



Health Promoting Schools

Te karere mo nga kura waiora

Issue Three • May 2010

Welcome!

Kia ora koutou

Welcome to our first newsletter of the decade!

As usual you'll find it packed with Health Promoting Schools news from across the Lakes and Bay of Plenty regions.

Read all about our exciting new Health Promoting Schools Accreditation Scheme to be launched in June 2010.

We speak with Heather Langley, deputy principal of Greerton Village School about their journey since becoming a Health Promoting School over a year ago.

You'll read about nine new school dental clinics planned to open in the Lakes area.

And we pay a visit to Te Kura o Torere, 23kms east of Opotiki, to learn how they used their parent teacher interviews as an opportunity to engage with their community.

Read on and enjoy. Don't forget to let us know what's happening at your school!

Ian Guy
Programme Leader
Education Setting



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Sustainable health promotion in schools

Toi Te Ora – Public Health Service regional manager, Graeme Savage, says tackling individual issues may seem the best way to deal with health in schools, however, evidence suggests sustainable health behaviour change will not happen unless schools work in partnership with individuals, communities and other organisations to plan interventions and programmes.

"A Health Promoting School is one that works together with all members of its community to identify and address health issues that are of concern to them.

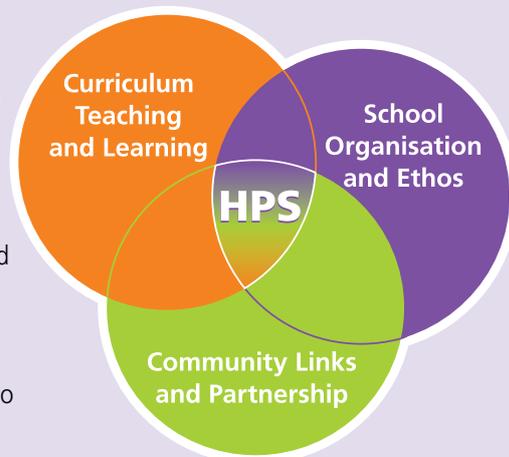
"Engaging with your whole school community, young people, teachers, parents/whanau, local iwi, community, staff, management and the Board of Trustees, will create a safe, productive and positive learning environment and result in attentive and happy students achieving to their full potential," says Graeme.

Guidelines published by the International Union for Health Promotion and Education (IUHPE) state school programmes that are integrated, holistic and strategic are more likely to produce better health and education outcomes than those which are mainly information based and implemented only in the classroom.

Produced in 2008 through discussion and consultation with health professionals around the world, the IUHPE guidelines also suggest the timing is right for re-energisation of the health promotion agenda in schools and that there is a developing understanding of the interlinked relationship between school education and health as reflected in the United Nations Millennium Development Goals.

Toi Te Ora – Public Health Service's Health Promoting Schools programme is modeled on a whole school approach and considers all the components that are present and interact within a school environment.

"This way consistent positive messages are developed throughout the whole school community and supportive environments are created for safe and productive learning inside and outside of the classroom," says Graeme.



A whole school approach brings together school staff, students, parents/whanau, community and local organisations to work collaboratively on issues and to promote and protect health and wellbeing.

22 – 30 May 2010

Youth Week - www.nzaahd.co.nz

31 May 2010

World No Tobacco Day - www.hsc.org.nz

14 June 2010

Mataariki - www.foma.co.nz/archive/Mataariki.AMaoriEducationInitiative.html

Calendar of events

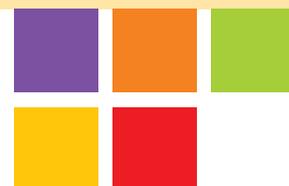
1 – 31 July 2010

Safekids Campaign - www.safekids.org.nz

26 July – 1 Aug 2010

Maori Language Week
www.tetaurawhiri.govt.nz

Toi Te Ora
Our Education
Our Responsibility



New accreditation scheme

Rewards schools for their health and wellbeing achievements

Health Promoting Schools has been implemented in New Zealand since 1997.

There are many positive examples of health promotion in schools says Toi Te Ora – Public Health Service, health promotion manager, Jen Murray.

“However such activity is often not recognised or rewarded.

“That’s about to change with the introduction of a new Health Promoting Schools Accreditation Scheme to be launched in June 2010,” says Jen.

Based on the best international accreditation schemes and adapted to meet the needs of New Zealand schools, Toi Te Ora’s Health Promoting Schools Accreditation Scheme takes the essential elements of the current health promoting schools process and breaks the implementation into three manageable accreditation standards: Bronze, Silver and Gold.

Bronze

(Building the foundation for Health Promoting Schools)

- Understand and prepare to implement Health Promoting Schools
- Develop a one year action and evaluation plan based on the needs identified (addressing three health and wellbeing priority areas)
- Strengthen student voice
- Develop or review a new entrant package which supports student health and wellbeing
- Immunisation register is reviewed and up to date (primary school only)

Silver

(Maintaining and developing Health Promoting Schools)

- Maintain requirements for Bronze Standard
- Implement and monitor an annual action and evaluation plan based on the needs identified (address a further three health and wellbeing priority areas) and demonstrate improvements
- Include pandemic planning (including influenza, measles and other infectious diseases) in the school Health and Safety, Workplace and Emergency Management plan/policy
- Strengthen parent/whanau engagement

Gold

(Sustaining Health Promoting Schools)

- Maintain requirements for Silver Standard
- Develop a three year strategy to improve school community wellbeing
- Implement annual action plans (address a further two priority areas) and demonstrate improvements
- Promote environmental health
- Promote staff health and wellbeing
- Strengthen wider community engagement
- Mentor and support new Health Promoting Schools

Have your say

Be one of 12 schools to test the scheme

Prior to launch we would like 12 schools to test the Health Promoting Schools Accreditation Scheme in a pilot phase starting in June.

Because it’s likely there’ll be high demand for these places, we have a selection process to ensure a wide geographic spread and decile rating.

Existing and new Health Promoting Schools are both eligible for this pilot phase.

To express an interest in being part of this pilot or to find out further information please contact Ian Guy, Programme Leader, Education Setting email: ian.guy@bopdhb.govt.nz.



School Community Wellbeing

Sustaining Health Promoting Schools

Maintaining & developing Health Promoting Schools

Building the foundation for Health Promoting Schools



Health Promoting Schools Standards Achieved

Key accreditation benefits

- Recognition for health and wellbeing achievements.
- Quality assurance for Board of Trustees, principals, school staff, students and the wider community that a high standard of health promotion is achieved.
- A co-ordinated approach to health and wellbeing programmes.
- A structured framework for progression.
- Long-term sustainability for programmes, initiatives and projects.

Greerton Village School shares their journey



Our Vision: With the support and love of the entire school whanau this small sapling will grow into a tall, strong native tree to Aotearoa.

Greerton Village School has been a Health Promoting School for over a year now.

"The journey has been a joyous one bringing together students of our school, parents and grandparents, and some of our wonderful staff," says deputy principal, Heather Langley.

The school health team which has representatives from the school whanau (nan, koro and three parents), two students and three staff, meet at least once per term and sometimes more if they have a lot to get through.

Staff attended professional development workshops facilitated by Dee Watkins, Toi Te Ora – Public Health Service. The staff found it an ideal forum to share and reflect on their experiences as a health promoting school and learn from other schools' experiences.

"One of the highlights within our journey to date would definitely have to be the confirmation of our shared vision," says Heather proudly.

"We had a health team hui dedicated entirely to creating and confirming our shared vision.

"Boy did we have some fabulous ideas that required us to think outside the square in terms of health and wellbeing," said Heather.

Everybody had so much to offer it made it difficult for the team to condense the vision. They decided to use words and pictures to portray the vision.

Te Kura o Torere engage with their community

Twenty-three kilometres east of Opotiki you'll find a small community dear to the hearts of the Ngai Tai people.

Central to this community is Te Kura o Torere a total immersion kura steadily progressing their Health Promoting Schools programme.

Te Kura o Torere decided to use their parent teacher interviews as an opportunity to engage the community and find out how well the kura was meeting the needs of their tamariki. Parents and whanau provided feedback during the interview and were encouraged to complete a questionnaire.

The kura is now in the process of establishing a working group of staff, whanau, Board of Trustees, students and community stakeholders to prioritise and plan the improvements needed.



Joining the students, pictured above at the celebration, were Te Kura Kaupapa Maori o Waioweka, Omarumutu School, the Ministry of Health, Bay of Plenty District Health Board, Toi Te Ora Public Health, Te Ao Hou, Whakatohea Iwi & Social Services, Ngaitai Iwi Authority and Sport Bay of Plenty.

Te Akau ki Papamoa passionate about physical activity

Te Akau ki Papamoa has been a Health Promoting School for less than one year but already they have experienced overwhelming progress by supporting the wellbeing of their entire school community. This is demonstrated by the employment of a new Sports Co-ordinator, Matua Reuben.

Matua Reuben has been with Te Akau ki Papamoa School since the beginning of the year and already some significant changes have taken place. One of the biggest impacts Matua Reuben's role has had on the school is the wider variety of sports and activities now available to the children during morning tea and lunchtime periods.

Historically Te Akau ki has always offered lunchtime sports and activities but with the guidance and support of Matua Reuben, this has been further enhanced.

Principal Bruce Jepsen is delighted that in term one, he only had to address one behaviour-related incident during the lunchtime period. He attributes this to the huge uptake of sports and activities during the lunch and morning tea periods by both students and staff.

"Te Akau ki Papamoa School is a totally active school.

"It's not only the students who benefit from physical education theory and practical sessions but staff also participate in all aspects of this learning and thus share the benefits too," says Bruce.

Every morning, the school community participate in physical activity appropriate to the different year levels. During the school day, physical education and sports sessions take place. Integral to these sessions is the fact that they are based on the needs of the school community and are designed to always be skill enhancing and identifying the next step for development.

A momentous feature of the schools commitment to physical activity is that everybody has a shared understanding of the purpose and direction of this initiative.



KiwiSport

Supporting sports participation in schools

The new KiwiSport initiative is not the programme some of us knew growing up with the yellow bats, but it is funding that has been made available to schools and sporting organisations throughout New Zealand.

The purpose of the Kivisport investment is to:

- Increase the numbers of school-age children participating in organised sport – during school, after school and by strengthening links with sports clubs;
- Increase the availability and accessibility of sport opportunities for all school-aged children to participate in organised sport; and
- Support children in developing skills that will enable them to participate effectively in organised sport.

The Kivisport investment is broken down into two avenues of funding. Direct funding is paid straight to all Primary and Secondary schools and the Regional Partnership Fund (RPF) is co-ordinated through Sport Bay of Plenty. Schools are now able to apply for funding through the RPF to help with costs for any new programmes or initiatives that meet the above purposes through either the Major Projects or Kickstart Project funds.

The first round has now closed but schools can apply in the next round in September. All enquires can be made to Megan Cleverley, Sport Manager, Sport BOP at meganc@sportbop.co.nz or 07 576 0018 ex 837.

4 new dental clinics for Lakes schools

Lakes District Health Board has completed the refurbishment of dental clinics at four Rotorua schools and the clinics started seeing patients last term.

The four dental clinics at: Lynmore Primary School, Western Heights Primary School, Westbrook Primary School and Mokoia Intermediate have been refurbished as part of Lakes DHB's redeveloped oral health service to improve access for everyone

between birth and 18 years old.

Oral Health Service Project Manager Rosemary Viskovic says the four dental clinics are single chair facilities with a dental therapist and a supporting dental assistant most of the time.

"Seven dental assistants were employed recently to work alongside dental therapists to enable more children and young people to be seen more efficiently," says Rosemary.



The four dental clinics are the first of the nine facilities planned for the Lakes DHB area to open.

Cornerstone Values at Malfroy School

As a Cornerstone Values and Health Promoting School Malfroy, is committed to a holistic approach to teaching and learning.

Like many of the schools in our region Malfroy students come from very diverse backgrounds and have varying influences in their lives, so having a fundamental values system encourages positive development of the "whole person".

"The Cornerstone Values provide a framework that holds together the culture of the school. It empowers us to get the best out of our students for the sake of the school," says Principal, Nick Brell.

Cornerstone Values is a uniquely New Zealand initiative that was developed in response to the "Tomorrows Schools" reform. It focuses on what C.S Lewis found to be the eight fundamental values:

- Honesty and truthfulness
- Kindness
- Consideration and concern for others
- Compassion
- Obedience
- Responsibility
- Respect
- Duty

The values are integrated through every aspect of the school with teachers encouraged to lead by example.

"It encourages our students to think about how they would like to be treated and it's like a blueprint to the way we should be acting," says Nick.

Like the Health Promoting Schools process, Cornerstone Values involves consultation and encompasses a whole school approach to learning with active involvement from the community. The school was able to

combine their consultation requirements in one holistic needs assessment.

Malfroy became an accredited Cornerstone Values school in 2007 and joined Health Promoting Schools in 2009. The school has an active health team who are currently working on developing an action plan based on the outcome of the needs assessment.

"The school has seen a great synergy between the use of Cornerstone Values and the Health Promoting Schools process," said Nick.

Programme leader comments

One of the comments the team frequently hear when they visit new schools is "not another programme, what's this one all about?"

At Toi Te Ora - Public Health Service we realise education is the school's core business. However good health and wellbeing results in good achievement.

The work at Malfroy School demonstrates that existing philosophies used within a school often mirror or compliment Health Promoting Schools.

Rather than thinking "not another programme", we'd encourage schools to think "OK, how can being a Health Promoting School enhance what we already do?".



Reporoa College a model of RESPECT

Reporoa College displays the three R's in everything they do respect for self, respect for others and respect for property.

Following a visit by the "Victory Over Violence" group back in 2005 (focusing on issues such as student bullying in schools), Reporoa College students decided to develop their own strengths based model for addressing student attitudes and behaviour. With wide student consultation and support from staff the RESPECT model was developed.

Addressing attitudes and behaviours RESPECT encourages students to take responsibility for self, for others and for property. This model based on Te Whare Tapa Wha provides a framework that includes restorative and

protective practice, encourages student participation, student ownership and personal responsibility.

This guiding principle underpins all aspects of school organisation, ethos and culture.

As within the Health Promoting Schools process, RESPECT uses a whole school approach to support student wellbeing, including student safety and student achievement. RESPECT activities include peer support groups working with students in the junior school, peer mediation, discussion on health topics and curriculum activities.

School Guidance Counsellor, Malou Bromley says RESPECT is successful due to effective student engagement and leadership from both students and staff.



Recognising the importance of celebrating success, further initiatives and opportunities have grown out of this framework including a positive behaviour plan that celebrates student initiatives and recognises efforts through a weekly award system.

Well done Reporoa College.

Te Puke High School leads the way in health initiatives

Te Puke High School, dedicated to creating a supportive environment for students, is the first high school in the country to initiate WorkWell to improve the health and wellbeing of school staff

During 2005-2006 Te Puke High School was involved in the Ministry of Education's Student Wellbeing contract, which aimed to build student resilience so that they were better able to cope with life experiences that may affect their emotional/mental wellbeing.

"We're keen to pursue our aim of creating a healthier school community and improving the wellbeing of staff is a natural extension to this," says Mr Liddle.

In November 2009 Te Puke High School joined five other businesses in the Bay of Plenty participating in WorkWell. A new programme for the Bay of Plenty and the first of its kind to be offered in New Zealand, WorkWell is a wellness management system that helps businesses put in place simple strategies for managing employee wellbeing.

Created by Toi Te Ora - Public Health Service professionals, WorkWell includes an accreditation scheme, with a structured framework for progression, and provides assurance for employees, suppliers, customers and the wider community that a high standard of workplace wellness is achieved.

Te Puke High School staff are enthusiastic about being part of the pilot. The school's WorkWell Leader, Carol Power, says all staff groups are represented on the school's WorkWell Group.

Why all schools should WorkWell

WorkWell is a simple and reliable workplace wellness system, supported by accreditation to achieve the goal of

employees having a healthy working life.

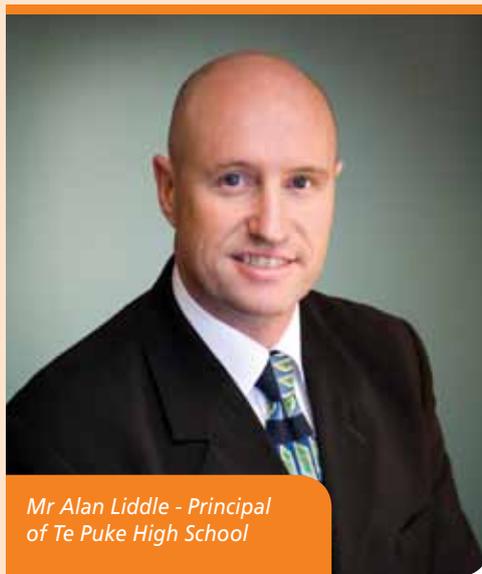
A healthy working life is one that continuously provides working age people with the opportunity, ability, support and encouragement to work in ways, and in an environment, which allows them to sustain and improve their health and wellbeing.

Staff benefit through improved health, increased energy and motivation, increased job satisfaction and family and work life balance.

As staff attitudes are significant predictors of productivity, schools benefit from having happier, healthier and more motivated staff.

WorkWell is available to any businesses, schools and organisations operating in the Bay of Plenty and Lakes District Health Board regions.

Go to www.workwell.health.nz for more information or call 0800 221 555 and ask to speak to a WorkWell advisor.



Mr Alan Liddle - Principal of Te Puke High School

DON'T LET
THE FLU
GET YOU!

Stop the spread of colds and flu

When we're washing and drying our hands we're helping stop the spread of influenza and other contagious illnesses.

Three tips to encourage your tamariki, staff and visitors to practice good hygiene:

- Erect signage
Wash your hands for the duration of the "Happy Birthday" song (20 seconds).
Dry your hands for the duration of the "Happy Birthday" song (20 seconds).
- Provide training for staff so they can teach tamariki good hygiene practices.
- Include good hygiene practices in your school health policy e.g. nose blowing, hand washing, covering mouth when you cough.



Check out the Glo Box

Toi Te Ora has developed the 'Glo Box', which is a visual, interactive way for children to learn the importance of hand washing. Public health nurses in the Bay of Plenty and Lakes Districts visit schools with the resource.

Contact your Public Health Nurse to arrange an appointment for a session.

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