WA HEALTH PROMOTING SCHOOLS ASSOCIATION (INC.)
Supporting Student Health
www.wahpsa.org.au

AUDIT TOOL:
Health Promoting Schools

Background

This audit tool is designed to help assess your school environment and how it supports participation in healthy eating, mental health and wellbeing, physical activity and sun safety 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, safe environments, sexual health and wellbeing, alcohol and other drug use etc.

The audit is based on the principles of a Health Promoting School.

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.

The audit tool can be used by teachers, administration staff, parent committee representatives, and/or health committee members.

Health Promoting Schools Framework

In 1995, the WHO conceptualised a HPS as 'a school that is consistently strengthening its capacity as a healthy setting for living, learning and working'[5].

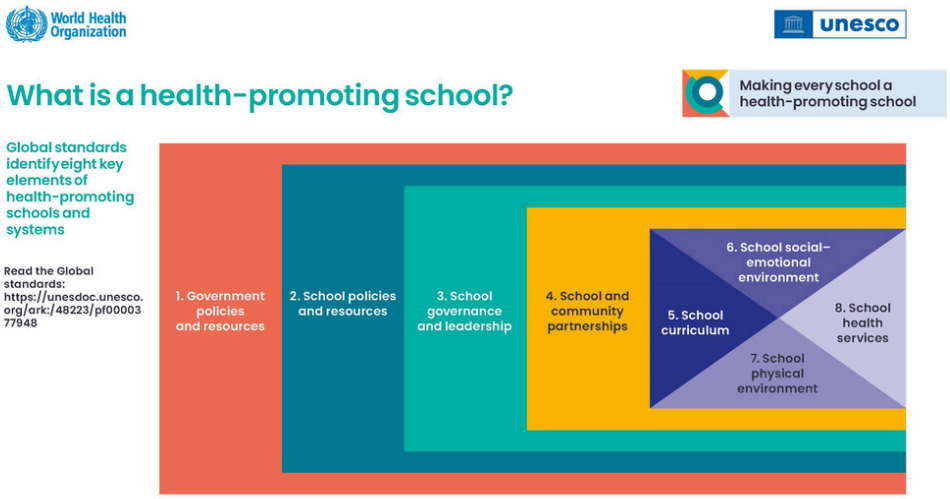
The 2021 WHO Global standards for health promoting schools[1] builds on the 1995 Health Promoting Schools Framework[5] (HPSF) by emphasising a whole-systems approach. While both prioritise creating environments that support health and learning, the 2021 standards are more comprehensive, aligning health promotion with global education systems and addressing broader determinants of health such as equity and inclusivity.

The 1995 WHO HPSF primarily focused on individual school-level interventions and defined 3 key characteristics or 'pillars' of the framework: Curriculum, teaching and learning, Ethos and environment, and Partnerships and services[5].

In contrast, the 2021 standards advocate systemic policy integration, measurable outcomes, and collaboration across education, health, and community sectors.

The updated framework also reflects current challenges, including mental health, climate change and digital health literacy, which were less prominent in 1995[1]

For more information, visit www.wahpsa.org.au



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PART A - School ethos and environment

The school ethos and environment consider 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

Policy	
◯	The school has implemented a health and wellbeing policy that addresses all areas of the HPS framework (note: individual polices may be developed for each topic, and/or form appendix to the overall policy document)
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

Physical Activity, Continued...	
◯	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	
◯	The school complies with the Department of Education's Student Health in Public Schools policy, and Appendix B Healthy Food and Drink including the canteen; classroom rewards, school events, camps and school-based fundraising activities
◯	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)

Nutrition, Continued...	
◯	A breakfast program is provided (if necessary)
◯	The school has developed a written healthy food and drink policy
◯	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
Mental Health and Wellbeing	
◯	A mental health and wellbeing policy has been implemented (or specific mental health and wellbeing objectives have been included in current health policy)
◯	Staff model and provide a comfortable environment for students and colleagues to discuss mental health openly to help reduce the stigma associated with mental illness
◯	There is a School Psychologist employed at the school to support students and the wider school community (or chaplain, youth worker, nurse etc.)
◯	Opportunities are provided within the school for students to be mentally, physically, spiritually and socially active to boost their mental health and wellbeing (Act Belong Commit)
◯	Opportunities are provided within the school for students to boost their sense of belonging e.g. teams to join, lunch-time or after school clubs to be a part of, key school events they can get involved in (Act Belong Commit)
◯	Opportunities are provided within the school for students to add meaning and purpose to their lives e.g. challenging goals they can work towards and opportunities to give back to the community (Act Belong Commit)
◯	There is a space within the school which students can access to relax and take some time-out

Mental Health and Wellbeing, Continued...	
◯	School staff have access to various supports for their own mental health and wellbeing e.g. counselling services, can attend Mental Health First Aid
Sun Protection	
◯	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. Not caps
◯	All staff role model sun protective behaviour when outdoors, particularly by wearing a sun protective hat
◯	Hats are worn either all year or at times when the UV Index is 3 or above (not just terms 1 and 4)
◯	Adequate shade is provided around buildings, over playgrounds and other areas where students congregate
◯	Portable shade is available for outdoor activities
◯	Uniforms are designed to provide protection from the sun (e.g. collars, longer sleeves and skirts/shorts)
◯	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
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	
◯	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
◯	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 e.g. Parents are provided with information on healthy food choices and nutrition
◯	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. WASCA , Foodbank WA, Cancer Council WA)
◯	Nutritious food is available at school social events like sports days and other functions
Mental Health and Wellbeing	
◯	Parents are provided with information on how to boost their mental health and wellbeing and informed of mental health policy
◯	Parents are provided with opportunities to increase their sense of belonging within the school e.g. can volunteer to help, join parents clubs/P&C

Mental Health and Wellbeing, Continued...	
◯	The importance of mental health and wellbeing is promoted on the school's website, social media pages, school newsletter, at assembly and other community platforms
◯	Mental health and wellbeing education and activities are strongly supported by parents within the school
◯	There is involvement and promotion of events linked to mental health and wellbeing e.g. R U Ok? Day, Mental Health Week
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 Teaching and Learning

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 or 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 (e.g. Refresh.ED)
◯	Experiential and skill-based learning is used to teach healthy eating and food preparation (e.g. taste testing, school gardens, cooking lessons etc.)

Nutrition, Continued...	
◯	School staff have access to adequate nutrition curriculum resources
◯	School staff have access to adequate curriculum support resources (e.g. cooking equipment)
Mental Health and Wellbeing	
◯	Being mentally healthy is integrated into the overall curriculum and learning areas other than HPE
◯	Professional development opportunities are provided for school staff to increase their understanding of mental illness
◯	School staff have access to adequate mental health curriculum resources
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.

Review the What is a health promoting school? book on the WAHPSA website for inspiration

https://wahpsa.org.au
wahpsa@gmail.com

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