

PE & Sport

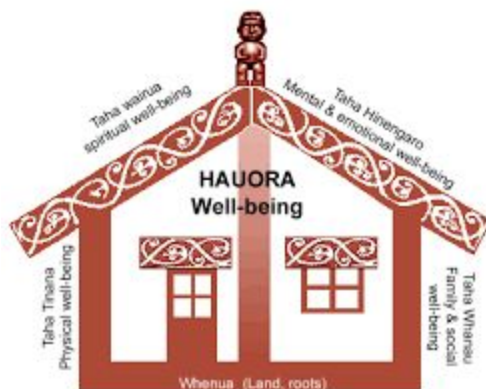
# PE, Health & SPORTS REPORT 2019

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## Introduction



Student wellbeing, Hauora, is a strong focus at Blenheim School. We endeavour to provide opportunities for all aspects of Hauora.

- Taha Tinana - Physical well-being
- Taha Wairua - Spiritual well-being
- Taha Hinengaro - Mental & emotional well-being
- Taha Whanau - Social well-being

## Taha Tinana - Physical Health

### Sport

In the past 5 years sport has grown in the school. In 2014 we had no sports teams, in 2019 this had increased to 20 teams involving all students from new entrants to year 6. Sport has been a fantastic way for:

- Staff to engage with students in a different environment.
- Students to experience success outside of the classroom
- Staff to make connections with whanau through conversations on the sideline
- Our parents to be involved in the school via coaching and managing sports teams
- Promoting the wellbeing of our students and whanau.

## 2019 Sport at Blenheim School

Sport 2019	Number of Students Playing 2019
Volleyball	2 teams - <ul style="list-style-type: none"> <li>• 8 students in term 1</li> <li>• 8 students in term 4</li> </ul>
Summer Soccer	7 teams <ul style="list-style-type: none"> <li>• 24 students in term 1</li> <li>• 27 students in term 4</li> </ul>
Tennis	1 team in term 4 <ul style="list-style-type: none"> <li>• 6 students</li> </ul>
Basketball	2 teams in term 2 & 3 <ul style="list-style-type: none"> <li>• 14 students</li> </ul>
Touch	2 Teams in term 4 <ul style="list-style-type: none"> <li>• 16 students</li> </ul>
Netball	3 teams in term 2 & 3 <ul style="list-style-type: none"> <li>• 22 students</li> </ul>
Gymnastics	1 team of 5 students
Jump Jam	1 team <ul style="list-style-type: none"> <li>• 1 team of 10 students</li> </ul>









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## Physical Education Program 2019

### Term 1

**Swimming** - Water Skills for Life is made up of seven skill sets that contain 27 core skills, it establishes broad fundamental competencies for life-long water safety.

It gives children the skills and knowledge they need to assess risk and make smart decisions around water so they can stay out of trouble and survive should they get into trouble. All classes had 4, hour long sessions a week as well



as an intensive 4 week program with a trained instructor from Water Safety NZ.

**Swimming Sports** - We joined together with whanau to celebrate the end of our swimming season with a final swimming sports competition. All students took part and were divided into ability groups to compete in a mix of fun and competitive swimming events. Points were earned towards the whanau team competition.

**Fundamental Skills** - Aligned with the National Health and Physical Education Curriculum, children's activities involved various aquatic activities including learn to swim, and a selection of sports skills learning, as well as team building and activities to build students social and interactive skills.



**Sports Rotations Fridays** - Our Gymnastics program ran on a Friday for 40minutes the focus being to build physical literacy through the development of fundamental movement skills alongside critical thinking and communication. The students spent 3 weeks at each of the 4 focus areas before rotating to the next activity.

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## Term 2

**Fitness** - Staff identified a need to improve the general fitness of our tamariki in light of this it was decided to start the day with 15 minutes of fitness Monday - Thursday. Three different fitness sessions operated and each whanau team went to one of the 3 activities for a week before moving to the next one. The students participated in whanau teams allowing the older students to support the younger students. Staff commented on how well this worked and how supportive our older students were. The activities that ran over the 3 terms (2,3 & 4) were:

- Circuit training
- Skipping
- Running
- Jumpjam
- Te kau raku

**Cross Country Race** - This year saw the introduction of our own school Cross Country event. The students trained leading up to the event and the whole school participated in the cross country held on the school grounds. It was great to see the level of enthusiasm and competition as the students raced in their age groups around the field. Parents were there to support and cheer on their tamariki and there was a real sense of achievement, satisfaction and camaraderie. A chance for whanau teams to dress in their whanau colours and cheer each other on.





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**Gymnastics Competition** - A small group of students competed in the local gym competition at Stadium 2000. They spent lunchtimes practising routines and polishing their moves leading up to the competition date. Many schools took part in the competition and our students performed well and conducted themselves with pride showing Blenheim School GRIT.



**Jumpjam** - For the past 2 years Blenheim School students have trained and entered in the local JumpJam competition run by Brett Fairweather - (Jumpjam franchise owner). Many local schools participate and this is a well run, very competitive event. It has been great to see the enthusiasm of our students and the willingness to get in and give it a go. This event requires tenacity, resilience and our students gain a lot of personal growth out of competing in this event.



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**Orienteering** - The Wairau cluster gathered together on our school grounds to participate in an orienteering event on the Taylor River. The event involved year 5 & 6 students from:

- Rapaura
- Tuamarina
- Grovetown
- SpringCreek
- Mayfield

Pupils went around the course with students from other schools, supporting each other. It was great to see our pupils mixing with people they had never met before and enjoying their company, sharing knowledge, skills and making new friends to help build taha whanau, (social wellbeing) with other tamariki in our wider community.



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## Term 3

**Fitness** - Staff recognised the value in continuing with our daily fitness sessions to further build on our tamariki's taha tinana (physical wellbeing) and taha hinengaro (mental and emotional health). Term 3 saw a repeat of the same format as term two where the students started each day, Monday - Thursday with a 15minute fitness session in their whanau teams. This provided our older students with an opportunity to practice their leadership skills as they supported and encouraged the younger students in their whanau team. A bonus of running the fitness sessions in this way, was the development of taha whanau, (social wellbeing) among our tamariki.

**Athletics/Tabloid Sports** - The focus for class physical education sessions for term 3 was developing their physical literacy in athletics skills. The year 5 & 6 students were preparing to compete in the local Rural Schools Athletics Event in term 4. While the year 3 & 4 students trained for a Wairau Cluster Schools Tabloid Sports Event and the Year 1 & 2 students participated in a similar programme. It was great to see the growth in both ability and confidence in our students as we worked through this unit. It is an opportunity to develop and refine skills that they will need for the inter school events in term 4.





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**Hockey** - Following 3 successful years of hockey coaching provided by our local Hockey Association, we continued the programme again in 2019. The aim of Small Sticks is to provide a quality hockey experience for children and whānau to foster a lifelong love of hockey. It's all about playing with friends and learning new skills in a fun, safe and games-based environment.

The first module is Fun Sticks, it's all about introducing children to hockey in a safe and exciting way. The focus is on developing fundamental movement and basic hockey skills such as running, striking, as well as body and spatial awareness. As children get older and their skills progress, moving on to different phases of the junior programme, continuing to learn basic hockey skills and being part of a team. Small sided versions of the game provide a more effective learning environment for the children maximising participation – **More touches of the Ball + More Involvement = Better Skill Development + More FUN!**



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**Keeping Ourselves Safe** - Keeping Ourselves Safe is a child protection programme in which children and young people learn and apply a range of safety skills that they can use when interacting with others. It is supported by the New Zealand Police. The year 1–3 resources help students to learn:

- ❖ - a range of safety skills that they can use when interacting with others
- ❖ - what they can do if they have been or are being abused.

The resources cover five focus areas:

1. I am unique: Tino taonga koe
2. My body is my own: Kei a koe to mana tinana
3. Dealing with unwanted behaviour and touch: Tāu e ahu ai ki te whanonga me te pā kino
4. Adults who help: Ngā kaiāwhina pakeke
5. Nikau and Mokomoko game.

The year 4–6 resources help students to learn:

- ❖ a range of safe practices that they can use when interacting with others
- ❖ what they can do if they have been or are being abused
- ❖ what happens when abuse is reported.

The resources cover five focus areas:

1. Confident me
2. Safe or unsafe
3. No excuse for abuse
4. Why should I tell?
5. What have I learnt?

All classes took part in this programme in 2019 with a big focus being on Cyber Safety.

**Navigating the journey: Sexuality education, Te takahi i te ara: Whakaakoranga**

**hōkakatanga-** Along with the KOS programme above classes explored activities in the sexuality education curriculum in order to focus our students on:

- Knowledge, understandings, and skills relating to sexual health and development: physical, mental, emotional, social, and spiritual.
- Knowledge, understandings, and skills to enhance sexual and reproductive health.
- Personal and interpersonal skills and related attitudes.
- Understandings and skills to enhance relationships; think critically about sexuality in society.

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**Life Education** - Once again this year we welcomed back the Life Education truck and its mascot Harold the Giraffe. Along with the Life Ed teacher Genevieve we learnt about:

Personal safety. Identifying risks in our home, school and community. Planning to minimize or eliminate the risk. This fun interactive experience allows our students to explore some sensitive topics in a safe and inclusive environment, where diversity is celebrated.





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## Term 4

**Fitness** - As stated in the *New Zealand Physical Activity Guidelines for Children and Young People*, 'The ongoing benefit of Regular and enjoyable physical activity benefits everyone. It can improve physical, mental, social, and spiritual well-being and, for New Zealand students and young people everywhere, it should be part of daily life. Society influences the choices young people make around physical activity, just as it affects all their other choices. We all share responsibility for providing opportunities for physical activity. Schools, in particular, play a critical role in fostering young people's physical activity, in teaching the skills and attitudes needed to participate, and in providing a safe venue for the activity to take place.'

The success of the previous terms fitness programmes and recognizing our responsibility to make available physical activity opportunities for all our tamariki we continued our daily fitness programme following the same format as the previous 2 terms. The benefit of developing taha tinana (physical wellbeing) and taha hinengaro (mental and emotional health) can not be underestimated. Many of our tamariki go home after school and spend a large portion of their time away from school in sedentary activities, on a device or watching TV. Our daily fitness sessions are a chance to show them a few ways they can be active, have fun and improve how they feel about themselves.

**Swimming** - For the first time in 5 years the school pool was opened for swimming in term 4. This was a unique opportunity to further build and strengthen learning to swim, water safety, survival and beach safety skills to participate safely in a range of aquatic environments. The staff saw this as an added bonus as the weather warmed up and we moved into summer. These skills will help to keep our tamariki and their whanau safe as they enjoy the aquatic activities our region has on offer. Having our own pool is **GOLD** as many of our families find the cost of swimming lessons falls outside of their budget.



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**Throwing and catching Ball skills** - The aim of this unit was to teach our students to catch and throw balls/objects from varying heights and distances. Be able to move towards the ball in order to receive a pass/throw or struck ball. This was achieved through a variety of skill and game sessions appropriate for the different age and skill levels.

**Athletics** - Year 5 & 6 students from 10 local schools gathered together at Athletic Park to represent their school and to challenge themselves as individuals. The focus was to allow the opportunity for students to achieve at their level and to also give some acknowledgement for excellence. Participation and enjoyment being the primary focus. For our students this was another opportunity to build relationships with other students, achieve success at their level and practice resilience and tenacity. It was a great opportunity for the year 6 students to mix and mingle with other year 6 students that they will be with next year as year 7's at Bohally. Another chance to start building relationships and friendships that will help them in the future.



**Tabloid Sports** - While the Year 5 & 6 students put their athletic skills to the test the Year 3 & 4 students shared a similar experience in a tabloid sports meet with the same 10 schools. This was an opportunity to share some fun activities and put their skills to the test while having fun together.

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## EOTC

Education outside the classroom EOTC is a key component of primary and secondary school life in New Zealand. EOTC is used to describe curriculum based learning that extends the four walls of the classroom. EOTC can range from trips to the museum, marae visit, sports trip, outdoor education camp, a field trip to the rocky shore, edible garden programme. EOTC can take place in the school grounds, in the local community, or in regions further afield, including overseas. At Blenheim School we believe in utilising the resources closest to us so that we can introduce our students to what lies within their community. This will allow our students to introduce their families to our community resources.

EOTC provides opportunities for our students to develop GRIT in an outdoor context. It allows students to develop these skills in real life situations in which they may be required to show resilience determination and tenacity. Growing as a learner involves putting ourselves in situations that we are not always comfortable with. Learning to work through these challenges helps our students grow as learners. Teaching them the skills to keep them safe, work as a team and be self reliant are all skills we want our students to experience.

**Mini-Bioblitz** - Six Blenheim Students took part in a Mini-Bioblitz event at the Taylor River in Week 6 of Term 1. Students worked with local expert-identifiers, senior students from Marlborough Boys' and Marlborough Girls' colleges, and our special guest Ruud Kleinpaste, to discover, identify, and document the flora and fauna of the Taylor River Reserve.







**Camp Term 3 2019** - Marlborough's location means that we are in a unique location to access a range of resources close by. In term 3 our year 5 & 6 students traveled to Mistletoe Bay Eco Village, spending 4 days and 3 nights away from home. Parents and students were apprehensive prior to going to camp and it was evident that this is an experience that is unfamiliar to many of our families. We spent a lot of time preparing for camp so the students knew what to expect and were actively involved in the process of planning for their safety.

It was great to see the students in a different environment and it allowed some of the students who might struggle with classroom work to really shine. We noticed that after a day of good food and detox from junk food many of the students were calmer, less aggressive and more attentive. Starting the day with a cooked breakfast worked well and meant that we all had plenty of energy for the day's activities. If only our students could eat like this all the time, three wholesome meals free of junk would make a big difference.

We had mixed weather but this didn't impact on the activities we had planned and with a few minor alterations the program went without a hitch. Richard de Hamel, a Marine Biologist, came to work with the students and the students were fully engrossed in his interactive learning about navigating using the stars, how the Maori came to New Zealand and many other exciting activities with a focus on Tuia 250.

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A local kayaking company provided a unique and enjoyable opportunity to experience, what was for many a new and exciting activity, kayaking in the Sounds. This activity was a highlight for a lot of the students.

The program was varied, enjoyable, challenging and fun - kayaking, glow worms, spotlight, Richard de Hamel, cooking, Mistletoe Bay video making, bush walks, fishing, jumping off the jetty and some free time exploring the new environment.

This valuable learning

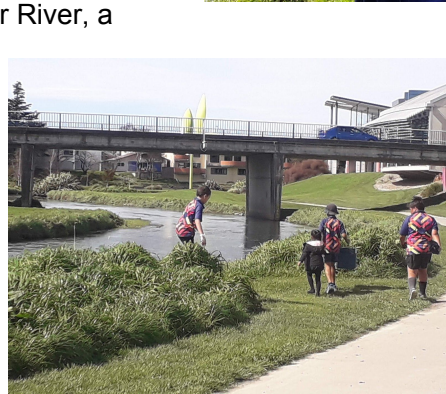
Providing EOTC experiences for our tamariki is a highlight for staff. Many of our tamariki face challenges at camp in some cases never before experienced. For many of our students they have not been outside the Blenheim area. The school works hard to fund camps or keep costs minimal so not to disadvantage tamariki and prevent attendance. The introduction of the Government's Donation Scheme in 2020 will certainly help to support whānau with these costs.







**Keep NZ Beautiful River Walk** - It is important that every Kiwi knows how to be a Tidy Kiwi. The things you love about being a kid in New Zealand – parks, beaches, safe places to learn and play – are precious. They need people like us to care for them. At Blenheim School we encourage our tamariki to look after their local environment. We are lucky to be so close to the Taylor River, a fantastic teaching and learning environment that we have right on our doorstep. The Keep NZ Beautiful day is a chance for us to give back by taking the time to clean up rubbish and teach our students about social responsibility and working together as a community and Nation. Whanau were invited to join us to help with the clean up and the children showed great pride in doing their part to help look after our environment. We joined together at the end of this event sharing a bar-b-que lunch and reminiscing about the surprising amount and type of rubbish we had collected.





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**Enviro Schools** - Enviroschools is an environmental action based programme where young people are empowered to design and lead sustainability projects in their schools, neighbourhoods and country. A group of students is selected each year to plan and implement environmental projects that will benefit our school and community. Our Enviroschools group is expertly run by Mrs Holdaway. The group met each week to work together on the projects they identified as the focus for the term/year. The focus for the 2019 group was-

- Caring for the Taylor River
- Lunchboxes: healthy for us and the planet
- Totaranui 250 celebration

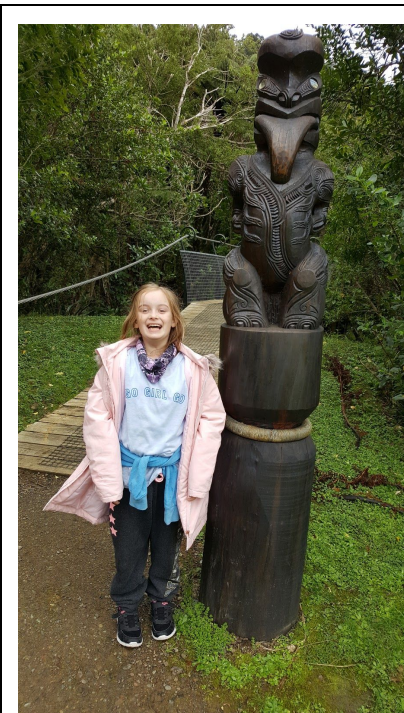


**Tutanekai, Ships Cove** (Meretoto) - This year we took our Year 4-6's (8-10 year olds) on a day trip on the Tutanekai boat to visit Ship Cove and Motuara Island in Queen Charlotte Sound. This trip supported our learning about the first meetings between Māori and Pākehā 250 years ago and helped our students recognise this pivotal moment in our nation's history. The trip provided many opportunities to learn more about our Dual heritage and share in the wealth of knowledge our hosts Matua Peter and Whai Takutai have around our local heritage. They shared with us local legends about Kupe and the Giant wheke and many more

*"Matua Pete told us stories about Kupe and the wheke and other legends about the Maori and stories about when the explorers came to New Zealand..."*  
D Tucker 2019

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Tuia te muka tangata ki uta.  
Weaving people together  
for a shared future.



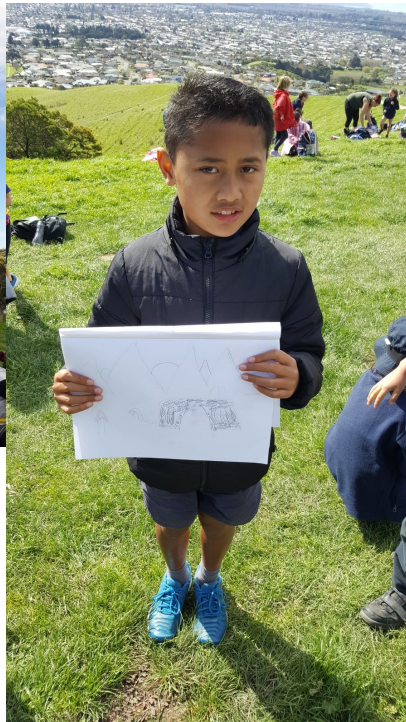


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**Tuia 250 Celebration Day in Picton** - In term 4 Blenheim School year 4 -6 students had the opportunity to participate in a regional celebration of our Dual Heritage and Shared Future. Along with many other schools in Marlborough we spent the day in Picton with the five Tuia 250 flotilla vessels and their crews. We learnt about migration, conservation, sail & rope handling, the lunar calendar, using a star compass.

This was a once in a lifetime opportunity to explore historic tall ships, double hulled waka and other vessels which celebrate the exceptional feats of navigators and voyagers from Māori and Pākehā history.

**Wither Hills Walk and Planting** - As part of the Schools Kaiakitanha unity on caring for our environment Koru and Rito classes took action to rejuvenate the Blenheim School planting area on the WitherHills. The day involved a picnic lunch with whānau and an opportunity to look out over the Marlborough district.





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**Art Gallery** - We are very fortunate at Blenheim School to be in walking distance of so many great resources, one being the Millenium Art Gallery. Over the past 5 years we have fostered a relationship with the gallery and our classes often visit, study and explore what is on show. The students have been introduced to a resource that has given them a new appreciation of the opportunities for their own future that they had not previously considered. This year some of our students took part in creating their own piece of art around our Tuia 250 celebrations - Dual Heritage and Shared Future. These were displayed at the gallery during term 4 along with all the other students' art work from other schools in Marlborough.

As well as this 2 students took part in weekly lessons with an artist at the gallery over terms 2 & 3. A chance for them to further develop their interest and skills in art.



Classes have also taken the opportunity to view and study various exhibitions during the year and in some cases to meet the artists and authors who have their work on show in the gallery.



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## Edible Gardens

Each class spent one hour weekly for a whole term in the edible garden. The students helped with all the maintenance of the edible garden. They learnt about all aspects of an



edible garden including weeds, composting, green crop, worm farming, watering and seed germination. The students chose what vegetables they wanted to plant then planned it using a crop rotation system. At harvest time the fruits and veggies are eaten raw, cooked in the Mahi Māra room or put on our sharing table for whānau to take home.