



Fairfield College

Health Community Consultation Report

Presented by

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HOF – Physical Education & Health

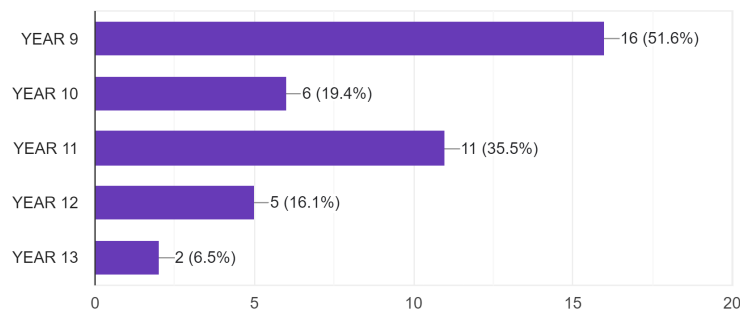
INTRODUCTION

On the 21st of August, we opened our submissions to whaanau regarding our 2023 community health consultation. This was completed through a google form and was open for three weeks. Whaanau were all emailed the link to complete this form, along with our two corresponding documents: our draft delivery statement and programmes outline.

We had 34 responses from whaanau over the three-week period, with a mixture of the caregivers of varying year levels represented.

What year level(s) is your child/children in?

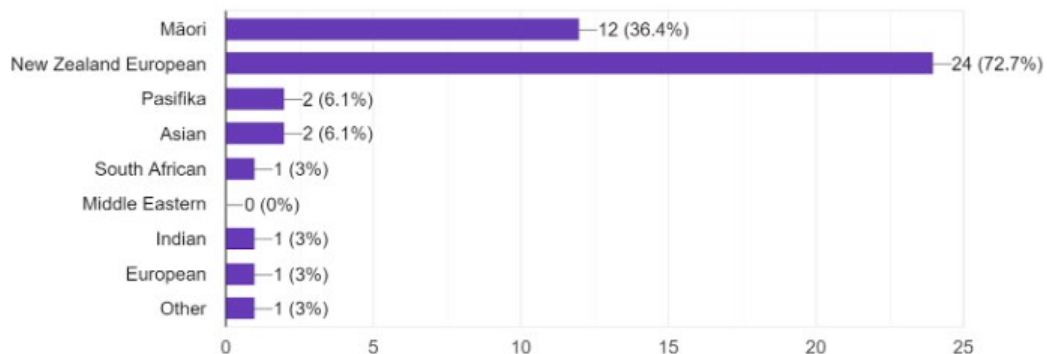
31 responses



Majority of our respondents were New Zealand European with 72.7%, followed by Māori at 36.4%. Responses from different ethnicities was important for us so we could seek feedback regarding whether our community believed our Health programme was reflective of the diverse ethnic makeup of our kura.

Which ethnic group(s) describe your family?

33 responses



COMMUNITY SURVEY CONTENT AND RESPONSE

The first question in our survey asked the community what their level of agreement was with the overall intent of our health education draft delivery statement and overwhelmingly 94.1% of respondents either agreed or partly agreed with the statement.

What is your level of agreement with the overall intent of the health education draft delivery statement? Please select ONE option:

34 responses



For those whaanau that responded that partly agreed, did not agree with the delivery statement or were unsure and needed more information, the following responses were recorded as to why:

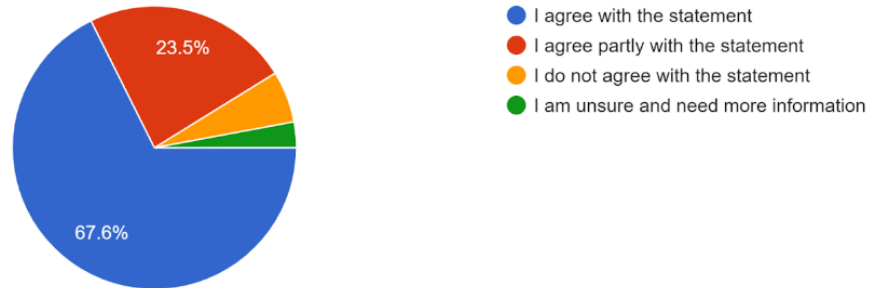
- *I am not sure what is covered in matters relating to gender identity. The belief being promoted today that gender is not fixed biologically is unproven, and potentially extremely dangerous. I would be concerned if this is being taught at Fairfield College.*
- *I'm not comfortable with the gender identity part as I know other schools have rammed it down kids throats to change or be something they are not or seen as trendy at the time.*
- *Any topic regarding sex education or genders should come from parents not school. I have 2 children 1 in year 9 and 1 year 10 and I have not been notified prior about any opportunity to remove my child, we are now in term 3.*
- *Full curriculum shared with parents should be made prior to disclosure with students.*
- *Health education needs to be appropriate for, and designed to reflect the age group or maturity level of the recipient.*
- *The statements talks about teaching the students how to use critical thinking to make informed decisions. Can I ask, in the area of sexuality/gender are students given the opportunity to hear perspective from both camps, so they can actually make informed decisions? My understanding is Fairfield College uses Family Planning Navigating the Journey as a key curriculum supplier. Family planning material is based on presupposition that gender identity is diverse as opposed to binary. It includes resources such as the 'gender unicorn'. This is one perspective and if the curriculum is genuinely seeking to enable students to think critically about sexuality and gender the alternative position, a binary sexuality, needs to be included.*

Our survey then asked what their level of agreement is with the overall intent of the health education programme. This required whaanau to look at the year outline for both the junior and senior health programmes we run.

Again, majority of the responders either agreed or partly agreed with our program, at 91.1%

What is your level of agreement with the overall intent of the health education programme? Please select ONE option

34 responses



When asked what strengths our community see in our health programme, the answers were:

1. *Fairly wide ranging.*
2. *How inclusive the programme is for all aspects of Health and Wellbeing*
3. *HAUORA side of program is good and most of the sexual health side.*
4. *Very important social issues which need to be discussed with teens outside of the home.*
5. *Seems like a well-rounded programme.*
6. *All of the statement*
7. *Mental health and any age illegal substances in vaping, smoking, drinking- these topics are what concerns a lot of teens today and they need to learn how to deal with their emotions and peer pressure*
8. *I liked seeing Mason Duries Whare Tapa Whā being implemented. I think one of my highlights, in addition to Te Taha Tinana would be the kai provided for all our tamariki. There are many strengths I'm seeing in the health education programme, and one of the biggest ones I've read for our Year9s is the sexuality education.*
9. *Proactive*
10. *Information about sex education, dangers of substance abuse including vaping.*
11. *Children learning who they are.*
12. *The sexuality education. It is necessary and valuable for students to receive well researched education in this area, given the extreme biases that can be present in the home or other parts of the community.*
13. *Hauora and the ability to be co constructed by students. Student led programmes.*
14. *Coverage, knowing your students and how to best meet their needs.*
15. *Unsure as I am not fully aware of the scope of the health program.*
16. *That it covers a good range of health, not just physical.*
17. *Inclusiveness of ethnicity groups.*

18. *It reflects the diverse ethnicity of your students.*
19. *Inclusiveness*
20. *That it is compulsory*
21. *Allowing the students to have a voice in the classroom and letting them learn their way.*
22. *Well being*
23. *Consent and healthy & unhealthy relationships*
24. *Hauora, especially around allowing the students to express their own individuality.*
25. *It addresses a lot of relevant topics and issues that students face in their high school years. There is opportunity for students to realise they are not alone in their struggles and can be encouraged to seek help. I believe there are a number of staff who genuinely care for the students and aim to assist them to overcome their trials.*
26. *How it identifies all areas around health, physical and mental*
27. *It is compulsory and focuses on the wellbeing of every individual, regardless of cultural background.*

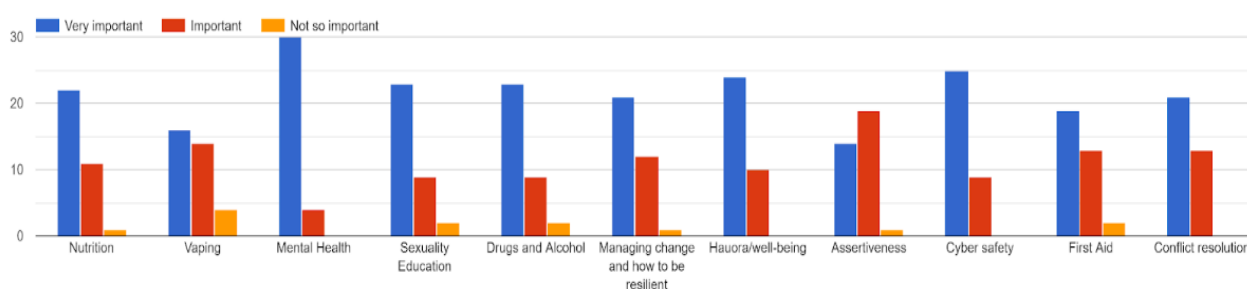
The next question posed asked the community to provide us with further information on what they think needs to change, their questions or nature of their concerns if they only partly or did not agree with the overview of the health education programme. The responses were as follows:

1. *I've already mentioned that previously - my concerns relating to gender.*
2. *if feel you need to talk about genders etc but not push it on them too hard and make the choice to be one or other or confuse them anymore than needed*
3. *I do not agree with teaching kids that they can choose a gender and see many dangers/side affects being reported overseas (not being reported by our media/govt) of harm being caused to kids who are not fully informed, nor do they have the brain capacity to make a life changing decision on making permanent changes to their body. I do not agree with trans people being allowed to change/use facilities of their non-birth gender and think this is harmful, especially to women. Women's spaces should be protected so they are not triggered by their own previous harmful experiences or put in danger for sexual assault. I also heard some of the sexual content is quite explicit with different sexual acts (eg scissoring, oral sex etc) actually being taught (like a how to) and do not think the content of that is appropriate for year 9 and 10s. Also, I think the dangers of vaping should be taught at year 9 as I understand many of your year 9 students are already vaping or trying vape so year 10 is too late. Lastly, I do not believe people should be forced to social dance with each other. I think that teaches women that they can't say no to men's advances and is not necessary in this day and age. I think it can also be triggering for young women who have had sexual assault. No one is doing folk dance type dancing at weddings or celebrations these days - there are other life skills that should be taught to kids (that aren't, like budgeting).*
4. *Once again anything sex related should be a parent discussion as to which I am yet to be involved in from the school*
5. *As mentioned in previous comments*
6. *I was surprised to see compulsory health/PE stops at Year 11. I guess this is because I'm new to high school.*
7. *Intentions are generally good however when it comes to health education the focus needs to be broad with an aspect actions and consequences*
8. *I don't agree with gender identity being pushed on kids, I'm open to them having a link for information, so kids that need it have access to it (like Rainbow Hub) but i think the whole gender identity has swung far too far.*

9. *With regards to Sexuality Education, can I suggest that one of the topics included is abstinence and the multiple benefits behind it? I have two children at the school and I have specifically asked if abstinence as an option had ever been discussed in the health classes, and both of them said "no". As mentioned above, I believe that " Navigating the Journey " provides a one-sided perspective on gender and sexuality. I would like to see a more balanced approach to providing opportunities for students to hear that many still believe (and science supports it) that gender is binary and that puberty is a natural part of life. Teach students how to navigate this confusing time with giving them all options so that they can truly make informed decisions*

Whaanau were then asked to rate what they deemed to be the most important topics for our students to be learning. The responses were:

Rate the following topics of what you consider to be the most important for our students to learn



Interestingly, the topic of vaping which we deem to be of high importance with what we are seeing happening in school and our community, was not reflected in the results as being important- in fact, it received the most “not so important” responses. The top three most important topics our community deemed were:

1. Mental Health
2. Cyber safety
3. Hauora/wellbeing

Lastly, when asked if there were any other topics they deemed to be important for us to teach, which were not listed the following responses were given:

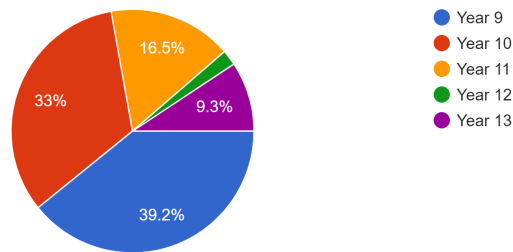
- *The importance of exercise or movement esp been sitting all day eg get up and go for walk when gaming*
- *Bullying*
- *Self defence- please run a separate program for this for females. What to do if assaulted and what constitutes assault, abuse - mental and emotional abuse and how to get help*
- *Hygiene (x three responses)*
- *Interesting that once pupils start high school a lot of the physical activity at break times stops. Would love to see kids, girls in particular feel comfortable enough to grab a ball and have a kick around.*
- *Budgeting*
- *Would be awesome to have some basic gardening and Rongoa included.*
- *Whatever is being taught, please use a balanced approach on perspectives.*
- *Anxiety/Stress relief and techniques*

- *the harm caused by addictive behaviour associated with digital technology. Too much gaming. Social media harm (bullying and influencing our views), increased anxiety (using phones as an emotional crutch), losing sight of community (using devices withdraws us away from interacting and building relationships with others).*
- *Dealing with relationships*

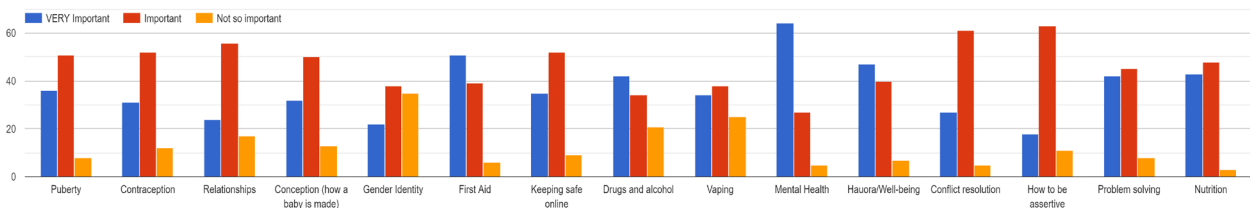
STUDENT SURVEY CONTENT AND RESPONSE

In addition to also surveying our community, we also surveyed our students in term four. Over two weeks, we were able to survey 97 students, from a mixture of year levels.

What year are you?
97 responses



When asked what topics they deemed important to learn in Health, the following answers were recorded:



Of note is the importance our students place on many of the topics included in Sexuality Education, as well as Mental Health and First aid. Although lessons about Conflict resolution and Assertiveness also stand out.

Our final question then asked our students that if they could re-learn a topic before leaving school as a Year 13 student, what would they want to recap. Whilst our current compulsory Health program is based at Year 9 and 10 only, we recognise as a faculty that there is three years between their last lesson in Year 10 Health and leaving as a Year 13 student. Therefore, we wanted to know whether there was any information that our students felt they needed a refresher on/lacked or had forgotten as they left school. Currently, we do not have an opportunity in our timetable to offer these extra lessons, however, it is an area of growth we are considering and therefore was a question we wanted to ask. We had 32 responses to this question.

- *I think refreshing first aid for at least a few lessons each year is very important. E.g. what to do if someone is choking, having a stroke, or broke a bone.*
- *problem solving, mental health and first aid*
- *I find gender identity interesting though I do not necessarily think it is one of the most pressing matters to cover in health.*
- *From what I remember in Yr. 9 & 10 Health classes, I learnt a good amount about body processes and how puberty works. But there wasn't much emphasis on the REALITIES of puberty, mental, and sexual health.*
- *Relationships*
- *Drugs and alcohol (X2 responses)*
- *Having a wider knowledge on alcohol would be useful. If I knew which type of alcohol is stronger, I will know which one to be avoided.*
- *everything because it's all important*
- *I would like a refresher on first aid and all the sexual thing in relationships.*
- *everything is important.*
- *Definitely things like problem solving and how to be assertive.*
- *first aid*
- *refresh my knowledge about health and safety.*
- *vapes or money.*
- *wellbeing*
- *First aid, mental health, nutrition and problem solving and maybe poverty.*
- *Consent*
- *Refresh my memory and knowledge about contraception and relationships.*
- *I would like to learn about main things drugs or alcohol can do to your body*
- *Contraception, relationships and or well-being.*
- *First-Aid, Conflict resolution, Nutrition.*
- *Definitely mental health as it's one of the more unexpressed issues.*
- *If I could learn any lessons as a year 13, I would learn about relationships, mental health and how to be assertive.*
- *yes, it is important*
- *Health*
- *HIV/AIDS (X2 responses)*
- *yes I think you should to get a recap of all this information.*
- *I think it should be a thing to refresh their minds before they finish school.*
- *Conception*
- *First aid*
- *Vaping*
- *Contraception and Hauora*

SUMMARY

Overall, both the community and student survey responses showed us that we do have incredible strengths in both our junior and senior health programs. It was nice to have whaanau voice in what they deemed to be important for us to be covering in our lessons. However, the consultation did also highlight

that parts of our community do have concerns about some aspects of our sexuality lessons, in particular lessons around gender identity.

These concerns are not just in our community but are a common theme that schools across New Zealand are also facing. These concerns have been fuelled by the new Relationships and Sexuality Education (RSE) guide, which was released to the Board of Trustees and teachers in 2020 by the Ministry of Education. The new RSE guide states “that schools need to ensure inclusive environments for all young people, allow their ākongā freedom of expression in relation to their gender identities and sexual orientation, including the right to determine their own identity and name and include content on the diversity of sex characteristics, sexuality, and gender identities in their curriculum programmes.”

Therefore, whilst our community does have some concerns, we also need to ensure that we are teaching the curriculum and our classrooms are safe and inclusive for all students, particularly during a time where there is a global rise in anti-rainbow rhetoric. In our Health lessons at Fairfield College, we inform students that there are several different gender identities in our diverse, ever-changing society and that it is important that we demonstrate respect and inclusiveness towards all, regardless of ethnicity, gender, or sexual orientation. That those students who do identify as transgender, or any other gender identity, feel safe. We also acknowledge to all our students that if they are not yet sure who they are, that it is okay. We respect all students and whānau’s right to choose how they explore this learning but as a faculty, we aim to give information, as we would with any other part of the curriculum. We allow students to make their own decisions on how this information impacts and influences their thoughts, feelings, and beliefs.

CHANGES MADE IN RESPONSE TO SURVEYS

On Thursday the 12th of October, our school held a community hui which discussed the findings from our survey and outlined final steps for our Fairfield College’s Health Consultation. After consideration from both our whānau and student survey, the following changes will be made to our Delivery Statement and Programmes Outlines for the next two years.

- Inclusion of a vaping lesson in Year 9 Health
- More information will be included around the importance of good hygiene in both our Year 9 and 10 Health lessons.
- Whilst abstinence has always been a priority in our health lessons and taught through various lessons e.g. decision making, contraception, assertiveness etc. we will further reinforce this message to ensure regular reminders.
- Continue to be receptive and flexible to our students and community needs, maturity levels and societal issues present, when we plan our health lessons.
- Continue to email AND provide hard copies of notification of sexuality education prior to teaching it to ensure that our whānau are notified in advance of this happening, which provides them time to ask questions and opportunities to opt out of one, or all lessons should they wish. Year 10 students starting school in term three will have notification of sexuality education lessons added into their enrolment pack so that whānau do not miss the email sent at the start of term three.
- As mentioned above, the topic of gender identity is part of our curriculum and will continue to be a topic taught at Fairfield College. Any resources we use will always be inclusive, versus binary, however, we encourage whānau to talk with their children at home when this subject matter is being discussed.