) were in. There were six questions asked of parents, not all questions were answered by all respondents.

Question and review.

Q1: RBS delivers Health related programmes - What health programmes are you aware of?

There was a broad range of responses received. Most parents who replied were aware of three main programmes. Keeping Ourselves Safe, Life Education and Sexuality Education. Although these were referred to in different ways by a number of parents. (For example; The Giraffe or Harold programme for Life Education, the Police programme for Keeping Ourselves Safe)

8 out of the 41 respondents were unaware, did not know or said that nothing was offered.

There were a couple of responses where parents thought we offered aspects of a programme when this is actually not the case. For Example Reproductive education as part of the Sexuality Education programme.

Q2: What do you think your child needs to know in the area of "Relationships," with others?

There was a wide range of responses to this question, however three areas emerged as being those most desirable for students to be aware of.

- *Respect*
- *Appropriate relationships*
- *Staying Safe.*

A number of parents also made reference to acknowledging differences and empathy. Some parents also mentioned consent within the Sexuality Education Programme. Currently this falls outside the mandate for Primary Schools within the guidance provided to what should be taught at Levels 1 - 4 of the Sexuality

Education curriculum. This specific topic is covered at Level 5 of the curriculum which is most likely to be taught in year 9.

Q3: What do you think the needs are of children in the area of Healthy Communities?

A number of parents commented that they were not sure exactly what the question actually meant -this needs to be taken into account when we repeat future surveys. The parents who responded strongly indicated two main areas of need.

- The first was around the concept of community responsibility. This covered a wide variety of responses with the main ideas being around connection with the land, Iwi and other community agencies. Parents also indicated a desire to see us continue to promote areas such as road safety and care for our environment.*
- The second area that was strongly supported centred around well being. Parents who responded felt that healthy eating / food was an important topic as well as students needing to look after themselves through exercise. A small number of parents also mentioned that they were uncomfortable with students going to the dairy and school using bake sales to raise funds.*

Q4: What do you think are the needs for children in the area of Emotional well-being?

The parents who responded strongly indicated that they believed that there were three main areas of need for students.

- *Having a voice - the ability / confidence to speak up and be listened too.*
- *Feeling Safe - safe environment to work and play. There were also a number of references to online safety and social media made.*
- *Overwhelmingly the idea that generated the most comments was "Mindfulness." Although not necessarily expressed using this term, parents talked about the need for students to understand who they were, have strategies for dealing with anxiety, being able to cope with changes, being able to express their views and be comforted when needed.*

Parents also frequently used words such as "respect," "resilience," "self esteem," and "support," within their answers.

Q5: Can you think of anything you would like us to be aware of as we design our HEALTH learning programmes. These include - Emotional Wellbeing, Sexuality, Food and Nutrition, Body care and Physical safety.

Most parents who responded to this question in the survey, were happy with the programmes the school currently delivers. One area which was flagged by a number of parents was around Nutrition - specifically being more aware of students' diverse nutritional choices when planning events and activities.

Q6: Is there anything else you feel that needs to be addressed with the Health Curriculum at RBS?

There were a range of responses to this question -most were comfortable that there was nothing extra that needed to be addressed.

One parent was adamant that it was not the schools responsibility to teach their child about staying safe and believed that they as parents were responsible solely for this.

A few respondents highlighted concerns around the impact of Social media and ongoing importance of health food and nutrition in schools. One parent also linked the need to ensure financial literacy programmes are supported as this has an impact on health and wellbeing.

Summary:

The consensus from those who responded to the survey was that the school was delivering a health programme that mostly in their view met the needs of their child(ren). One parent out of the 41 responses received was not happy with the programmes offered, the delivery or the role the school played in teaching the curriculum.

Most parents were aware of a number of programmes on offer, however the messaging and communication to families is an area that appears to require some more work. Especially in ensuring that all parents are aware of what programme is happening and the opportunities that are provided for them to find out about these. An example of this would be the Keeping Ourselves Programme, while many parents knew about the programme there appeared to be a lack of understanding on what the programme was about. It also appears that these parents were unaware that the school ran a parent information evening, it is possible that the messaging for this was lost within the clutter that sometimes parents are exposed to with newsletters and other events being advertised. Possibly the school needs to look to see if technology could play a role in allowing parents who may be pressed for time to access information remotely.

We must also be mindful that not all members of our community will be comfortable discussing sexuality education and have a negative view of programmes such as Keeping Ourselves Safe. We need to be sensitive culturally and socially to this. However we must also ensure that our mandate to teach the NZ Curriculum and keep all students safe at school is upheld.

It is clear that what is on top for the parents who did respond is very much centred around their child's wellbeing, safety at and beyond school and for them to have a healthy balanced lifestyle.

The school has begun to run mindfulness sessions for students and has also recently created a Hauora space where students who need a calm space can access. This initiative has been part of the schools move to redevelop the Learning Support area and also coincides with the employment of a school funded Learning Support Coordinator. Mrs Fiona Hett.

Nutrition is an area that parents had pointed out as being important. The school is mindful of trying to ensure that they promote healthy foods. The lunch system we now have on offer allows students to access a range of food options, including those which are seen to be of the "healthier," variety. The school acknowledges that there are still options available that do not necessarily fall into this category for example the weekly Pizza lunch. Our view is that if lunch options are balanced and the ability to purchase the less healthy options is limited (Pizza lunch once per week) then this is a step in the right direction. It is interesting to note that anecdotally the Sushi lunch option is by far more popular than the Pizza option.

The school does not allow sugary drinks, however at times especially when fundraising is occurring sales of these have slipped through. We need to be aware of this.

The Technology Centre has modified the food programmes considerably in 2021 to include a variety of foods that are inclusive of all students' food choices. Students who identify as vegan, gluten free, dairy free,

vegetarian etc are actively catered for within the programme, with the Food Technology specialist teacher making adaptations to the programme to ensure equitable access for all.

The school will continue to monitor and adapt our programmes to ensure that we continue to meet the needs of our students.

Mike Farrelly
May 2021.