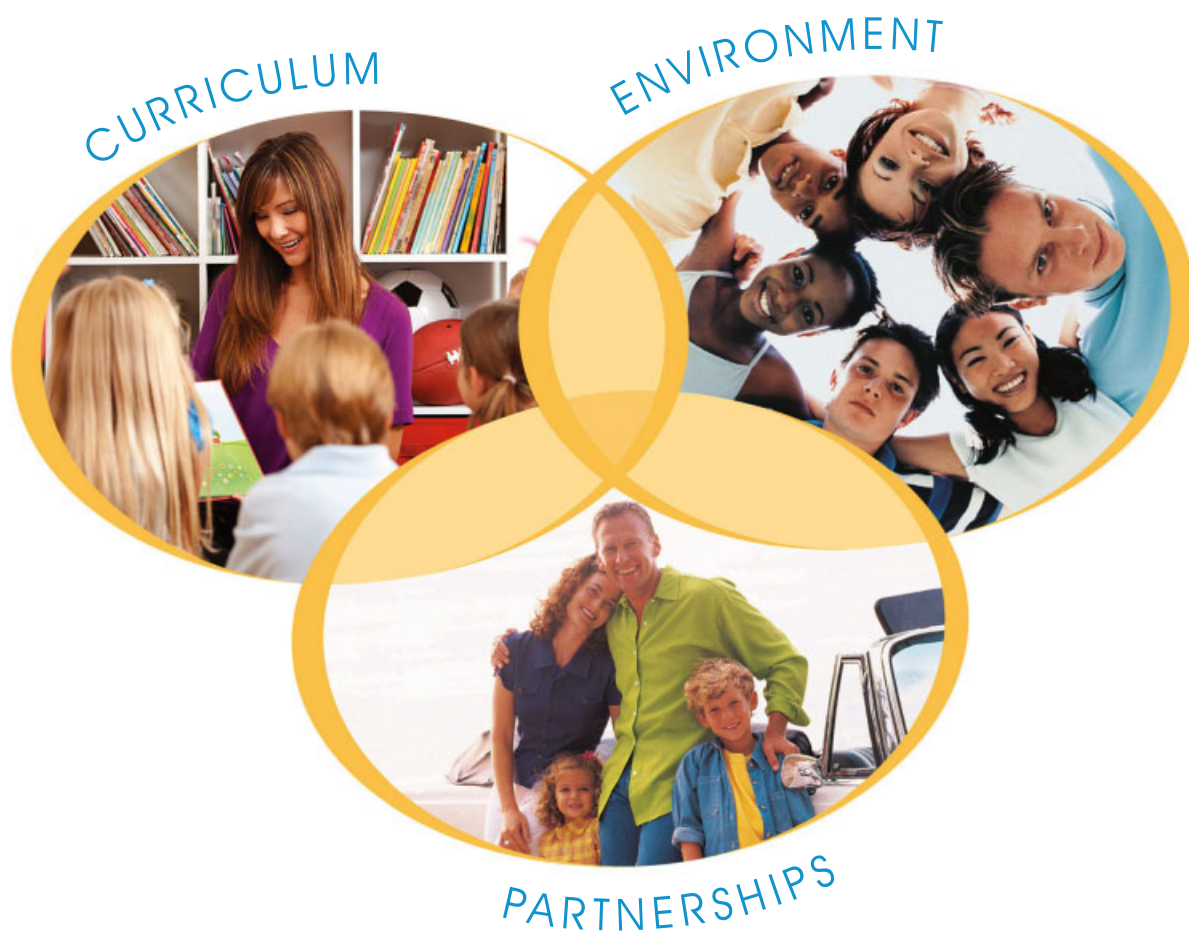


What is a Health Promoting School?



A resource to assist schools to implement
a whole school approach

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The authors have made a comprehensive effort to cite and credit sources. Any omissions detected are not intentional.

Acknowledgements

The WA Health Promoting Schools Association Inc wishes to thank the WA Health Education Services team for their invaluable contribution and expertise in producing this resource. The Association also gratefully acknowledges the valuable contribution of the case study schools and the following people and organisations for their input to this resource.

- **WA Health Promoting Schools Association Inc Executive**

Robin Bromley, WA School Canteen Association Inc

Jacqueline Cooper, Comet Bay Primary School

Jill Darby, Edith Cowan University

Bruno Faletti, School Drug Education and Road Aware

Angela Gabriels, South Metropolitan Public Health Unit

Jessamie Godsell, South Metropolitan Public Health Unit

Joanne Graham-Smith, Healthway

Peta Pring, WA Health Promoting Schools Association Inc

Megan Sauzier, WA School Canteen Association Inc

Sabrina Stepan, Smarter than Smoking Project

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Introduction

*Good health supports successful learning. Successful learning supports health. Education and health are inseparable. Worldwide as we promote health, we can see our significant investment in education yield the greatest benefits.*¹

Dr Desmond O'Byrne
Health Promotion, Non-communicable Disease Prevention and Surveillance, WHO 2000.

Schools who adopt a Health Promoting Schools (HPS) Framework will tell you that although hard work and commitment is needed by the whole school community, the benefits to the students, staff, parents and wider community are enormous.

Schools can make a substantial contribution to a student's health and wellbeing.² Schools recognising and implementing a whole school approach acknowledge that all aspects of the life of the school community are potentially important in the promotion of health. The whole school approach recognises that it is necessary to do more than just offer health education classes in the curriculum if schools are to fulfil their potential in promoting the health of all our young people.

This resource has used examples of Western Australian schools that have adopted a successful HPS Framework within their school. These schools recognise that using a HPS Framework is widely recognised as best practice, promoting a positive approach to a student's health and wellbeing. Reading about the experiences of these schools through their case studies will outline the necessary steps needed to guide schools in their efforts to become a genuine Health Promoting School.



What is a Health Promoting School?

A Health Promoting School is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.³

A Health Promoting School:

- fosters health and learning with all the measures at its disposal
- engages health and education officials, teachers, students, parents, health providers and community leaders in efforts to make the school a healthy place
- strives to provide a healthy environment, school health education, school health services along with school/community projects and outreach, health promotion programs for staff, opportunities for health and safety to be addressed, nutrition and food safety programs, opportunities for physical education and recreation, programs for counselling, social support and mental health promotion
- implements policies and practices that respect an individual's wellbeing, provides multiple opportunities for success, and acknowledges good efforts and intentions as well as personal achievements
- strives to improve the health of school personnel, families and community members as well as students
- works with community leaders to help them understand how the community contributes to, or undermines, health and education.⁴

Health Promoting Schools focus on:

- caring for oneself and others
- making healthy decisions and taking control over life's circumstances
- creating conditions that are conducive to health (through policies, services, physical / social conditions)
- building capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice and sustainable development
- preventing leading causes of death, disease and disability i.e. tobacco use, HIV/AIDS/STDs, sedentary lifestyle, drugs and alcohol, violence and injuries, unhealthy nutrition
- influencing health-related behaviours i.e. knowledge, beliefs, skills, attitudes, values and support.⁴

A Health Promoting School is not one which demonstrates its ability to perform educational activities or special projects and it is not a program that has a definitive beginning and end. It is also not one that provides ad hoc, one off lessons in an attempt to teach students the meaning of health-related topics. In the Health Promoting School, learning experiences from classroom health education lessons are reinforced by policies and practices in the school environment and parent and community sphere. For example, classroom sun protection lessons are reinforced and complemented by adequate provision of shade throughout the school and a school sun protection policy that informs parents and encourages students and staff to wear hats, sunscreen and appropriate clothing.

What does a Health Promoting School look like?

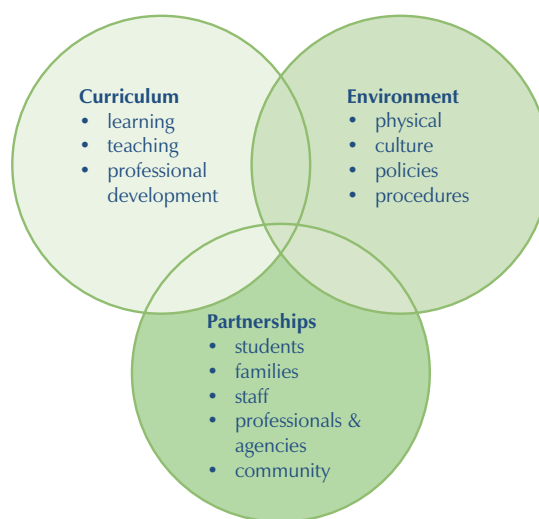
Principles of a Health Promoting School

A Health Promoting School:

1. promotes the health and wellbeing of students
2. enhances the learning outcomes of students
3. upholds social justice and equity concepts
4. provides a safe and supportive environment
5. involves student participation and empowerment
6. links health and education issues and systems
7. addresses the health and wellbeing issues of all school staff
8. collaborates with parents and the local community
9. integrates health into the school's ongoing activities, curriculum and assessment standards
10. sets realistic goals built on accurate data and sound scientific evidence
11. seeks continuous improvement through ongoing monitoring and evaluation.²

A Health Promoting School is one that uses a health promoting schools approach (or whole school approach). The Health Promoting Schools Framework is one which considers the broad health needs of all school community members. These health needs are addressed collaboratively using a combination of strategies linked to the three interrelated components of:

- **curriculum**, teaching and learning
- school organisation, **ethos and environment**
- **partnerships** and services.



These three interrelated components make up the Health Promoting Schools Framework.

The **curriculum** considers the formal content of teaching and learning approaches, key issues, the developmental and sequential nature of the program, and resources.

The school **ethos and environment** considers the school policy and philosophical support for the health curriculum, approaches to health and wellbeing, school community relationships and the school's physical environment e.g. school grounds, canteen amenities.

School **partnerships** includes family consultation and involvement, community based programs and the development of strong community links to the school.

Diagram 1 shows examples of the components of a Health Promoting Schools Framework.

Health Promoting Schools Framework: A Model for Health and Wellbeing

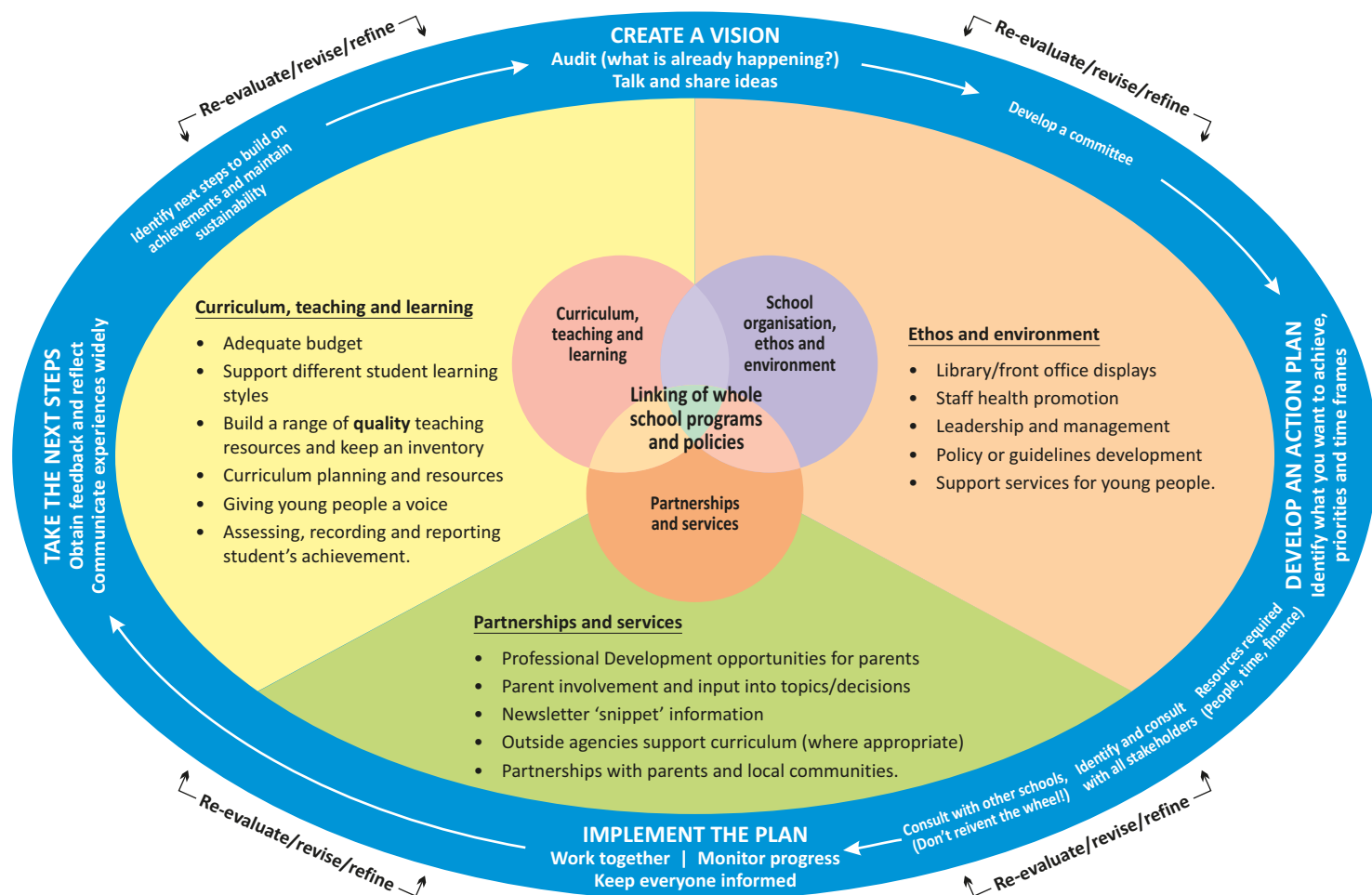


Diagram 1: Components of a Health Promoting Schools Framework
Acknowledgement to Cancer Council Western Australia

Why become a Health Promoting School?

Young people today grow up in an environment that increasingly encourages negative risk-taking behaviour through negative role models, peer influence, ambiguous role expectations and media influence amongst other factors. Young people develop these risk behaviours in varying degrees which may impede their educational progress. For young people, education and health are inextricably connected; therefore efforts to improve school performance also need to include improving the health status of children and adolescents.

The most serious and threatening health problems in society today relate primarily to personal decision-making and lifestyle. The behaviours and lifestyles that lead to these preventable health problems are almost always developed and/or sustained during the early years of life, especially school years.

The school is uniquely placed to respond to students' basic needs for health education. After the home, the school has the greatest capacity to intervene to benefit each student. Research indicates that healthier students are better learners.⁶ Intervention strategies within the school are effective in reducing a number of risk behaviours as well as reinforcing and maintaining positive health behaviours for most students.

CASE STUDIES

Primary School Case Studies

Case study 1:

Ballidu Primary School, Ballidu WA

Name and role of coordinator/contact person: Michelle O'Brien, Principal

Email of contact person: Michelle.Obrien@det.wa.edu.au

Title of initiative/s: Ballidu Primary School Healthy Action Plan

School profile

Ballidu Primary School is a small Level 3 school in the Central Wheatbelt of Western Australia. The school has a very supportive school community and School Council. The need to offer a curriculum that is balanced and inclusive of all elements of a healthy lifestyle are imperative to our students who lack exposure to the "bigger picture" of life experience as a result of living in a smaller isolated community.

Rationale for development of a HPS approach

Healthy eating and physical activity are fundamental to good health throughout life and can contribute to improved learning, concentration, better behaviour, prevention of disease, healthy growth and weight for lifelong health and wellbeing.

Ballidu Primary School is committed to helping students achieve their potential and have adopted a policy that aims to:

- increase awareness in the school community of the importance of healthy eating and physical activity
- create better learning outcomes, health and wellbeing for students and staff
- provide a safe, stimulating, fun place to learn, work and play
- nurture a sense of pride and commitment where students, teachers/staff, parents/caregivers, health professionals and community groups collaborate to create and maintain a healthy school community
- develop the necessary skills, knowledge and understandings to contribute to make healthy lifestyle choices later in life.

Planning

As a small school, uniformity is paramount and the need for a uniform plan to incorporate the Health Curriculum across the whole school was identified.

We looked at past strategic plans and learning area reviews to identify focus areas. The focus areas were listed by importance and necessity for inclusion in the plan. Some areas of need were also identified such as protective behaviours, mental health and wellbeing.

Living in such a small community, it was important to include social and emotional development within the context of our school. Generally we are extremely well supported and equipped with resources.

Outside agencies who have supported the school include: Kidsmatter, Better Buddies, Aussie Optimism, Asthma Foundation, Sunsmart/Cancer Council, Bike Education, SDERA, KIDS Foundation, programs to develop



Students enjoying Crunch&Sip® relaunch

citizenship skills such as SMILES Day and Jeans for Genes Day. Even in a small school, the need for a Health Education Coordinator is essential as there are so many aspects and areas to cover. We feel having an umbrella plan helps to keep everyone on the same page.

Outcomes planned

Ballidu Primary School is committed to helping its students achieve a healthy lifestyle through the following objectives:

- Increase awareness in the school community of the importance of healthy eating, physical activity, mental health and wellbeing and safe choices/safe lifestyles
- Create better learning outcomes, health and wellbeing for students and staff
- Provide a safe, stimulating, fun place to learn, work and play
- Nurture a sense of pride and commitment where students, teachers/staff, parents/caregivers, health professionals and community groups collaborate to create and maintain a healthy school community.

Major Activities

Education

Ballidu Primary School will incorporate healthy eating, physical activity, mental health and wellbeing and Protective Behaviours concepts into school activities by providing:

- regular professional development opportunities for teachers and other staff
- regular physical activity and good nutrition sessions during teaching periods for Years K- 7
- physical activity opportunities in line with national guidelines and the Curriculum Framework to provide access to sporting carnivals and clinics
- food centred activities that are healthy, enjoyable and developmentally appropriate
- activities that will give students the skills to make healthy eating, social and emotional and physical activity choices for themselves
- parents with opportunities to participate in school based healthy eating, healthy choices, mental health, Protective Behaviours and cooperative skills and physical activities.

Environment

Ballidu Primary School strives to develop and provide an environment that is supportive and inclusive whilst giving students the opportunities to receive learning opportunities that are consistent and reliable in relation to health and wellbeing. We do this through:

- promoting the Department of Education's *Healthy Food and Drink* policy
- providing sufficient resources and opportunities to promote physical activity, mental health and wellbeing, cooperative learning, social and emotional development, active play during teaching periods, breaks and during community events such as assemblies and special days
- encouraging students to eat breakfast before attending school and/or providing an opportunity for Crunch&Sip® and fresh drinking water
- adopting programs that help build students' knowledge and positive attitudes towards healthy eating and physical activity e.g. Crunch&Sip® & Sunsmart; Bike it to Ballidu, Jump Rope for Heart
- provide sunscreen and follow the Sun Safe Policy adopted in our school
- motivating and supporting staff to achieve quality outcomes for student health and wellbeing through whole school reward policies e.g. behaviour awards, honour certificates, Aussie of the Month etc.
- ensuring parents are kept informed of the programs, activities and health focus happening in the school through newsletters and flyers.

Ballidu Primary School will actively seek opportunities to form partnerships with parents/carers, community groups, health service professionals and agencies to achieve the aims outlined in our Healthy Eating and Physical Activity Policy.

Partnerships

Ballidu utilises partnerships developed with the following to achieve maximum health outcomes for our students.

Physical Health

- Jump Rope for Heart
- Bike it to Ballidu
- Fundamental Skills Program K - 3
- W.A. Squash Association
- Cricket Association of W.A.
- Western Australian Football League
- North Eastern Districts Schools Sports Association
- AUSTSWIM
- W.A. Tennis Association
- Collaboration between like schools such as Cadoux, Buntine and Miling and Kalannie Primary Schools
- Ballidu P&C Bike it to Ballidu
- Ballidu Sports Council
- Winter and summer carnivals with local schools
- Healthy Eating and Nutrition
- WA School Canteen Association Inc
- Fruit and Veg Week
- Healthy Bones Program
- Adoption and utilisation of the Department of Education's *Healthy Food and Drink* policy
- Crunch&Sip®

Safety

- Safety In Schools Week
- Giddy Goanna Program
- W.A. Water Safety Program
- Challenges and Choices program for Road Safety, Alcohol, Nicotine and Caffeine Injury Free Day
- Sun Smart School Program
- Asthma Friendly School Program
- Injury Free Day Program
- Kleenex Tissue / Hygiene program

Evaluation

Ballidu is in the process of developing a survey for students, parents and staff to research what is valued and what can be improved on.

Highlights

- The Better Buddy Program has been a huge success and the students have enjoyed the peer mentoring element. This program also ties in with other programs such as Aussie Optimism
- Competitions offered by many outside agencies including Safety in Schools Week and Injury Free Day
- Clinics offered by various sporting groups that give a greater depth and breadth to the physical education activities offered. They have thoroughly been enjoyed by the students and teachers.

Reflection

The main barrier at our school is a high rate of staff turnover. This can be detrimental to the sustainability and application of common beliefs. Generally this is the only barrier we encounter but is unfortunately one that cannot be avoided.

Keeping everyone involved means that students and staff maintain their motivation and enthusiasm for the programs offered. This ensures that the program is more purposeful and meaningful to everyone.

It is difficult at times to stick to the timeline that has been set down and a degree of flexibility is needed.

Access to professional development can also be difficult in a small school where relief staff can be difficult to obtain.

Tips for success and sustainability

- Ensure consistency of your approach across the school community, making sure everybody develops the same values and that everyone is on the same page
- A coordinator at school level is essential
- Make sure staff and students remain motivated and passionate about the programs and initiatives undertaken
- Make sure the program/plan is flexible and adaptive in its application and timelines.



Ballidu Primary School Better Buddy Program

Case study 2:

Campbell Primary School, Canning Vale WA

Name and role of coordinator/contact person: Brenda Cheveralls, Level Three Teacher/ Health and Wellbeing Coordinator

Email of contact person: Brenda.Cheveralls@det.wa.edu.au

Title of initiative/s: Healthy Kids Healthy Families Project

School profile

Campbell Primary School is a large school in Canning Vale, with approximately 960 students. The school is 10 years old and consists of a culturally diverse population with a large percentage (30% plus) coming from backgrounds where English is a second language. For many families, one or both parents work on a fly in fly out roster.

Rationale for development of a HPS approach

It had become evident that many children were coming to school with unhealthy food in their lunchboxes and were struggling to concentrate in class. Parents had little knowledge or skills in preparing healthy lunchboxes or snacks. Many were also not exercising outside of school hours. The school could see a genuine need to address these issues.

Planning

Campbell Primary has relied heavily on the passion and drive of a number of key staff members who have worked hard to build and maintain the school's Healthy Kids Healthy Families Project. The establishment of a Health and Wellbeing Coordinator has been pivotal to the smooth operation of the project across the school year. Campbell Primary has employed a level three teacher to be responsible for its management and is given two hours per week to manage the project. The Coordinator has had experience in the Health Promotion sector and ensures that the Health Promoting Schools Framework is used as much as possible.

The school also has an active Health and Wellbeing Committee, consisting of staff and interested parents, which meets each month to discuss and manage elements of the Health and Wellbeing strategic plan.

A strategic plan is formulated and shared between staff, the P&C and School Council. This then becomes the working document that guides their actions. The program has specific events and activities running across the school year, which are cleverly integrated into the school's busy timetable.

Outcomes planned

The aims of Campbell's Healthy Kids Healthy Families Project:

- implementation of learning programs in classrooms to address nutrition and physical activity
- presentation of training programs and workshops to staff, parents and the wider community
- development nutrition and physical activity resources
- promotion of special events to support nutrition, physical activity and a healthy lifestyle
- communication to staff, parents and the wider community.



Cooking at Campbell Primary School

Major Activities

Education

- Induction for new staff at the commencement of a new year
- All health resources are displayed for viewing and made available for teacher borrowing
- Teachers receive a list of the available resources and websites
- Teachers share learning programs and initiatives on a regular basis
- The school is a Crunch&Sip® School with Kickstart to Crunch&Sip® a major promotion
- Cooking activities are run across the grades with a small budget provided
- An integrated learning program incorporates nutrition and physical activity
- Parents are offered workshops in nutrition and other health related areas
- Canteen staff received professional development on nutrition.

Environment

- Campbell's Health and Wellbeing Policy is clearly defined with a clear sense of direction and purpose
- Campbell's Health and Wellbeing Strategic Plan is shared with staff and parent groups
- An extensive library of resources is set up for staff use
- A School Kitchen Garden has several raised beds for class use
- Kitchen Garden Program resources are provided for staff
- Active After School Program
- 'Green' School Canteen has been recognised by the WA School Canteen Association (WASCA)
- Healthy Kids Healthy Families notice board for parents
- Positive relationships between staff, parents, students and the wider community
- Parents are very supportive of the P&C's policy of healthy fundraising initiatives.

Partnerships

- Health and Wellbeing Committee attends School Council and P&C meetings to share goals and initiatives
- Parents attend workshops run by health professionals, followed by a visit to their child's class to participate in class activities
- Healthy Kids Healthy Families parent newsletter includes class activities, nutrition advice, recipes and other information
- The School Health Nurse is involved in initiatives such as giving talks to the year six and seven students on body image and attending Campbell's Healthy Breakfasts
- Nutrition students from Curtin University School of Public Health run cooking workshops during term three
- Families are invited to attend Campbell's Healthy Breakfast which is a major health promotion event held during Fruit 'n' Veg Week
- Positive working relationships with a local fruit and vegetable wholesaler
- Collaboration between school Canteen Manager and school community.

Evaluation

At the conclusion of each school year the committee gathers information from a variety of sources which assists the committee with future planning.

- Staff provide verbal feedback which is mostly positive. Class time is the key issue with programs such as these
- Data shows positive improvements in fitness levels across the school
- Parent workshops – written feedback indicates parents find the workshops useful and have requested more
- The Healthy Breakfast family attendances are high and written feedback is positive
- School canteen is used extensively by families
- Student feedback indicates that they enjoy the class programs, cooking workshops and other whole school initiatives.

Highlights

- The Health and Wellbeing Committee is enthusiastic and passionate about the program
- Numbers of parents attending workshops has increased. A strong professional relationship with WACSA has been built
- Several hundred families attend and enjoy the annual Healthy Breakfast. It is one of the largest PR events and a great way to communicate information to the community
- The Crunch&Sip® program provides positive health benefits and is an effective way of integrating nutrition into the learning program
- The Healthy Kids Newsletter is an effective way to communicate to the wider community and is now offered electronically.

Reflection

Campbell Primary School continues to achieve successes in some aspects of the program, but faces ongoing challenges. Success has been achieved with the Partnerships with Parents program and the school will continue to use this successful model in the future.

The parent community is very supportive of the programs on offer and the Health and Wellbeing Policy that is in place.

The committee is very 'staff heavy'. Parent participation will continue to be encouraged but this is very difficult to achieve with large numbers of double income families.

The smooth running of the program is dependent on having a level three teacher given two hours per week dedicated to managing it. Finding time to run committee meetings and asking staff to give up more personal time to manage initiatives is a major barrier.

Tips for success and sustainability

- Do less but do it well – instead of taking on many initiatives with little success
- Gain the support of parents and parent bodies before trying to develop programs
- Access champions from staff, parents and outside agencies
- Maintain a coordinating group with a designated leader to oversee and drive the program.



*Cooking workshops conducted by Nutrition students
from Curtin University*

Case study 3:

Comet Bay Primary School, Secret Harbour WA

Name and role of coordinator/contact person: Jacqueline Cooper, Deputy Principal

Email of contact person: Jacqueline.Cooper@det.wa.edu.au

Title of initiative/s: Comet Bay Primary School – A Health Promoting School

School profile

Comet Bay Primary is a Level 6 school serving families living in the suburb of Secret Harbour. The school opened in 2007 with approximately 420 students, and in 2011 has over 900 students.

Migrant families make up 40% of the student population which provides the school with a rich cultural environment. Defence force families make up 5% of the student population. There is also a significant number of families where one parent is working on a fly in fly out roster which changes the family dynamics.

Rationale for development of a HPS approach

A Health Promoting School strives to nurture the social, emotional, physical, spiritual wellbeing, and cognitive development of its students, staff, and community. The Health Promoting Schools Framework is used within the school planning to describe the interconnectedness of curriculum, ethos and partnerships. The Health Promoting Schools Framework also promotes the principle of three's which is used extensively in the school. School planning is based on these to emphasise the importance of the whole child and interconnectedness.

Planning

Initially the idea of building a new school based on the Health Promoting Schools Framework was the idea of the foundation Principal. This however soon became owned by all community members once they saw the importance of the framework in creating a school that valued social and emotional development balanced with academic achievement. A lengthy consultation phase was undertaken with the community prior to the school being opened in 2007. This involved firstly gaining a joint understanding of what a Health Promoting School is among the community members and then ensuring that every plan and process put in place for the new school aligned with the ethos of a Health Promoting School.

As each new staff member is introduced to the school they are inducted into the school's beliefs and the Health Promoting School concept is explained, and how it is alive at Comet Bay Primary School.

The school transitioned to Independent Public School Status in 2010, and this allowed the school to refocus on the Health Promoting Schools Framework allowing development of the business plan according to the areas in the framework. The decision to do this was in consultation with key stakeholders including the administration team, curriculum leaders and the School Board.

Outcomes planned

The school has three overarching outcomes that it operates within.

1. Inclusive Curriculum and Pedagogy

All students achieving to their potential through excellence in teaching and learning.

2. Ethos and Learning Environment

Ensuring all students feel safe, cared for, valued, and promote resilient young individuals.

3. Partnerships

Working collaboratively with all stakeholders in the school and wider community.



Comet Bay kitchen garden

Major Activities

Education

- To improve the learning outcomes for all students in all areas of the curriculum in particular Literacy, Numeracy and Inclusive teaching and learning.

Environment

- To engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to their school and their peers
- To increase the social competencies of K, P, and Year 1 students through a social skills intervention program
- To increase the social competencies of identified Year 2-7 students through social skills intervention programs
- To develop achievable targets for improvement of the health and wellbeing of students following the establishment of baseline data.

Partnerships

- To seek out and develop partnerships with parents and the wider community to create opportunities to improve student outcomes
- To increase parental involvement in the school.

Evaluation

The school's ability to deliver on the outcomes set is constantly being reviewed. These have just been reviewed as a part of the June 2011 Business Plan review and at the end of the Delivery Agreement in 2013 an external review committee will judge the school's effectiveness in meeting these objectives.

As of the June 2011 Review the school was on track to meet these objectives with work progressing towards each of the goals. This level of review is something that all schools engage in. By aligning it to the Health Promoting Schools Framework the school was able to assess both of these in one review cycle.

Highlights

Growing Together

- The motto 'Growing Together' represents interconnectedness and partnerships. 'Growing Together' represents the growing community and the importance of the partnership between the school and home. Without this partnership 'Growing Together' will be difficult to achieve. 'Growing Together' Day is an annual event where children participate in activities with their buddy class as well as a picnic with parents, and an assembly to recognise parents and community members who contribute to the school.

3 For Me

- A program designed to engage parents in the school. Parents are asked to donate three hours a year to the school. This helps the school to establish and develop a relationship with the parents and contributes to the school's ability to be both proactive and responsive to pastoral care needs.

Kiss 'n' Drive

- With over 900 students needing to be dropped off and picked up each day, traffic management is not only a concern for parents but is a high risk situation for the safety of students. The school Kiss 'n' Drive initiative allows for parents to drop off students easily and safely. Kiss 'n' Drive is manned by a staff member and community volunteers.

Reflection

Barriers to the implementation for the Health Promoting Schools Framework are mostly surrounding people who do not have a good understanding of the framework and why it adds value to education.

Another issue that often comes up is funding. Many sponsors offer money or equipment for the school promoting certain products or initiatives. An example of these is selling chocolates for fundraising for camp. It is important that these seemingly small projects also align with the school's beliefs and those of the Health Promoting Schools Framework so as not to undo the education that has taken place.

Tips for success and sustainability

- Ensure all whole school strategic planning aligns with the Health Promoting Schools Framework
- Ensure thorough education of the key stake holders in the school and, in time, the wider community
- Seek assistance and guidance from the WA Health Promoting Schools Association Inc., its agencies and other Health Promoting Schools.



Growing Together assembly at Comet Bay Primary School

Case study 4:

Neerigen Brook Primary School, Armadale WA

Name and role of coordinator/contact person: Miss Jaime Watson, Early Childhood Teacher and Team Leader

Email of contact person: Jaime.Watson@det.wa.edu.au

Title of initiative/s: F.R.E.S.H 'Food Revolution Encouraging School Health' is a program which underpins all our school initiatives and hopes to become established state wide.

Lifestyle Compact – A program for both students and parents that promotes a healthy, active lifestyle through education, participation and commitment.

The Breakfast Bowl – This is Neerigen Brook Primary School's answer to Breakfast Club.

Crunch&Sip® – This is a set break to eat fruit (or salad vegetables) and drink water in the classroom. Students 're-fuel' with fruit or vegetables during the morning or afternoon and this assists physical and mental performance and concentration in the classroom.

School profile

Neerigen Brook Primary School is an Independent Public School allowing for decisions to be made internally based on needs of the school community. It is unique because it has a strong focus on parent engagement and community partnerships with the staff employed being dedicated to making a difference to both the students' academic and social wellbeing.



HPS advocate, Jaime Watson, encourages children to eat fruit

Rationale for development of a HPS approach

Through evaluation of current school programs and initiatives, it was important to recognise that parental effort to provide their children with healthy food options and opportunity to engage in a healthy lifestyle was limited. The decision needed to be made to say that 'our kids deserve better'.

Planning

Jaime Watson attended the Australian Health Promoting Schools Association National Conference in October of 2010. This opened her eyes to the huge potential that schools have to instil a healthy lifestyle in all students. After much evaluation of the school as a whole as well as the local community, Jaime personally made a committed decision that something had to change. Many of the students at the school were not receiving the essential components to become healthy individuals. It was important that health did not just focus on food but also other factors such as mental, physical and social health. The decision was made to work in partnership with the local community, parents and other health agencies such as the Cancer Council, Community Development Foundation and South Metropolitan Public Health Unit to make the necessary changes needed. The Health Promoting Schools Framework was used as a guide to establish and maintain the functionality and sustainability of programs and initiatives.

Outcomes planned

- To enhance and build the school's capacity to implement a health and lifestyle program
- To promote an active, healthy lifestyle within the school and local community through education, participation and commitment
- To develop community partnerships with health professionals for the benefit of the school and local community.

Major Activities

Education

Crunch&Sip®: this short daily break has enabled students to remain focussed during class time and many teachers have commented on the positive effect of the program on student's retention of information. Fruit is supplied through the Hills Orchard Fruit in Schools Program and also Foodbank.

Environment

Kitchen Garden: The school's kitchen garden is a great success and students are able to use the produce along with food from Foodbank to cook and look at the types of food they are eating and also being served. It has allowed teachers to integrate other areas of the curriculum such as numeracy, science and literacy, through hands-on experiences.

Partnerships

The Breakfast Bowl: This was recently revamped and is co-ordinated by Jaime Watson who was recently acknowledged for her efforts through the Foodbank School Breakfast program as 'Volunteer of the year for 2011'. Children are given the opportunity to enjoy breakfast and also encouraged to read a book every morning of the week. Without the dedicated volunteers the program would not be the success it is today.

Lifestyle compact: In partnership with Jen Day from the Community Development Foundation, this program will endeavour to be introduced to many other schools as a way of increasing parent and student involvement and success in a healthy and active lifestyle.

F.R.E.S.H.: 'Food Revolution Encouraging School Health' is an initiative developed to underpin all health promoting programs within the school and local community.

Evaluation

The development and sustainability of a Health Promoting School is a continuous process. Since the beginning of the implementation of health programs and initiatives throughout the school there has been a definite shift in positive attitudes towards health and its promotion. Interest has been successfully sustained and extended into areas of mental and social health in students at the school.



Fruit and Veg Week whole school lunch

Highlights

There have been numerous highlights and achievements in developing a Health Promoting School. Perhaps the most significant highlight is the enthusiasm shown by students, most parents and the wider community. Through developing partnerships with local and extended community and encouraging parent engagement, students have been given the opportunity to establish positive attitudes towards healthy and physical activity which has enhanced the school's capacity to implement programs. In order for sustainability, examples of best practice have been set up which will be able to be distributed to other schools across the state. The key highlights and achievements can be summarised as:

- expanding individual, family and community engagement so as to achieve good education outcomes for all students through a positive learning environment
- empowering families to build on their strengths and extend their knowledge with support from external agencies
- providing opportunities to parents for direct access to health agencies and healthy opportunities
- positive participation in whole school and wider community events such as Walk Safely to School Day, whole school lunches, sports carnivals and parent workshops.

Reflection

The process of creating a Health Promoting School is always ongoing. The outcomes set out at the beginning of the process have been achieved initially but require sustainability in order to prove effective. There are many barriers that a school faces in order to attempt to promote a healthy framework and for this school these barriers included funding and resource availability, volunteers, parental support and attitudes, opposition from existing beliefs and thoughts, and many other individual barriers. However it is important to note that in order for success a school must have individual health 'champions'. These are people who are willing to put their thoughts and beliefs out on the table and advocate for the students they teach and expect only the best for those students mental, physical, social and educational health. They need to let everyone know that 'our kids' deserve better.

Tips for success and sustainability

- Health champions – it is vital to have enthusiastic and dedicated health champions whose primary interest is to create a Health Promoting School
- Resources – ongoing access to up to date resources and information is essential
- Parent engagement and community partnerships – through extended partnerships with agencies and health professionals the participation rate will be higher. Enthusiasm can be achieved through parent engagement.

Case study 5:

St Anthony's Catholic Primary, Wanneroo WA

Name and role of coordinator/contact person: Ann Shakespeare, Health and Physical Education teacher

Email of contact person: shakespeare.ann@cathednet.wa.edu.au

Title of initiative/s: Change for the better?

School profile

St Anthony's school has been part of the local community for 75 years. It was moved from the original buildings to the new site in 2003. The families were a close knit group with a long association with Wanneroo and its rural beginnings. In recent times the area has seen enormous changes with development of housing, the influx of many new families and the school's process of transitioning from a single stream to a double stream school (started in 2007). The school has also had a significant number of staffing changes.

Rationale for development of a HPS approach

During the revision of school policy documents in 2003, areas of concern arose regarding the type of foods eaten at school, the negative way behavioural issues were being addressed, the need for more active encouragement of resilience in the students and the need to engage the parents in these issues.

It was acknowledged that the Health Promoting School approach provided the integrating and coordinating framework for action to address these issues, building on existing programs with the individual students and the wider school community.

Planning

The physical education teacher had previous experience with schools using a Health Promoting Schools Framework and demonstrated how the school's existing programs and ethos fitted within the framework.

A committee (teacher and parents) was formed to look at the Health Promoting Schools Framework, the school's issues and how the framework might assist in addressing these.

Outcomes planned

- To promote healthy food options for lunch boxes and canteen
- To develop a behaviour management program that provided reinforcement of the positive behaviours as a first option
- To investigate and introduce a program to improve the resilience of the students in the school.

Major Activities

The listed initiatives have occurred over the last seven years. Some programs have been ongoing while others have been replaced by new and more appropriate ones for the school clientele. Professional development is seen as important and opportunities have been offered to new staff as they have joined the school.

Education

- Whole staff training was organised in the 'You Can Do It' program
- Professional development was provided for the canteen coordinator



Health Education activities

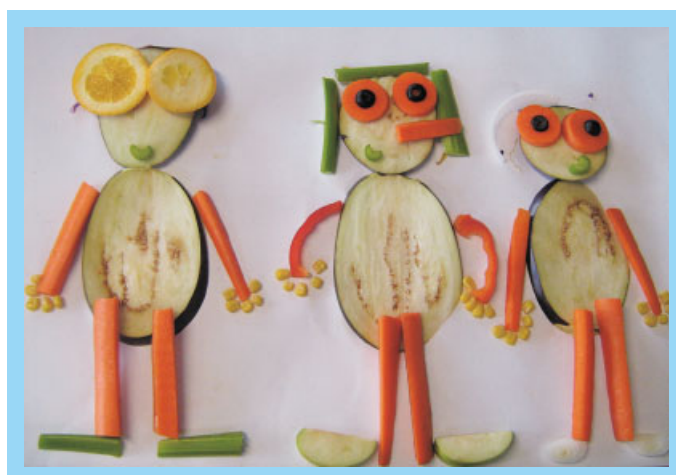
- School Drug Education and Road Aware (SDERA) workshops for teachers
- Sunsmart school
- Asthma Friendly school
- Information about road safety, nutrition, drug education and local community activities was included in the newsletter
- A committee was formed to reassess the behaviour management policy. Green slip awards reinforcing positive behaviour in the classroom and around the school
- Compliant with the Department of Education's *Healthy Food and Drink* policy and traffic light system of categorising food and drinks
- Crunch&Sip® Active After School Program
- Health Expo where upper primary classes ran workshops for each other and the lower primary shared their learning with families
- St Anthony's is one of 15 WA schools piloting the introduction of the KidsMatter Early Childhood project (coordinated by the family liaison officer who is also Assistant Principal)
- Kindergarten and pre-primary teachers have been in-serviced in each of the three components of the Kidsmatter program covered so far, with another due in Semester 2, 2011.
- Rainbows
- Sunbeams (grief counselling with pre-primary students).

Environment

- Kitchen Garden and worm farm established
- Waste Wise School
- WaterWise School
- Recycling program, collection of batteries, mobile muster.

Partnerships

- A parent committee was formed to promote healthy food options in lunch boxes. A pamphlet was created for Kindergarten and pre-primary families. Information and books were purchased for loan to parents
- The physical education teacher provided workshops for playgroup and early childhood parents
- Student leadership model was developed to allow more students to have the opportunity to demonstrate leadership. Year 6 students run assemblies, lunch time sporting equipment loans and sport promotions at lunch time such as football and netball competitions



Healthy food activity

- Active After School Program including developing links to local sporting clubs
- Parent run netball and swimming clubs
- Before school tennis coaching
- Mothers' Camp. Each year the Family Liaison Officer organises a camp for mothers of children in the school and any female staff wishing to attend. It acknowledges the work that mothers do in their homes and the school community and gives them an opportunity to reflect and relax in a supportive environment
- St Anthony's Community Care provides support to other families in the school where necessary, for example, if a parent or child is in hospital
- Triple P parenting course.



Fun, interactive classroom lessons

Evaluation

- The lunch boxes of students in Kindergarten and Pre-Primary were monitored by staff to observe changes
- The new behaviour management plan reduced the number of students receiving detention warnings and detentions. Staff reported feeling more positive about students' behaviour and having fewer issues in the classroom and playground
- The resilience program (which is being restructured) became a focus in the classroom and offered the opportunity to work with the families and develop the parents' skills along with the children. Workshops and parenting forums are to be offered again to the community as part of the new program
- Feedback from parents.

Highlights

- The regular introduction of updated or new programs which continue to focus on the overall health of students
- The support of administrative staff and positive attitude of teachers to support programs
- The Year 3 class winning a fruit and vegetable art competition and receiving \$3,000 towards new garden beds.

Reflection

- To be realistic about the number of parents /teachers that can be engaged when starting out on a project. Momentum builds as initiatives are rolled out and the positive outcomes are observed
- A range of approaches and initiatives are needed to be successful
- Classroom teachers need to be supported and initiatives such as the health expo need to relate to the curriculum content
- Celebrate even small changes and outcomes reached.

Tips for success and sustainability

- Leadership team has to be engaged in the process
- Programs need to be assessed regularly to ensure they still serve the purpose for which they were started and there must be preparedness to review and change
- New staff need to be introduced to the programs and offered training and support as necessary
- More than one teacher needs to be the driver of the initiatives as it is such a multi-faceted approach. They are needed to coordinate and bring new ideas to be discussed.

CASE STUDIES

Secondary School Case Studies

Case study 6:

Cyril Jackson Senior High School, Bassendean WA

Name and role of coordinator/contact person: Debra Fitzsimons, Campus Community Coordinator / Health Teacher

Email of contact person: Debra.Fitzsimons@det.wa.edu.au

Title of initiative/s: Cyril Jackson Health Festival

School profile

The campus is designed to give people a second chance at furthering their education. Many students who attend Cyril Jackson (CJ) are from underprivileged or impoverished backgrounds. The school has a high percentage of refugees, many of whom have had no formal education and have had no access to health services. The student body is equally as diverse in its age range – the youngest student is 15 and the oldest is 77.

Rationale for development of a HPS approach

- Provide students the opportunity to interact with and gain information from various health agencies and to empower students to take responsibility for their own health and wellbeing
- Provide students and staff with an opportunity to showcase their knowledge and skills with regards to health and wellbeing. This as an opportunity to integrate across curriculum areas.



Cyril Jackson Health Festival – midwifery

Planning

Based on a model from previous CJ Health Festivals the Health Studies classes were utilised to outline what agencies are most needed by the diverse student population. Over 50 local agencies were contacted by way of a letter and a registration form. This form was designed to provide the basic logistical information needed to set up for the day i.e. an outline of the activity involved, what equipment was needed, how many representatives were attending. This information was used when designing the layout for the day and also catering for morning tea and lunch. Invitations were also sent to neighbouring schools who brought along their Health Studies students for the day. It was also necessary to have a dedicated coordinator and have a clear understanding of what volunteer staff members and participating students were responsible for e.g. welcoming guests, the allocation of services and ensuring the overall running of the day is smooth.

Outcomes planned

- Develop skills and knowledge with regards to health and wellbeing
- Provide an opportunity for creating networks amongst and between the school community and the external community
- Opportunity for the campus to work together across different curriculum areas to participate in the Health Festival e.g. Health, Arts, Physical Education, Hospitality, Education Support, English, Maths, Science and Student Services.

Major Activities

Education

- Integration of Health Festival into department learning programs
- Students display self-management and interpersonal skills whilst running activities for peers and work closely with community groups and agencies
- All stalls provide a student-centred, interactive approach to health education and health promotion
- Students, staff, visiting schools, community groups and agencies actively engage students in skill development and information sharing.

Environment

- The needs and interests of the students are considered when consulting with the wider community attending the CJ Health Festival
- The Campus actively supports this whole school health initiative by providing extra staff to assist on the day and flexibility with timetabling on the day
- The Campus encourages school-community participation through the use of health promotion topics and issues
- Encourage staff as role models for healthy behaviours at school
- Hold the festival in second term to complement the outside arrangements
- Develop a cultural acceptance in the campus and amongst the participants.

Partnerships

- Provide parents, students, teachers, community groups and agencies with a safe and supportive environment in which to interact
- Encourage community groups and agencies to build stronger relationships with the campus and extended community
- Provide networking opportunities for all participants involved in the Health Festival
- Seek out sponsorship from the wider community to provide ongoing support of the event.



Cyril Jackson Health Festival display

Evaluation

Observing the levels of interaction on the event day was the initial method of assessment. Each participating agency and various students were given short questionnaires to fill out and return. Responses were collated and are being used to either modify or improve the festival where necessary.

Highlights

- The positive level of interaction between students and agencies
- The cultural interaction of students from very diverse backgrounds
- The delight and intrigue shown by students who would perhaps not normally have access to such information
- The most satisfying aspect of the event was seeing students for whom health care and health education are not a given, take part in activities and gather information that allowed them to learn about themselves and the opportunities available to them to improve their health and wellbeing.

Reflection

There are many gaps in the education of 'at risk' students' general health knowledge, skills and connections. The Health Festival goes a long way to improving the CJ community's health and wellbeing.

The Health Festival has been running for many years and the school has been pleased with the results. CJ staff often advises other schools about running health festivals in their own schools.

The weather can be a barrier as much of the campus has to be utilised to accommodate the number of agencies and exhibitors. Also applying for funds for catering and entertainment can be challenging.

The coordinator works with the school's Health Committee and in 2012 a sub-committee will be formed specifically designed to improve the productivity and effectiveness of planning and implementing the Health Festival.

Tips for success and sustainability

- Ensure planning commences months prior to the event so that ample time is allowed to deal with unforeseen problems
- Follow up with agencies to ensure the experience was as fruitful for them as it was for the students. Encourage agencies to conduct interactive activities
- Continue to provide some ownership to staff and students in order to harness their enthusiasm for the event.

Case study 7:

Geraldton Senior College, Geraldton WA

Name and role of coordinator/contact person: Deborah Muscio, Community Health Nurse (School)

Email of contact person: Deborah.Muscio@det.wa.edu.au

Title of initiative/s: Student Services Postcard Promotion – Staying Mentally Healthy

School profile

Geraldton Senior College is situated in the regional city of Geraldton 430km north of Perth. The school is the only public school catering for Years 10 - 12 in Geraldton. The school has 800 students enrolled and is also serviced by a student Residential College (boarding facility) as well as students from surrounding communities. The school has the highest population of Aboriginal students (27%) of any senior high school in WA and also has a Cocos Malay population of 2%.

Rationale for development of a HPS approach

The mental health of students was identified as a need in the school by the Health and Wellbeing Committee and the decision was made to promote the services available to students in the school community. The Student Services building is situated centrally in the school and provides a chaplain, school psychologist, school nurse, house coordinators, careers and enterprise staff, student services manager and Aboriginal and Indigenous Education Officers who all have a role in the health and wellbeing of students in the school.

The idea for a postcard was raised so that the students had something tangible to refer to, it could be disseminated to all students and it could be stored easily in their school diary. The lunchtime activity was to produce awareness of why they were given a postcard and add another student participation element to the project.

Planning

Geraldton Senior College has had a Health and Wellbeing Committee since 2008 which is a combined staff and student health committee using the Health Promoting Schools Framework.

The formation for the committee is based on the Health Promoting Schools Framework and assists the committee to plan and implement health promotion initiatives in any area identified as a need in the school community. The school is currently updating the Health Policy for the school of which Health Promotion Initiatives is indicated as a key element. The School Health Nurse and Deputy Principal head this committee and seek membership yearly from staff, parents and students so that new ideas and different points of view are expressed and addressed.

The project idea was initiated through the school's Health and Wellbeing Committee members who identified student mental health as an issue in the school. The School Health Nurse applied for the funding through Healthway under a school's mental health funding submission. The submission involved the design and production of a postcard with information on the services available to the school community, dissemination of the postcard, launch of the postcard with a lunchtime activity, and inclusion of the information in the school diary for sustainability of the project.

Quotes for the production of 1500 postcards, a postcard design competition, organisation of prizes and the lunchtime launch activity were primarily organised by the School Health Nurse with assistance and regular comments sought from the Health and Wellbeing Committee and the Student Services staff.



Geraldton Senior College students

Evaluation of the project entails a survey of the students who access Student Services. It includes knowledge of the diary inclusion of the student services available and use of websites.

Outcomes planned

- Production of a postcard with a student design on the front depicting the Student Services building and school logo. This would be done through a design competition through Design and Graphics studies at the school
- The back of the postcard will promote the services available to students from staff who reside in Student Services and their roles, and contains information of websites and contacts of services for young people to assist with issues relevant to adolescents. The Health and Wellbeing Committee will decide on the content of the postcard information
- A lunchtime activity to launch the postcard. This would involve Student Services staff including the Student Services Manager, House Coordinators (5), the School Psychologist and School Nurse centred around the Student Services building
- Dissemination of the postcards to all students on the day through form room
- Inclusion of the postcard information into the 2011 Student Diary
- Dissemination of the remaining postcards produced to all new Year 10s during the Year 10 orientation.

Major Activities

Education

The postcard initiative provided students with information on services available for assistance in mental health issues.

The design of the front of the postcard was a competition in the Design and Graphics Department amongst the students who studied the subject. Criteria for the postcard included the school logo, student activity and participation, the Student Services building and Geraldton. The competition was an addition to the school curriculum content for the subject. The winning entry received a prize.

The inclusion of the information in the school diary allowed for sustainability of the project. The information and contact addresses can be reviewed and updated on an annual basis (at the end of each school year for the next year's diary).

Environment

Centrally located in the school grounds, the building is the hub of students' entry and exit from the school during school hours and provides an information centre, pastoral care, first aid and sickness clinics at recess and lunchtime, health counselling appointments with the community health nurse, self referral to the school psychologist, supporting student health care and the duty of care of students.

The promotion of the services available creates a sense of community through knowledge of services based in the school specifically for young people in a friendly and helpful manner.

The launch of the postcard involved a Student Services Hunt which involved the House Coordinators dressing up in fruit and vegetable costumes and the hunt started and finished in the Student Services building with the School Psychologist. The aim was to collect a stamp from each of the House Coordinators to spell out the word 'STUDENT'.



Geraldton SC Postcard – Student Services

The activity promoted the role of staff House Coordinators and allowed for interaction between staff and students. The organisation and running of the lunchtime activity was conducted by the School Health Nurse. The winning student received a prize (drawn from all correct entries received).

Partnerships

Student services are available to students and their families and school staff. Student services are also a resource to staff, families and other professionals to assist students to achieve their potential socially and academically. Student services staff encourages and accepts referrals from parents, staff and outside professionals regarding students and or services to the school. Students can also self-refer which builds on resilience skills and independence for their own health issues. Student knowledge of the services available and use of these services promotes the service to parents and friends in need.

Evaluation

A total of 1000 postcards were disseminated to students and staff in 2010 at the launch of the postcard. The remainder of cards were disseminated at the Year 10 orientation days at the commencement of the 2011 school year (including new Year 11 & 12 students to the school). The 2011 student diary contains the postcard information in the student information section of the diary promoting the individual Student Services available for students to access.

Sixty students participated in the lunchtime Student Services launch activity.

At the commencement of Term 3, 2011 a survey to evaluate the awareness of the diary information, the services available in school and use of the websites and contacts in the school diary will be conducted. One hundred students will be surveyed across all year levels (10 - 12) and will be disseminated through students using the student services in the school. This evaluation will provide the school with information about how students know about the services, if the inclusion in the school diary is accessed and if students utilise websites/contacts outside of school aimed at assisting youth with mental health and other health issues.

Highlights

The purpose of the promotion of Student Services was achieved through the project planning and facilitation of the activities.

The postcard was initiated to promote the services available to students. Student participation over the activities utilised to support this initiative (design competition, lunchtime launch activity postcard production and distribution and student diary entry) was a highlight.

Involvement of House Coordinators in a fun lunchtime activity allowing staff/student interaction created a sense of community and awareness of the House Coordinators and their role in Student Services.

The inclusion of the postcard information in the school diary enables sustainability of the project with the ability for review of the content and make amendments or changes to the page.

The evaluation of the project will highlight the student response to the project and provide insight into improving the diary information and relevance of student services available to students.

Reflection

The postcard design and launch were well received however greater participation by students was expected than was experienced at the launch. Many students did however witness the activity despite not participating. The lunchtime activity was promoted through the school daily notices, over the PA and through the form room by teaching staff.

Few barriers were experienced as the School Health Nurse coordinated most of the project with minimal assistance from school staff. This is due to the large workload of school staff and the reluctance to commit to activities other than mandatory curriculum content.

It would have been preferable for school staff to be more involved in the coordination of the project, however, staff were supportive and provided advice and assistance on the launch day.

Tips for success and sustainability

The evaluation will highlight the success and limitations of the project (in progress).

The staff involved in the process enjoyed the sense of fun (dressing up) and student interaction at the launch.

The student diary is a key to student information about student services and will continue to be utilised in future student diaries. Layout of the page and new websites will be added for students each year (evaluation may highlight most utilised/youth friendly websites). The information in the school diary is useful to highlight the student services available at the Year 10 orientation days at the commencement of each school year.

The Health and Wellbeing Committee will continue to be the reviewers of the Student Services content in the diary, and be involved in student mental health and wellbeing issues. A mental health activity promoting the services available to students should be promoted every third year to maintain the knowledge and use of the student services by students.



Geraldton Senior College Student Services Promotional Day

Case study 8:

Lockridge Senior High School, Lockridge WA

Name and role of coordinator/contact person: Jani Schaper, Chaplain

Email of contact person: Jani.Schaper@det.wa.edu.au

Title of initiative/s: The Happiness Project

School profile

The school has a diverse population, catering for all students and their educational needs. Students come from over 30 different ethnic backgrounds and are encouraged to form integrated friendship groupings and adopt inclusive values. Approximately 80 Aboriginal students attend the school and their engagement is a key priority. The school is working to incorporate an Aboriginal perspective across the curriculum to create a learning environment that is culturally appropriate and inclusive for Aboriginal and ethnic students. The Ngulla Maya Centre, NAIDOC Week and Harmony Day activities help to teach students to appreciate and value cultural diversity. An Education Support Unit caters for students in Years 8 to 10 and more recently in some Year 11 and 12 courses. Students experiencing difficulties with literacy receive intensive tutoring as part of the Literacy and Numeracy programs which are funded from various government programs.

Rationale for development of a HPS approach

The Lockridge Senior High School *Happiness Project* was formed in response to a need within the school community for a focus on mental health and wellbeing. The project's aim is to improve the mental health and wellbeing of the school community which comprises of students, parents and staff.

A *positive psychology* approach was embedded into the everyday operations and planning. It is a proactive and preventative approach which has been easily embedded into the school culture and curriculum.

Planning

The School Psychologist, Chaplain and Follow The Dream coordinator had been discussing mental health and wellbeing issues and decided to form the *Happiness Committee* to address them. The Chaplain went to an information session on *Act Belong Commit* and the school then decided to become an *Act Belong Commit* School which falls under the *Happiness Committee* to run. The Happiness Committee then began to plan the next year ahead and looked at what was already being done, and ideas of what could be done to increase the mental health and wellbeing of the school community. The staff and Student Council were asked to provide their ideas as well. Then some of the ideas were implemented beginning with a Mental Health Expo which was part of the *Act Belong Commit* Launch Day.



Students and banner at Mental Health Expo

Outcomes planned

To develop a whole school community program that is innovative in the area of mental health and wellbeing. The program will lead to the development of a package of strategies that will:

- increase school community involvement in activities to stay mentally healthy (*Act Belong Commit*)
- increase awareness of mental health issues and where to seek help
- positively engage parents with the school

- enhance positive relationships between school community members
- improve student attendance, behaviour, motivation, participation and engagement at school.

Major Activities

Education

- 'You Can Do It' – Literacy program
- M Power Girls Program – Anti- bullying program for girls
- Shine – Self esteem program for girls
- PASH – Promoting Adolescent Sexual Health for Teenagers
- Zumba – Fitness program for staff and students
- Character strengths workshops – strength awareness and enhancement for staff and students
- *Act Belong Commit* Launch – a day which raised awareness of *Act Belong Commit* and being mentally healthy. Included an expo with many organisations, activities and opportunities for students to sign up to clubs to *Act Belong Commit*
- Teen Positive Parenting Program (Triple P) – workshops for parents run by the school psychologist
- Personal Best Resiliency Project – innovative project for selected students coordinated by the school psychologist.

Environment

- The Happiness Committee – overseeing the *Act Belong Commit* Partnership and promoting mental health and wellbeing for staff, students, parents and the wider school community
- Community Care Day – staff, students, parents and members of the community spent a day beautifying the school and doing odd jobs including gardening, painting, cleaning, etc
- Harmony Wall Art Project – students, staff and parents painted and wrote their own messages of harmony
- Healthy Schools Project – creation of herb gardens around the school, physical activity equipment for lunch time activities and curriculum resources
- Healthy School Plan, Safe School Plan and Mental Health and Wellbeing School Plan.

Partnerships

- *Act Belong Commit* – Mentally Healthy WA
- Teen Self Esteem Centre – 'Home is Where the Heart Is' Project
- Generations Centre – Community Care Day
- City Of Swan – YOSS (providing counselling for students).

Evaluation

Outcomes: To develop a whole school community program that is innovative in the area of mental health and wellbeing. The program will lead to the development of a package of strategies to:

- increase school community involvement in activities to stay mentally healthy (*Act Belong Commit*)
- increase awareness of mental health issues and where to seek help
- positively engage parents with the school
- enhance positive relationships between school community members
- improve student attendance, behaviour, motivation, and participation and engagement at school.

Evaluation

- Use of the following assessment tools: *Act Belong Commit* evaluation
- Staff feedback form, Student SIS data (attendance, behaviour)
- Other: teachers – wellbeing survey; students – ‘You Can Do It!’ Social and emotional wellbeing assessment.

Highlights

- Staff workshops (staff finding out their strengths, coming up with ideas and initiatives)
- Mentally Healthy Expo (inviting organisations in and sharing information, launching *Act Belong Commit*)
- Feedback from parents and students (have had great feedback on the difference it has made in individual students at school and at home)
- Connecting with the community (this has allowed us to be better connected within the community)
- Becoming an *Act Belong Commit* School (everything now comes under this umbrella and is an easy message about being mentally healthy to convey).

Reflection

When a whole school approach is taken on (i.e. changing the entire culture of a school), it was found that these things take a lot of time and resources. If schools are willing to put in the time and resources then they will be able to see the benefits. There are never any quick fixes and this project is still ongoing. The process of rolling out the year’s plan continues and great outcomes have already been seen. Funding is a barrier. Money is required to be able to implement most plans.

Tips for success and sustainability

- Begin with staff, if staff get on board first, they will set the culture
- Plan: spend time planning the steps to take, what training is needed, what resources are needed and evaluation tools
- Be patient! There are no quick fixes, changing the culture of any environment is a long process and takes time. Be patient and put in the hard work to see the benefits.



Harmony Wall Art project



Act Belong Commit

Case study 9:

Mt Lawley Senior High School, Mt Lawley WA

Name and role of coordinator/contact person: Suzie Barnes, Project Manager

Email of contact person: Suzi.Barnes@lawley.wa.edu.au

Title of initiative/s: Proactive Keep Active @ Lawley

School profile

Mount Lawley Senior High School is a large inner city government school with over 1400 students enrolled. The school is a multicultural community with students representing over 50 different nationalities and more than 40 different native languages. The school offers specialist programs in GATE languages and is also a Specialist Visual and Performing Arts Program.

Rationale for development of a HPS approach

Parents were concerned by the decrease in physical activity when students, girls in particular, progress through high school. Following consultation between staff, parents and community members, an application was lodged with Healthy Active Australia. From this funding, Proactive Keep Active @ Lawley was established. The basis for the project was the installation of outdoor fitness equipment and developed from there.

Planning

2011 sees this program in its third year at Mount Lawley Senior High School. As the first year was funded by money from the Australian Government Department of Health and Ageing, the program was established and overseen by a large steering committee made up of School Council, P&C representatives, the Principal, school executive, health and physical education staff, school nurse, school psychologist, partnerships and representatives from Edith Cowan University (ECU) and staff from ECU Health and Fitness.

Planning took place over many months while waiting for funding approval. During this time a project manager was employed and it was this person who instigated a Health Promoting School approach. This idea was brought to meetings and the committee discussed the need to introduce a whole school approach and expand the Proactive project to include and offer opportunities to all students. As the steering committee consisted of members from many different areas, the Health Promoting School Framework was well suited and ensured that the expertise and experience brought by each member was well utilised. As the program has continued and developed, the Health Promoting School approach has been maintained and this has ensured that the whole school community can benefit from the project.

Outcomes planned

- Increased involvement in physical activity
- Introduction of alternative activities to traditional school sport teams
- Increased awareness and improvements in physical activity and health
- Increased profile of health through health promotion and activities.



Mt Lawley SHS students involved in fitness program

Major Activities

Education

- Whole school survey completed
- Extracurricular physical activities including 'Street Fourz' soccer, Zumba, hip hop, yoga, dodge ball, group training. These activities were offered before and after school and during lunchbreaks, encouraging students and staff to spend their time on healthy pursuits
- Activities for specific groups such as 'Shape Her' and 'Drumbeat'
- Year 9 students undertake a 'Proactive' health project
- Fitness circuit is used for group training with personal training (PT) students from TAFE, physical education classes, lunchtime challenges, leadership training and Bush Ranger Cadets
- Middle School Health Expo
- Healthy Active breakfasts
- School activities relating to events e.g. World Cup and Winter Olympics.

Environment

- Fitness equipment offers great exercise opportunity for students
- Special activities after school, lunchtimes for staff or they can join with students
- Health promoted widely throughout school
- Proactive newsletter
- Special events marking health related days e.g. Walk Week, Purple Bra Day, Zumba classes
- Health committee with staff, parents and students
- Regular health audits of school café food
- Social implications of activities, students from all backgrounds have been united in sport.

Partnerships

- Healthy Active Australia grant, collaboration with ECU, School Council, (program is now parent funded)
- Central Institute of Technology for PT students
- Local youth groups for assistance
- Local community including Members of Parliament, councillors and press.

Evaluation

Individual activities have been evaluated some with questionnaires and others with anecdotal evidence. Registers are taken for activities to measure involvement. In 2009, 21% of the student population were involved in extra physical activity. In 2010 this figure rose to 58%. In both years the program has received an award of excellence from the Australian Council for Health, Physical Education and Recreation (ACHPER).

Highlights

- Combining students from many backgrounds in activity, with such respect for each other. Hip hop and soccer; have been excellent for this outcome
- The World Cup, a five a side outdoor soccer event involving 180+ players in 2010 was repeated in 2011 due to student requests. Many students take on volunteer roles with this afternoon
- Utilising the outdoor equipment provides many different opportunities for students
- 'Shape Her' was an excellent program for girls to exercise whilst learning about nutrition and lifestyle
- Raising the profile of health and having so many students from all years enthusiastic about involvement in this program.

Reflection

- The number of students involved exceeded expectations. Proactive has developed into a much broader health program
- Issues with initial commitment from students often disappear once the activity is underway. The timing of activities in the day or year can play a large part in student involvement
- The project manager's role has been vital, continually promoting the program and its activities, organising activities across the school and in the curriculum – becoming an active member of the school staff. The project manager now has an excellent relationship with students due to their close involvement in activities.

Tips for success and sustainability

- Talk! Promote constantly. Assemblies are great and chatting with students is invaluable
- Listen! Allow students some ownership in the program. Get to know students and what they enjoy. Use their ideas and input for activities
- Whole community support. The School Council valued the program so much that it was included as a voluntary contribution for parents. This now funds the program.



A healthy, active breakfast

Case study 10:

North Lake Senior Campus, Kardinya WA

Name and role of coordinator/contact person: Linda Kwok, School Psychologist

Email of contact person: Linda.Kwok@det.wa.edu.au

Title of initiative/s: Whole School Approach to Mental Health and Wellbeing – 2011

School profile

North Lake Senior Campus is a powerful, multi-campus school accepting students from all walks of life. The school provides courses ranging from University entrance, Intensive English and vocational training. The school offers many paths for many futures with a focus on developing the student holistically. The school prides itself on promoting an adult ethos where students experience quality teaching and support services from professional staff. The school values optimising students' potential for success.

Rationale for development of a HPS approach

North Lake Senior Campus has students from 16 years of age and beyond. In the student cohort there are students from refugee, migrant and fee paying international background in the Intensive English Centre as well as local students on the Fremantle and Kardinya sites. There are also students experiencing mental illness and this age group is very vulnerable to the onset of mental illness. The coordinator has identified a need for the whole school to address mental health to support young people in education. It is also about educating staff to de-stigmatise mental illness in the school community.



North Lake Senior Campus students

Planning

The coordinator is very familiar with the Health Promoting Schools Framework but has had difficulties introducing it in schools as a model for promoting mental health and wellbeing.

The project at North Lake started in 2011 and this is a year of planning and development. North Lake provided a great opportunity due to needs and readiness of the school to address the issue of mental health as an organisation. The school signed an agreement with Curtin University's *Act Belong Commit* project which advocated the Health Promoting Schools Framework.

The coordinator and a deputy principal attended a Mind Matters Level 1 training workshop in early 2011 to examine ways to introduce preventative strategies for mental health and wellbeing. Some work was initiated in late 2010 to enlist staff members to join a committee addressing this issue. The core team, which was established in 2011, is coordinated by the school psychologist. The core team consists of the deputy principal and teachers from different learning areas, and is known as the Wellness Committee. Training has been facilitated by the coordinator to educate the team in understanding the Health Promoting Schools Framework and to develop vision statements and strategies for the team.

The coordinator contacted a consultant from School Drug Education and Road Aware (SDERA) who also worked from the Health Promoting Schools Framework. The connection with SDERA is to look at ways of introducing resilience education into the curriculum as well as addressing drug education and incident management interventions. This will also provide good opportunities for parent contacts and connections to outside agencies.

In order to raise staff awareness of mental health issues and break down stereotypical responses to the concept of 'mental health' (which is often interpreted as 'mental illness'), school term activities have been organised by the Wellness Committee to address staff mental health and wellbeing. This has been very helpful to raise awareness of positive mental health. First term involved Helen Matthews – Jazz singer who performed for staff at a social function. Music students were involved as well. Second term will provide a suite of activities for staff such as Yoga, art class and sport to promote *Act Belong Commit*.

The committee is also collecting data from staff and students by using Mind Matters resources to survey needs of staff and students.

These strategies have been implemented with endorsement and support from administration and senior staff. The coordinator applied for a small internal school funding grant to implement activities for staff benefit. The Wellness Committee also has plans to write funding submissions so that there are dedicated resources to implement activities at a universal targeted level for the school community. This is to incorporate the three components of the Health Promoting Schools Framework: education, environment and partnerships.

Outcomes planned

- Raising awareness of knowledge of health and wellbeing issues for the whole school
- Collecting data and conducting a needs analysis for strategic development
- Supporting and/or implementing curriculum around social and emotional needs for students
- Promoting positive ethos around mental health and wellbeing
- Developing positive partnerships in the wider community. This includes information for parents on adolescent mental health, inviting guest speakers to the school for staff and students, working with other mental health agencies as such as Headspace, attending professional development with Mind Matters, *Act Belong Commit* and SDERA.

Major Activities

Education

There is a structure for social, career development curriculum called Focus. The Wellness Committee is looking at incorporating resilience education in this program. The intention is to work with SDERA in looking at drug and resilience education. As it is in its early days, the Wellness Committee needs professional development. There is also work to be done to have these issues ratified by senior staff and heads of learning areas.

Environment

- The Wellness Committee is working on the school to accept mental health and wellbeing as a school priority for 2012. The team is working on how they fit into other priority areas in the school. The Wellness Committee was newly formed in 2011 so there is a need to build on the group's capacity to function effectively. This is a slow process as there is very little time allocated for staff to meet and deliver strategies. It is very important to have a coordinator to facilitate the group's development
- Support and endorsement from the Principal, administration and senior staff are very important
- Currently focusing on collecting data from staff and students about the needs and understanding of mental health issues and the impact on students.

Partnerships

- The school has created partnerships with the *Act Belong Commit* Project with Curtin University, Perth Jazz Society through ABC, SDERA for curriculum development and Mind Matters for training on promotion of whole school mental health and wellbeing
- There are plans to write submissions for funding of whole school activities such as a mental health and wellbeing conference in the school. This will involve community agencies and parents in the school.

Evaluation

- The school has been very supportive of the focus on staff wellbeing. This strategy has been well received and had very positive feedback from staff
- The aim is to collect data to develop criteria for evaluation
- The fact that the Wellness Committee is responding to the coordinator's work is another measure used for evaluation. The training workshop for the team provided positive feedback to the coordinator.

Highlights

- Staff function with Helen Matthews (Jazz Singer)
- Training workshop to formulate the Wellness Committee's vision and strategic plan
- Organising staff function for end of Term 2, 2011
- Perth Jazz Society working with music students in the school due to *Act Belong Commit* partnership
- The increased awareness of mental health and wellbeing and its importance in the school community
- The increased awareness of the Health Promoting Schools Framework and its relevance to the school organisation.

Reflection

It is important to have evidence based strategies such as Mind Matters as it provides sound resources to start working at a whole school level. It is paramount to have a core team to work with and who are dedicated to the development of the project. A coordinator is essential, ideally with dedicated time and resources to operate from. The main barrier is limited time on the teacher's part so the progress needs to be slow and adapted to the needs of the organisation. Having a sound background and experience in working at a system level by the coordinator is very useful and essential. Also the Wellness Committee needs to be seen to be active which is why the focus on staff needs is so important. It is also important to be transparent to the whole staff so that regular updates are provided by the coordinator at general staff meeting. It is important to raise awareness of the issues of adolescent mental health in schools. This requires more attention and work. The main barrier is, again, time and resources. However, it is a good beginning for a long term project. It would be good to have a plan developed at the end of the year for the next year's implementation. This is the plan for Term 4, 2011.

Tips for success and sustainability

- A team approach with a coordinator being responsible for the group's planning, implementation, evaluation and public relations of the committee's work in the school
- Dedicated resources to implement strategies
- Endorsement from the Principal, administration, senior staff and all other staff. This requires public relations work with the whole school
- Partnerships with outside agencies to secure funding and other resources.

How healthy is your school?

Assessing a school's approach to health promotion and the needs of a school community can vary greatly. There is no one ideal measuring tool to ascertain a school's particular health need or area of priority. There are many examples of audit tools and checklists available from agencies that can be accessed by schools. Below are links to information gathering tools that may assist schools in formulating their own audit tool/checklist/needs assessment.

School Drug Education and Road Aware www.sdera.wa.edu.au

Queensland Government Healthy Schools Website toolbox www.health.qld.gov.au/healthyschools/

Mindmatters www.mindmatters.edu.au/whole_school_approach/school_online_surveys/school_audits.html
www.mindmatters.edu.au/.../mindmatters_audits_and_surveys_link.html

Getting started

Whether you already have ideas of what your school needs or if you do not have a certain focus area and would like to create one, here are a few tips to consider when establishing your Health Promoting School.

- Raise the issue
- Advocate, create a need for comprehensive health education
- Talk to interested staff and parents to gain their support
- Gain the full support and commitment of the Principal and senior management team
- Have the health committee and the nominated focus areas identified on the school development plan
- Nominate a health committee coordinator
- Form a health committee to help raise the profile and to enlist help and support. The committee should include teachers, non-teaching staff, students, parents and community members
- Conduct an audit of current health promoting actions. What is the school currently doing regarding healthy school policies, the school's physical environment, the school's social environment, individual health skills, community links and health services? The purpose of the audit is to determine what your school is currently doing well and if there are any gaps or areas of development that need to be addressed in the area you have identified as a need
- Share the results of the audit with the school community to determine what gaps need to be addressed
- Plan outcomes and actions. Consider what outcomes you wish to achieve
- Establish agreed goals and strategies to achieve them
- Implement change
- Monitor the progress of the changes
- Review
- Report on outcomes achieved and celebrate milestones.

Creating a Health Promoting School requires broad support. Many schools will find that existing programs and practices have links to the Health Promoting School Framework. School Drug Education and Road Aware (SDERA) has developed a Health Promoting Schools initiative known as *CHAT: Changing Health Acting Together*. Although the focus concentrates on an approach to resilience, drug and road safety education, the resource outlines a comprehensive model for conducting a process to help establish a Health Promoting School. Diagram 2 outlines the process that schools need to undertake to identify needs, develop actions and implement changes. The process and elements of the CHAT Model guide the way schools develop and implement an effective whole school approach⁸.



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Diagram 2: CHAT model

Who can help?

There are many organisations that are available within the community that can support the Health Promoting School community. For a comprehensive list of organisations that may be able to assist in developing a Health Promoting School visit WA Health Promoting Schools Association Inc www.wahpsa.org.au.

Furthermore, the resources developed by School Drug Education and Road Aware *Connect: A Directory of Drug Education Support Services for Schools* and *Road Map: A Road Safety Directory for Schools and Communities* may be accessed at www.sdera.wa.edu.au for more in-depth information on what resources schools may be able to access for support. Both of these resources contain support services that reach beyond resilience, drug and road safety education.

Guidelines for engaging guest speakers

As highlighted by many schools in the case study section of this resource, enlisting the help of others within the community can benefit and value-add to your school/classroom program. However, before inviting a guest speaker to your school ensure that you know exactly what you want to gain by having the guest speaker. Regardless of the topic being addressed, a 'one off' isolated school presentation can have little impact on a student's health behaviour. To help assess whether a guest speaker is relevant for your program consider the following points.

- What is the **purpose** of the presentation?
- What will have occurred in the curriculum in terms of the specific health topic prior to this session?
- Have the **learning outcomes** of the proposed session been clearly outlined?
- Will the speaker **enhance** rather than **replace** the role of the class teacher?
- How will the speaker be briefed on the health program into which the presentation fits?
- Do **parents** need to be informed of the presentation and if so how will this happen?
- Is there an information session available for parents?
- Will the presentation be **part** of an **ongoing** health education program?
- Are the materials and information **appropriate** to the developmental level of the student?
- Do the resources need to be previewed by school staff before being used with students?
- Do the resources reflect the **philosophy** of your school?
- What **follow up** will be done with the students and by whom?
- What **school staff** will be present during the session?

(Adapted from School Drug Education and Road Aware *Checklist for Engaging Guest Speakers 2009*)

Schools are encouraged to use a request form for engaging a guest speaker to ensure that the purpose of the presentation is clear, the information covered is appropriate and the event is something that value adds to the program being conducted.

For further information on engaging guest speakers and for a request form for guest speakers refer to page 77, *Getting it Together: A Whole-School Approach to Drug Education (2009)*. SDERA. Perth. Western Australia.

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