School health audit

Background

This audit is designed to help assess your school environment and how it supports participation in <u>healthy eating</u>, <u>physical activity</u> and <u>sun safety</u> and to identify areas that could be improved to encourage healthier behaviour. The audit can be adapted to address other health priority areas such as:

- tobacco control
- mental health and wellbeing
- safe environments
- sexual health and wellbeing
- alcohol and other drug use

The audit aims to prioritise measurable and attainable goals that can provide the basis for developing and implementing health initiatives. The information collected from this survey will be useful in a number of ways. It can be used to:

- identify what is currently happening
- identify resources
- identify gaps for future planning
- provide baseline information if it is done before an action plan is developed
- provide information of what you have achieved if you do this after you have put an action plan in place.

There may be sections of this audit that are not relevant to your school.

Health Promoting Schools Framework
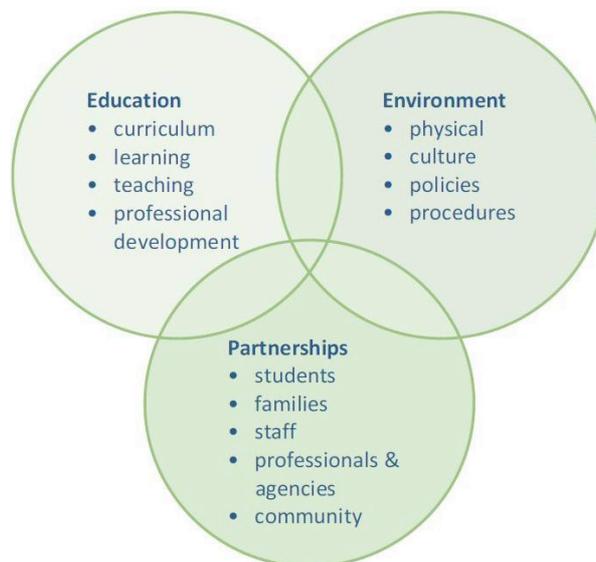
PART A - School Organisation, Ethos and Environment

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

○ Not implemented   ◌ Partially implemented   ⊗ Fully implemented

PHYSICAL ACTIVITY		
○		The school promotes physical activity and sport in the school
○		The school provides a safe and supportive environment for physical activity
○		Physical activity opportunities or facilities are available for students during lunchtime and recess
○		Physical activity opportunities or facilities are available for students to use before and after school
○		Adequate time is available for students to participate in physical activity
○		Playground markings are available for students to participate in physical activity
○		Equipment for physical activities is adequate and well maintained
○		Adequate grassed areas are available for physical activities on school grounds
○		Adequate hard surfaced areas are available for physical activities on school grounds
○		The school offers extra-curricular sport and physical activities outside of allocated physical activity time
○		The school has an 'all students play' practice for sports participation
○		A school physical activity policy has been implemented (containing, for example, guidelines on participation, duration and content of physical education curriculum, use of school grounds and equipment during and after school hours)
NUTRITION		
○		There is a school vegetable/fruit garden
○		Adequate time is available for students to eat lunch
○		The school follows food safety standards (e.g. safe food storage, hand washing etc.)
○		Nutritious food is made available at school events (sports days, functions)
○		A breakfast program is provided (if necessary)
○		A school nutrition policy has been implemented (containing, for example, standards relating to the school canteen, nutrition related curriculum, vending machines, fundraising activities)
○		The Healthy Food and Drink Policy (Department of Education) is adhered to by the canteen and school staff
○		Fruit and vegetables breaks are implemented in the classroom (e.g. Crunch&Sip)
○		There are sufficient water bubblers for students and students are encouraged to drink water

SUN PROTECTION	
○	Adequate shade is provided around buildings and in the playgrounds
○	Portable shade is available for outdoor activities
○	Uniforms are designed to provide protection from the sun (e.g. collars, longer sleeves and skirts/shorts)
○	Students and staff wear hats that protect the face, sides of face/neck and back of the neck such as broad-brimmed, bucket hats or legionnaire style
○	The use of SPF30 or higher broad-spectrum, water-resistant sunscreen is encouraged
○	Sunscreen is available in classrooms and/or at communal points throughout the school
○	Students have the option of wearing sunglasses if they chose
○	Staff and parents role model sun protective behaviour when outdoors
GENERAL	
○	The school has no sponsorship involvement with firms who promote unhealthy products
○	The school has strong leadership and support key people as project champions.

PART B – Partnerships and services

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

○ Not implemented   ⊘ Partially implemented   ⊗ Fully implemented

PHYSICAL ACTIVITY	
○	Parents are involved in students' sport and physical activities
○	Students are encouraged and assisted to join local clubs and participate in community activities
○	Physical education and physical activity are strongly supported by parents within the school
○	The school works with community organisations to promote participation in sport and physical activity
○	Active transport initiatives such as walk or cycle to school days, walking school bus etc. are promoted and encouraged
○	Parents are provided with information on active living and reducing screen time
NUTRITION	
○	The school promotes healthy eating to parents
○	Parents are involved in planning and implementing healthy eating activities in the school
○	Community organisations are supported or endorsed in the promotion of healthy eating among students and parents(e.g. Ngala, Foodbank, Cancer Council WA)
○	Nutritious food is available at school social events like sports days and other functions
	Parents are provided with information on healthy food choices and nutrition
SUN PROTECTION	
○	Parents are provided with information on sun protection and informed of the school sun protection policy
○	Reminders about bringing sun protective equipment to outdoor event and role modelling SunSmart behaviour is communicated through school newsletters
GENERAL	
○	Parents and staff are consulted during health policy development
○	Health policies are endorsed by the school community (P&C, school board etc.)
○	Health initiatives and policies are communicated with parents and the school community
○	School health services (e.g. school nurse, dental therapy units) are informed and involved with school health programs

PART C - Curriculum

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

○ Not implemented   ⊘ Partially implemented   ⊗ Fully implemented

PHYSICAL ACTIVITY	
○	Physical education programs provide a balance of non-competitive and competitive activities
○	Opportunities are provided to enable all students in Years 1-10 to participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs (CAR Policy)
○	Physical activity is integrated into the overall curriculum and learning areas other than HPE
○	Adequate time is spent on developing fundamental movement skills in young children
○	Physical education and physical activity sessions maximise the participation of all students
○	Students are kept moderately to vigorously active for at least 50% of most of all physical education class sessions
○	All students are given the opportunity to participate in a variety of physical activities
○	Teachers and school staff are supported in attending professional learning relevant to physical activity and sport
○	School staff have access to adequate physical activity curriculum resources
NUTRITION	
○	Healthy eating is integrated into the overall curriculum and learning areas other than HPE
○	Experiential and skill-based learning is used to teach healthy eating and food preparation (e.g. taste testing, school gardens, cooking lessons etc.)
○	School staff have access to adequate nutrition curriculum resources
○	School staff have access to adequate curriculum support resources (e.g. cooking equipment)
SUN PROTECTION	
○	Sun protection is addressed in the curriculum across a number of year levels
○	School staff have access to adequate sun protection curriculum resources
○	Time is allowed for sunscreen application before lunch time and outdoor classes/activities
○	The teacher resource library has sun safety teacher resources and/or curriculum kits

What to do now

If you are going to do an audit of your school as a starting point, the next step after collecting and recording the information in this audit tool is to sort the issues in order of importance. Don't try to tackle every issue at once. When you have identified the issue you want to, or feel you can, address, if you do not already have a group working on this, get one together to develop an action plan. This will involve gathering more information about …

- the issue as it exists in your school
- the issue as it exists in other schools
- what other schools (in WA, Australia, overseas) have done to address the issue
- how successful they have been in addressing the issue.

This School Health Audit tool is adapted from

- Western Australia Healthy Schools Project Australian Better Health Initiative Active School Audit
- Queensland Health – Health Promoting Schools Toolbox www.health.qld.gov.au/healthyschools/toolbox.asp
- SDERA – see the action plans http://www.det.wa.edu.au/sdera/detcms/navigation/for-schools/resources/
- Healthy and active school communities – a resource kit for schools http://www.healthyactive.gov.au/internet/healthyactive/publishing.nsf/Content/schoolcommu_resourcekit.pdf/$File/schoolcommu_resourcekit.pdf