

a toolbox for creating healthy places to learn, work and play

how do we do it? ...the process



booklet 2

what is a health promoting school?

There is an important relationship between student, staff and community well-being and the ability of any school to function at its best and achieve all that is expected from the process of formal school education. If people in schools are happy and healthy they can learn, work and play better.

A health promoting school is one that **works in a way** which demonstrates a **whole school** commitment to improving and protecting the health and well-being of the school community. More specifically, a health promoting school is one that uses a *health promoting schools* approach. A health promoting school cannot be defined by the presence of special projects, educational activities or specific physical characteristics. Nor is it a program with a beginning or an end.

the health promoting schools approach

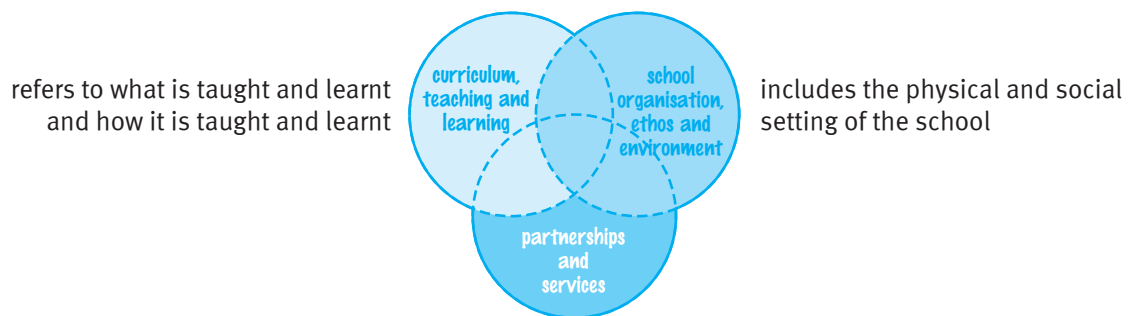
A *health promoting schools* approach is really a **way of thinking and working** that is adopted by the **whole school** in order to make the school the best possible place to learn, work and play. The approach is defined by:

- people from across the school community working together to plan and deliver school activities
- an ongoing consideration of the broad range of factors which make up the school, to ensure that positive and comprehensive school systems, environments, programs and activities are provided.

Many schools that adopt a *health promoting schools* approach find the *health promoting schools framework* an extremely helpful instrument for ensuring their thinking and planning processes are comprehensive and consider all aspects that make up the school.

the health promoting schools framework

The *health promoting schools* framework highlights three interacting components of a school. The framework is a useful guide to help plan what happens in your school in a comprehensive and holistic way.



refers to what is taught and learnt and how it is taught and learnt

includes the physical and social setting of the school

refers to the partnerships formed between the school and members of the community including parents, local businesses, non-government and government organisations

how do we do it? ...the process

This booklet covers:

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If you would like more information about the basic concepts of the *health promoting schools* approach, please see Booklet 1 of this toolbox – *What’s it all about? ...an introduction*.

the health promoting schools process

a reminder

The *health promoting schools* framework presents a school as a community consisting of three interconnected components:

curriculum, teaching and learning
school organisation, ethos and environment
partnerships and services

The framework encourages people to think broadly across all facets that make up their school, and to develop a coordinated, whole school approach to planning, decision-making and program delivery.

The *health promoting schools* process is a cycle of steps or phases to help bring about desired change and to guide on-going development towards becoming a health promoting school.

The *health promoting schools* process is intended to be flexible enough to accommodate the needs of all schools. The process is cyclical and should be implemented and reviewed on an ongoing basis.

The cycle consists of six phases (see Figure 1):

- 🌀 prepare
- 🌀 create a shared vision
- 🌀 select the priority issues
- 🌀 develop an action plan
- 🌀 put the plan into action
- 🌀 review, reflect and plan for the future

‘Record and monitor progress’ is not a separate phase, but occurs throughout the entire process.

The *health promoting schools* process recognises the unique nature and circumstances of each school and therefore, the need for different schools to begin at different points in the process. Although it may be ideal to enter the process by preparing the school community to create a shared vision, this is not always possible. Schools are able to enter the process at whatever phase is appropriate for them. What is most important is that schools engage in the *health promoting schools* process in order to bring about positive change in their school community.

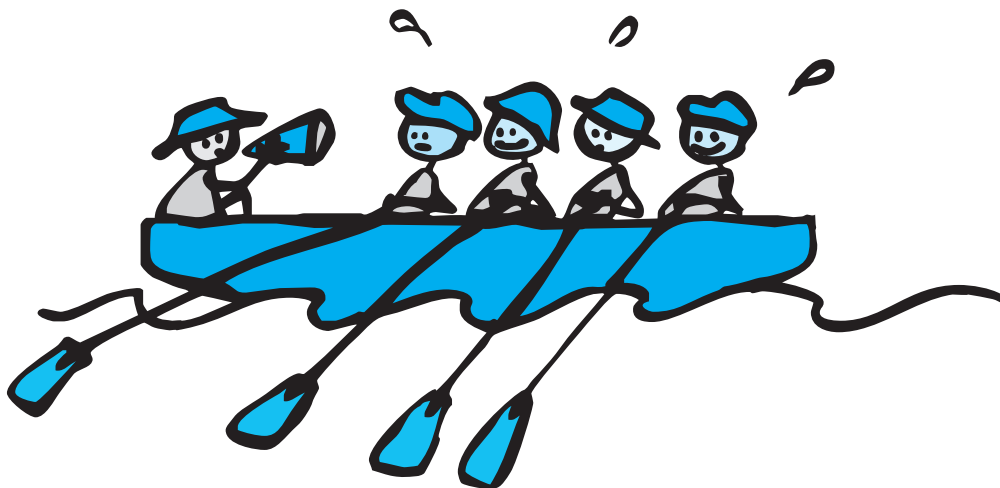
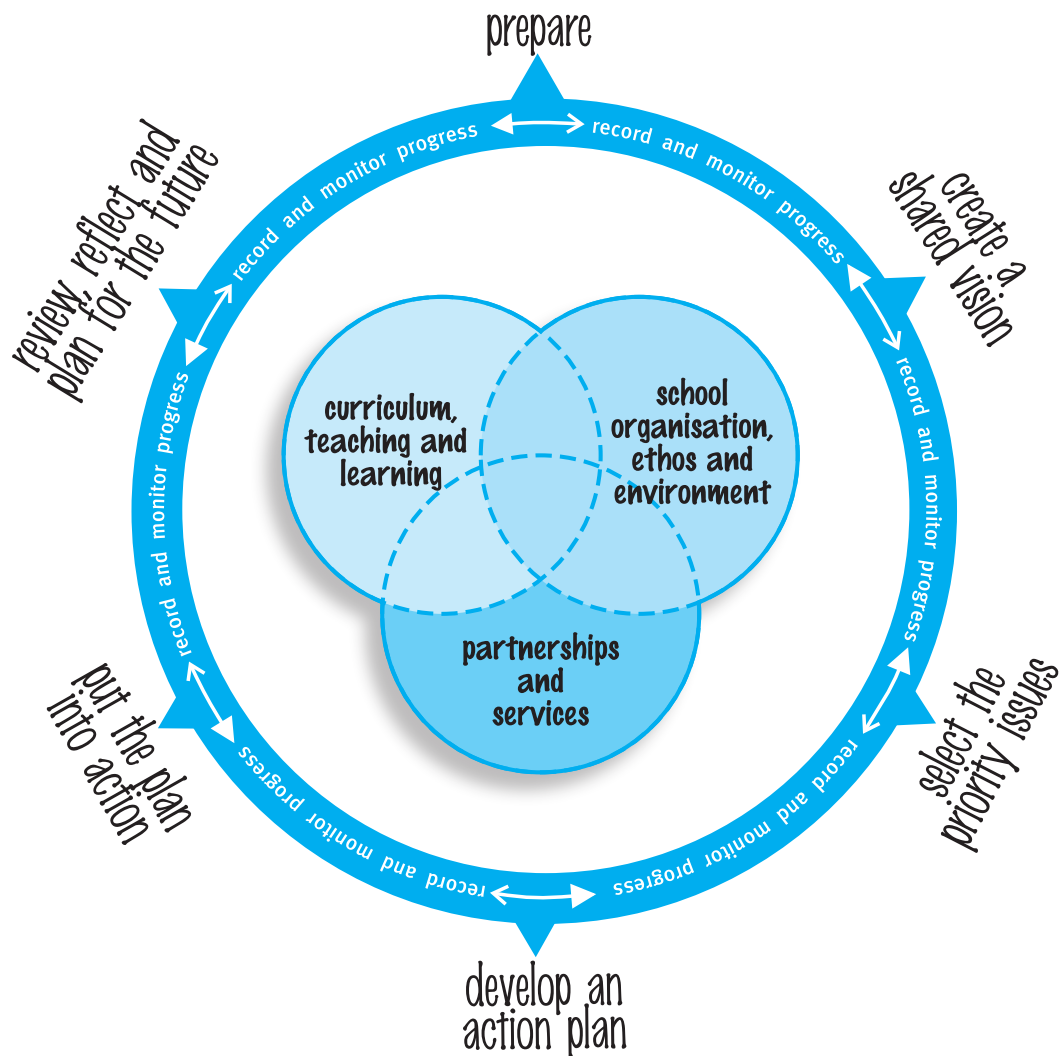
In the centre of the *health promoting schools* process (Figure 1) are the three components of the framework:

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

The three components are positioned centrally in the diagram to emphasise that the framework is central to the *health promoting schools* process. When the *health promoting schools* framework and process come together, school communities are able to act in ways that support and promote the well-being of school community members.

The health promoting schools process ensures that school programs and practices are comprehensive and take advantage of all opportunities to enhance education and health outcomes for the entire school community.

Figure 1: the health promoting schools process



how each phase is set out

Figure 2:
how each phase
is set out

The rest of this booklet explores each phase of the *health promoting schools* process in more detail. Figure 2 shows the layout used to describe each phase of the *health promoting schools* process.



name of phase Description and explanation of the phase:

- What is this phase about?
- What does it involve?

questions to explore These are prompts and probing questions to stimulate your thinking about how to work in this phase and what directions to take.

ideas and tools This booklet provides a range of ideas and tools which you can use in this phase. It is a list of suggestions only and is not exhaustive. Feel free to pick and choose from the list provided, and to change or add to the ideas. More details about the tools can be found in Booklets 3-9.

In some cases, the text refers to a specific tool or group of tools in the tool-box. Please note that when a group of tools is highlighted, you are encouraged to look at that booklet and consider which tools are most appropriate for your use.

checklist The checklist is provided as a reminder of those things that are important in each phase. In particular, they remind you to address:

- the three components of the *health promoting schools* framework:
 - curriculum, teaching and learning
 - school organisation, ethos and environment
 - partnerships and services.
- procedures for **recording and monitoring progress**.



but wait... what are the blue words?

Throughout the text in this booklet, you will see words highlighted in blue. These words are a reminder to consider procedures for **recording and monitoring progress**.

Taking time to record and monitor progress throughout the process is important, as it provides the information you need to:

- check how well things are going
- identify ways to improve
- provide feedback to the school community
- identify if you have achieved what you wanted to
- determine which components of the plan or which activities should be continued or discontinued.

What you record, and **how** and **when** you monitor it, will depend on the individual needs and circumstances of your school. For example, if the *health promoting schools* approach is being used for the first time, emphasis may need to be placed on providing regular feedback to the school community and monitoring the satisfaction of those involved. Another school, trying to improve the quality of student social interactions in the playground, may measure the improvements their strategies make by examining the situation before and after changes are made.

Although recording and monitoring progress is important at the end of the process, it should not be left only to this time. Progressively recording and monitoring what is happening is an important and integral part of the whole process. Sometimes, as a result of doing this, you may find it necessary to go back a phase or two.

For ideas on how to record and monitor your progress throughout the process, refer to *How to document your progress*, and *How to develop a record proforma* in Booklet 6; and *How to review and reflect on your progress* in Booklet 8.

a quick overview...

the health promoting schools process

record and monitor progress

Procedures for recording and monitoring progress should be built into each phase of the health promoting schools process. What you record, how and when you monitor it, will depend on the individual needs and circumstances of your school.

Reminders to record and monitor progress are highlighted in blue throughout the text of this booklet.

There are six phases in the *health promoting schools* process. Different schools will start at different points in the process and any school can move forwards and backwards through the steps as required.

prepare

Before engaging the whole school community in discussions or activities about the *health promoting schools* approach, it is critical to:

- gain the support of the principal and other key people
- have a small working group and coordinator to manage the first steps of the process.

create a shared vision

To create a shared vision, work with members of the school community to:

- develop a shared vision of your ‘ideal school’
- identify the current needs of your school community.

select the priority issues

Decide which of the needs identified in the previous phase are to be given priority. Consider all of the factors that may impact on the success of potential activities. Identify priorities that can be achieved in both the short and long term.

develop an action plan

To develop an action plan, specify what changes or improvements are desired and develop a plan to achieve them. The action plan should outline the goal, outcomes, strategies and activities, timelines, resource requirements, roles and responsibilities of key people, and monitoring procedures. This should be a workable and useful document.

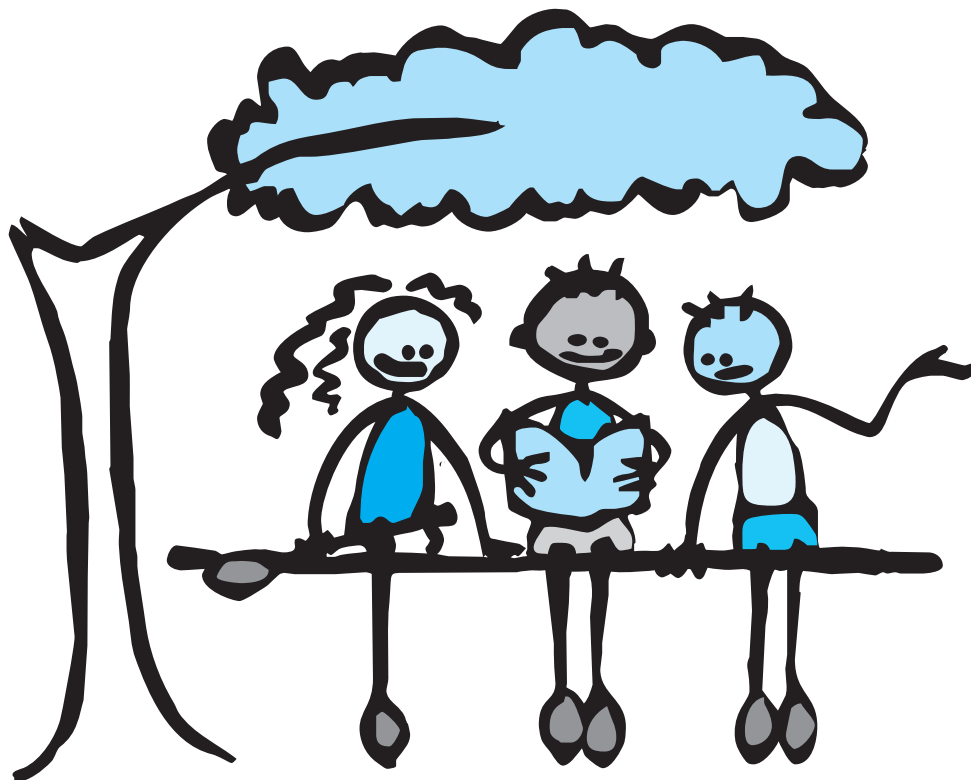
put the plan into action

Take action to do what has been planned. Check that what was planned is being achieved. Be prepared to adjust or alter the plan if it is needed. It is unlikely that everything will work out the way you initially intended. Be flexible.

review, reflect and plan for the future

Talk about how well the *health promoting schools* process has worked for you.

If your school wants to determine whether the *health promoting schools* approach and activities have changed or improved your school, it is necessary to make ‘before’ and ‘after’ comparisons. To do this, collect information about the things you hope to change before the *health promoting schools* plan is implemented. This information is called ‘baseline’ data. At the end of the process, you can collect information about the same things and compare it to the ‘baseline’ data. Without the ‘baseline’ data, it is difficult to be certain if anything has changed. Always remember that other things apart from your program alone can contribute to any changes that occur.



phases of the health promoting schools process

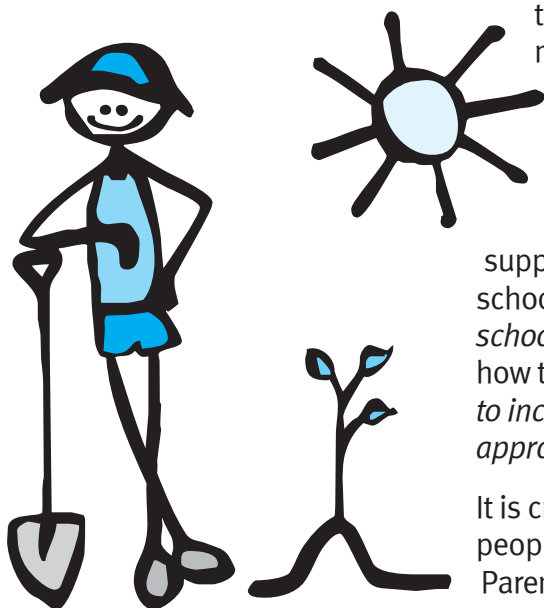
prepare

To actively promote health requires a commitment from all members of your school community. Do not think one person alone can make it happen. Health promoting schools develop through the collaborative efforts of school community members. However, usually one or two members of the school community hear about the *health promoting schools* approach and take initial responsibility for involving the other members of the school community.

These individuals play an important role in engaging the support of others. Before involving more people or the whole school community in discussions about *health promoting schools*, it is useful to consider what others need to know and how they can be encouraged to become involved. See *How to increase understanding of the health promoting schools approach* in Booklet 3.

It is critical to have the support of the principal and other key people, for example, school administration, members of your Parents and Citizens' or Parents and Friends' Association, canteen or tuckshop convenor, staff, student council, school council or school advisory council, youth or school health nurse. Key people within the school community need to understand the approach and process before they can commit to using it, or appreciate what others are wanting to achieve. Once support to adopt a *health promoting schools* approach has been gained, it is strongly recommended that a coordinator and working group be engaged to manage the process. This group can then involve the school community in discussions about the *health promoting schools* approach and what it means for your school. The level of acceptance and support gained in the early stages will influence the success of all that follows.

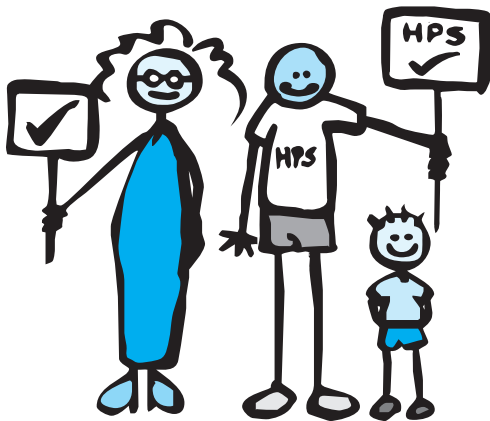
It is important to recognise that it takes time, and in some cases a long time, to apply the process and achieve *health promoting schools* goals. Always remember that "Rome was not built in a day" and it took a lot of people to do it.



questions to explore

- What is the definition of ‘health’ in your school?
- What is a health promoting school?
- Is health and well-being a priority in your school? Why or why not?
- What are the benefits of the *health promoting schools* approach?
- What would be the benefits of using the *health promoting schools* approach in your school?
- Which key people need to support the approach before introducing the process to the wider school community?
- What are the best ways to ‘sell’ the *health promoting schools* approach to these key people?

ideas and tools to help you prepare



- 🌀 **Identify different groups** of people who make up your school community. Use the tool, *How to identify who could be involved*. See Booklet 4.
- 🌀 **Work out whose support is crucial** to getting *health promoting schools* started. Try to list any particular individuals (key people) who are respected, influential or recognised as leaders within these different groups. To help you do this, use the tool *How to look at the influence and support of different people*. See Booklet 4.
- 🌀 Ask key people to **meet individually** with you to talk about *health promoting schools* and what possibilities exist for your school.
- 🌀 Lend people a copy of **the video** *Health promoting schools...creating healthy places to learn, work and play* to view in their own time and get together later to share what they think.

This video features a step-by-step journey that will show you what health promoting schools is all about. It focuses on the process involved in being a health promoting school and uses practical examples of how it's been done.

The video is available from: Health Promoting Schools Association Queensland Inc. for a cost of around \$60.00. An order form is available from the associations website www.hpsaq.org, or for more information you can contact via Post: PO Box 277, Kelvin Grove Business Centre, QLD, 4059 or Email: hpsaq@hpsaq.org.

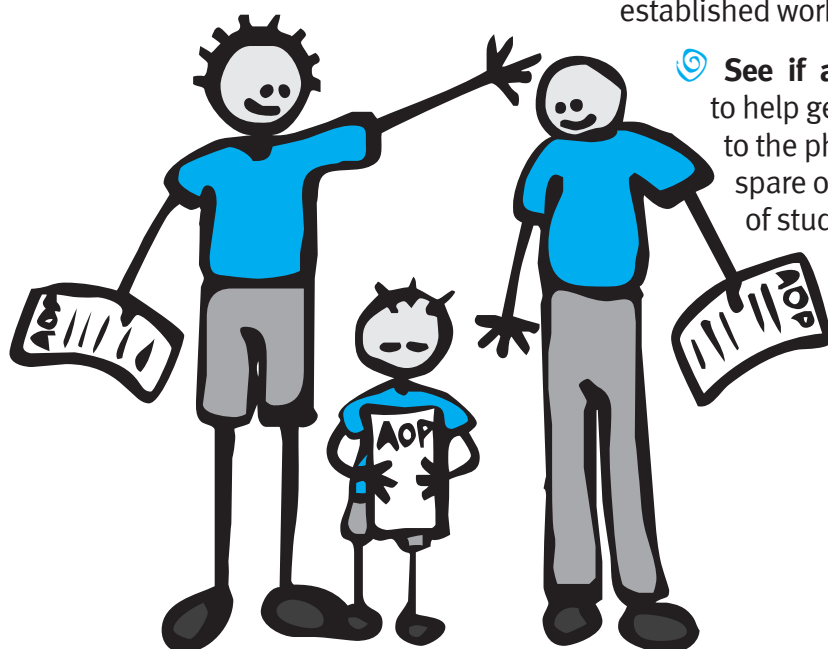
- 🌀 Invite key people from the school to come to a special

presentation or **workshop about health promoting schools**. Use one or more of the following activities which have been designed especially to introduce the *health promoting schools* concept:

- *key components task* - See Booklet 3
- *spot the difference activity* - See Booklet 3
- *visioning activity* - See Booklet 4
- *red and blue activity* - See Booklet 8.

For general ideas to help you prepare for meetings, refer to *How to use meetings* in Booklet 5, and *How to conduct a workshop or meeting* in Booklet 5. These include ice breakers, group dividing and closing activities.

- ④ **Obtain permission** from the school principal and/or appropriate management group to introduce the *health promoting schools* approach in your school.
- ④ **Examine the school's Annual Operational Plan** with your principal and/or other school administrators. Consider the strengths and weaknesses of the plan in terms of how the school values and promotes the health and well-being of students, staff and the school community. Discuss how using the *health promoting schools* process for planning and implementing school activities could strengthen education and health outcomes. Write these into the Plan.
- ④ **Establish a small working group** and coordinator to manage the first phases of the *health promoting schools* process. Alternatively, it may be possible to use an established working group.



- ④ **See if any resources are available** to help get started, for example, access to the photocopier, an occasional spare or non-contact time, period of student-free time for teachers in the working group, funding for parents to attend a professional development activity.

- ④ **Identify different ways to involve people and remove barriers** to participation. See *How to encourage participation and overcome barriers* in Booklet 4.

checklist ✓

checklist for 'prepare' ✓

Have key people in the area of **'curriculum, teaching and learning'** been identified and approached for their support and approval to adopt the *health promoting schools* approach?

Have key people or groups that relate to **'partnerships and services'** been identified and approached for their support and approval to adopt the *health promoting schools* approach?

Have key people who influence **'school organisation, ethos and environment'** been identified and approached for their support and approval to adopt the *health promoting schools* approach?

Has a coordinator been selected and a working group identified?

Has a record of the activities undertaken in this phase been kept?



create a shared vision

Creating a shared vision involves working with the school community to develop a common understanding of what makes your 'ideal school'. Through seeking and acknowledging the opinions and viewpoints of the broader school community, it is possible to:

- develop a shared vision of your 'ideal school'
- identify the current needs of your school community.

The vision and needs identified in this phase will guide decisions made in the later phases.

To develop a shared vision of the 'ideal school', members of the school community consider or imagine:

- the school as they would like it to be
- the potential of their school to be a happier and healthier place to learn, work and play
- what a health promoting school would be, look like and do.

To identify the current needs of the school community, members:

- identify in what ways they feel the school falls short of the 'ideal'
- identify concerns or issues they feel affect their own and others' ability, to learn, work and play effectively as a school community.



Depending on the time, energy and resources available at your school, explore these two ideas at the same time or as independent activities. The process of investigating the vision and needs, provides an opportunity to introduce the *health promoting schools* approach to the whole school community.

questions to explore — What does being ‘healthy’ or ‘well’ mean to different people?



- How does health and well-being affect the work of students, teachers and other school community members?
- How does the school affect people’s health and well-being?
- What are the characteristics of an ‘ideal’ healthy school?
- What are the health needs of students, staff and other school community members?
- What are the current health issues in the community?
- What is a *health promoting school*?
- Why should our school adopt a *health promoting schools* approach?

ideas and tools to help create a shared vision

- When planning what to do in this step, the working group or coordinator may like to see Booklet 4 for **tools to encourage participation of school community members**. These tools will provide some ideas about who to talk to and how to get people involved in creating a shared vision. See *How to get and keep people involved* in Booklet 4.
- Conduct information forums** (meetings or workshops) outlining the *health promoting schools* approach and how it could benefit the school. Complete the visioning activity during the forum. See *How to help create a shared vision of your ‘ideal school’* in Booklet 4. Show the video *Health promoting schools... creating healthy places to learn, work and play*, to illustrate what some schools have achieved and how they went about it.
- Incorporate the *visioning* activity, video and information on *health promoting schools* into **staff meetings, Parents and Citizens’ or Parents and Friends’ Association meetings, school council meetings and student council meetings**. See *How to gather ideas about the future – futuring* in Booklet 6.



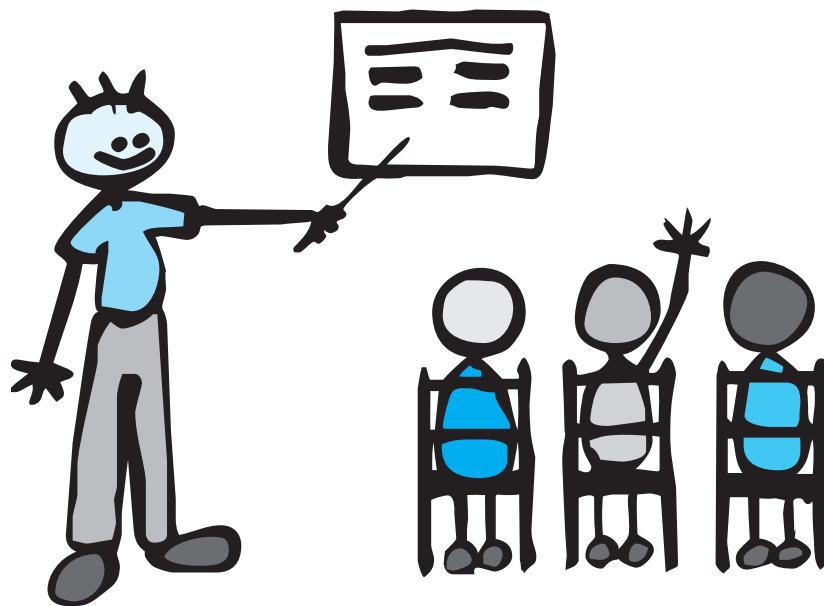
- ☰ **Talk informally** to members of the school community about how they see the ‘ideal school’ and what they feel could be done to improve their well-being. Have the coordinator or working group share these ideas with other members of the school community.
- ☰ **Conduct a survey** to find out how people see a ‘healthy’ school and/or to identify their health needs. The survey could be conducted using face-to-face or telephone interviews or a written questionnaire. See *How to conduct a survey* in Booklet 6.
- ☰ **Use the school health audit** to identify health needs of the school community. See *How to conduct a school health audit* in Booklet 6.

The information collected in this activity has the potential to act as baseline data. If similar measurements of knowledge, attitudes, behaviours and health needs are made later (at or after the completion of specific health promoting schools activities), a comparison can be made with the baseline data to identify if any changes or improvements have occurred.

- ☰ **Run a poster competition** to identify “How our school can be a healthier place”. The competition could be open to students, staff, parents and carers. With the permission of the entrants, display the posters in prominent areas around the school or publish them in the school newsletter. See *How to set up a poster competition* in Booklet 6.
- ☰ **Place suggestion boxes around the school.** Encourage students, teachers, staff, parents, carers, and other school community members to write down their ideas about what could be done to promote and protect health in the school. See *How to gather suggestions* in Booklet 6.
- ☰ **Ask established groups within the school community to identify health needs** at their meetings, for example, the tuckshop committee, Parents and Citizens’ or Parents and Friends’ Association, school council, Heads of Department group, and student council. See *How to brainstorm* in Booklet 8, and *How to identify and prioritise issues* in Booklet 8. It may be appropriate to have a *health promoting schools* representative facilitate this part of the meeting. See *How to conduct a meeting or workshop* in Booklet 5.
- ☰ Arrange for the principal, other key staff members or the *health promoting schools* coordinator, to **invite members of the school community, including students,**

to **'drop-in' and discuss their ideas** about *health promoting schools*. A time or day could be set aside for this purpose.

- ④ **Promote your chosen activities** and encourage people to participate by advertising what is happening in the school notices, newsletter, local paper, and at assemblies, staff meetings, School Council meetings and Parents and Citizens' or Parents and Friends' Association meetings. See *How to let people know* in Booklet 5.
- ④ Encourage **student participation in analysing the information** collected and planning how to communicate the results. This could be done as part of their planned learning experiences in key learning areas such as Maths, Science, Health and Physical Education, Studies of Society and Environment or English.
- ④ **Thank members of the school community** for participating. See *How to maintain ongoing involvement* in Booklet 4.
- ④ Have students **design and paint a wall mural** of an 'ideal' school, based on the shared vision created by the school community. Invite 'guest artists' from the community to be involved. When the mural is completed, hold an opening ceremony or launch. See *How to create a mural* in Booklet 6.



checklist



checklist for 'create a shared vision'



Have a wide range of members from the school community been invited to share their views and/or become involved?	
Have ideas been communicated in various ways (ie. verbally: in-person, over the phone, written; nonverbally: poster competition, mural design)?	
Has ' curriculum, teaching and learning ' been considered when creating a shared vision of the school?	
Have ' partnerships and services ' been considered when creating a shared vision of the school?	
Has ' school organisation, ethos and environment ' been considered when creating a shared vision of the school?	
Have links between the three components of the health promoting school been considered when creating a shared vision of the school?	
Has a record of the activities undertaken in this phase been kept?	



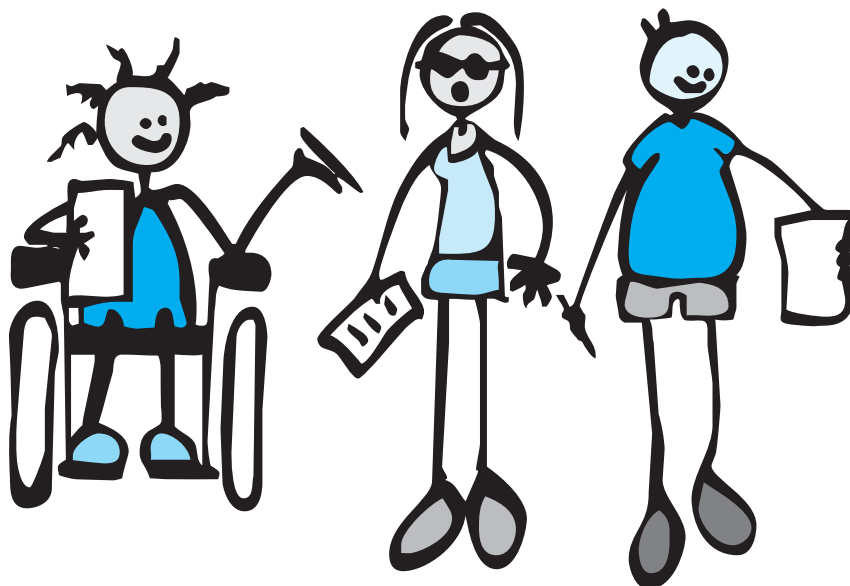
select the priority issues

The aim of this phase is to decide which of the issues identified in the previous phase are to be given priority. A number of factors will impact on the decision. When determining priorities, it is critical to consider the factors that may impact on the success of potential activities. This is particularly relevant for schools using the *health promoting schools* approach for the first time.

Choosing issues of interest to people in the school community is an important way of gaining support for and involvement in your activities. It is often better to begin with small, manageable and realistic goals. Success can encourage and motivate people to move on to bigger and better things. A small successful gain will do more to motivate the school community than larger activities that take longer to show results. Identifying which priorities can be achieved in the shorter term, and those which need to be achieved over longer periods, can help the school community to develop realistic and achievable goals which address the priority issues.

questions to explore

- Which issues are of greatest concern to the school community? Are the issues important to the whole school community or part of the school community?
- What is the school currently doing to address these issues or problems? Are there other solutions or strategies that could be used? Are appropriate policies in place?



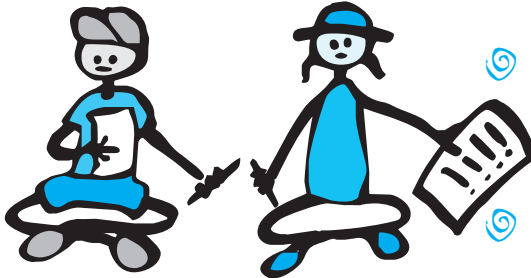
- Which issues have the greatest or least potential for improvement if the school community chooses to do some work in that specific area?
- If activities addressing different issues are started, which of them would school community members be most or least motivated to contribute their energies to?
- For each issue, would results or outcomes be obvious in the short, medium or long term? Will the time it takes to get results be important to the school community?
- For each specific issue or problem, are the resources that may be needed available or attainable? Consider time, energy, money, materials etc.
- Should one or more activities be initiated?
- Should the activities selected be large or small?
- What opportunities are available to link the activities with the ‘everyday’ work of students and teachers?

ideas and tools to help select the priority issues

- 🌀 **Establish a working group** that includes members from across the school community, for example, students, teachers, parents, school health nurse, administration. Ensure the group has clear links to the school executive, for example, principal, deputy principals.

As you progress through the phases of the *health promoting schools* process, different **working groups** may be formed for different purposes. Alternatively, people may be added to or leave the original working group, depending on their availability, interests and expertise. It is helpful to think broadly about possible group membership, so as to broaden the base of expertise available in the particular area each working group is addressing.

- 🌀 **Review information collected** about health needs during the ‘Create a shared vision’ phase and make a list of desirable outcomes, achievements or targets.
- 🌀 **Hold a school community forum.** See *How to conduct a meeting or workshop* in Booklet 5, and ask the group to prioritise the issues. See *How to plan and make decisions* in Booklet 8.
- 🌀 **Have established groups prioritise the issues** at their meetings, for example, tuckshop committee, Parents and Citizens’ or Parents and Friends’ Association, Heads of Department group, student council.
- 🌀 **Conduct a survey** to find out which issues are most important to people, which issues people are most interested in, and which issues they would be prepared



to become involved with. The survey could be in the form of a written questionnaire, face-to-face interview or telephone interview. See *How to conduct a survey* in Booklet 6.

🌀 **Conduct a focus group, sketch interview or hold an ideas competition.** See *How to conduct a discussion group*, *How to gather ideas within an interview* and *How to conduct an ideas competition* in Booklet 6.

🌀 **Have the working group prioritise the issues** at a meeting. See the *How to plan and make decisions* tools in Booklet 8.

🌀 **Communicate priorities** to the school executive and then the wider school community.

checklist ✓

checklist for 'select the priority issues' ✓	
Is membership of the working group representative of the broader school community?	
Have the issues of the whole school community and subgroups within the school community been considered when determining priorities?	
If time and resources have permitted, has the school community been given the opportunity to voice their opinions on priorities?	
Has a record of the activities undertaken in this phase been kept?	



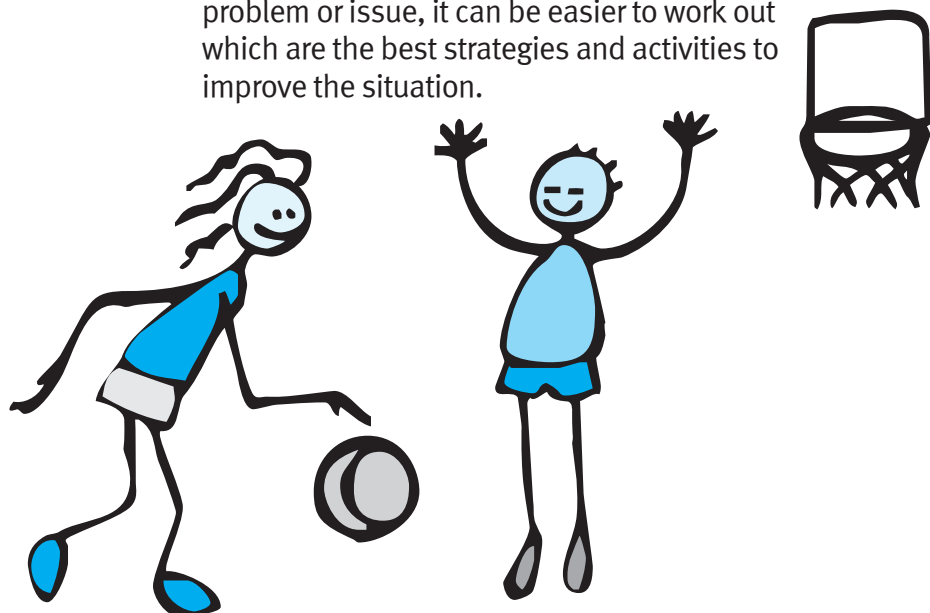
develop an action plan

Once the *health promoting schools* priorities have been selected, an action plan should be developed. This means specifying what changes or improvements are desired, and developing a plan to achieve them.

The action plan should outline:

- **goal** (the improvement or change you hope to achieve in the long term, probably reflecting the shared vision developed earlier by the school community)
- **outcomes** (the improvement or change you hope to achieve in the short to midterm – steps towards achieving your long term goal)
- **strategies and actions** to be implemented (what you will do to achieve your improvement or change)
- **expected timelines** (when you are going to do it, how long it will take and when it will be finished)
- **resource requirements** (what you need to carry out your plans)
- **roles and responsibilities** of key people (who is going to do what)
- **recording and monitoring procedures** to be used (how you are going to check the activity is going as planned and making a difference).

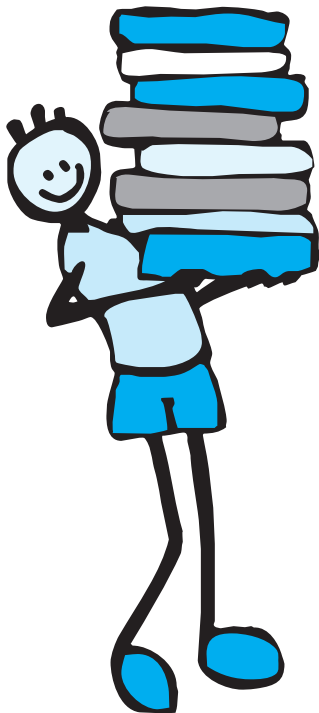
In some cases, before developing the action plan, it is worth investigating further the priority issues your school is addressing. By identifying factors that contribute to the problem or issue, it can be easier to work out which are the best strategies and activities to improve the situation.



Throughout Queensland there are a number of cluster groups or networks. There may be one in your local area.

It can also be helpful to find out what other school communities have done in tackling the same or similar issues. Local *health promoting schools* cluster groups and networks provide valuable opportunities to find out what others are doing and to discuss ideas. Obtaining this information will help ensure the plan is realistic and achievable.

questions to explore



- What is the full range of possible goals, outcomes and strategies for each priority issue selected?
- What opportunities are available to link the activities with the ‘everyday’ work of students and teachers in the classroom?
- Are there any opportunities to embed the *health promoting schools* approach into current or new school policy?
- Which strategies are the school community likely to support?
- Are the outcomes in the action plan SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime specific)? Do the outcomes correspond to the contributing factors for the priority issue or problem?
- Is there a logical relationship between the program goals, outcomes and strategies? Will the strategies enable the goals and outcomes to be achieved?
- How much money is required for the activity? Is this money available? If not, are other funding opportunities available?
- Who are the key people who will be involved in the activity? Will their role be to support the activity, coordinate the activity, or conduct some or all of the activities?
- Do the key people have the skills they need for their identified role? If not, what help or assistance can be provided to develop their skills?
- Do the expected outcomes justify the level of human, physical and financial resources required to carry out the planned activities?
- What are the possible disadvantages of, or barriers to, proceeding with the planned activities? How can these be overcome or minimised?
- If the plan is implemented, how will you know you are reaching your set goals and outcomes? How can progress

and achievements be recorded accurately with minimum effort?

- Is the plan flexible enough to accommodate unforeseen ‘hiccups’ which arise?

ideas and tools to help
put the plan into
action

🌀 **Establish a working group** that includes members from across the school community, for example, students, teachers, parents, school health nurse, administration and ancillary staff. It is often appropriate to include people in the working group who represent the part of the school community most affected by the issue being addressed. Ensure the group has clear links to the school executive, for example, principal, deputy principals. If planning activities to address specific issues, it may be appropriate to invite ‘experts’ from the community to join the group. This provides an opportunity to explore and establish partnerships with outside services.

🌀 **Use collaborative decision making** when developing the action plan. See *How to plan and make decisions* tools in Booklet 8.








🌀 To **find information** about (i) the factors which contribute to the issue or problem that has been selected; and (ii) the types of activities that have already been tried and tested and how successful they have been, you could:

- join *health promoting schools* networks or clusters and the Health Promoting Schools Association – Queensland
- talk with people from other *health promoting schools*
- consider twinning with other schools who have adopted the *health promoting schools* approach (nationally or internationally)
- find out what has already been done by support staff in your school
- contact local services that may be experts in dealing with similar problems or issues in the community
- check current policies of Education and Health Departments
- conduct a literature review. See *How to conduct a literature review* in Booklet 6
- conduct an internet search. See *How to conduct an internet search* in Booklet 6



- review information gathered in phases one and two.

The information collected in this activity has the potential to act as baseline data. If similar measurements of knowledge, attitudes, behaviours and health needs are made later (at or after the completion of specific *health promoting schools* activities), a comparison can be made with the baseline data to identify if any changes or improvements have been made.

-  **Conduct a survey** across the school community or the subgroups most affected, to find out more about how the issue affects them and possible ways to improve the situation. See *How to conduct a survey* in Booklet 6.
-  **Ensure the outcomes in the action plan are SMART.** See *How to set outcomes* in Booklet 8.
-  **Be open to a wide and creative range of strategies.** Consider how each strategy relates to the three components of the *health promoting schools* framework, the timeframe, human, physical and financial resource requirements, and the ability of the strategy to ‘make a difference’, before making a final decision on how to address the priority issue or problem. See *How to ensure the strategies of an action plan are comprehensive* in Booklet 8, and *How to create an action plan* in Booklet 8.
-  If you require funds to act on some of your ideas, think about the **range of possible funding sources** available in your community. Seek advice and assistance for writing grant submissions from other people with experience. See *How to find other information and resources* in Booklet 6.
-  Consider whether **redeveloping or creating policy** will support the achievement of your goals. See *How to develop and revise policy documents* in Booklet 9.
-  During this phase, **look at ‘Questions to explore’ from the phase “Review, reflect and plan for the future”** (in this booklet) to give you ideas on what plans to make for recording and monitoring progress. See also *How to document your progress* and *How to develop a record proforma* in Booklet 6. You will also find it helpful to refer to *How to review and reflect on your progress* in Booklet 8.
-  Once the action plan has been developed by the working group, **discuss the plan with key people or groups** in the school community to gain approval and support for what you hope to do.



- Keep the school community informed of the planning process by:
 - **making announcements** at school assemblies, staff, Parents and Citizens' or Parents and Friends' Association, and student council meetings
 - **including an update in school newsletters and staff notices**
 - arranging for an **article** to be included in your **local community newspaper**. See *How to use articles in newsletters or other media* in Booklet 5.

checklist for 'develop an action plan' ✓

Is membership of the working group representative of the school community?	
Has consideration been given to inviting 'experts' from the community to join the working group?	
Have strategies related to 'curriculum, teaching and learning' been considered when developing the action plans for your priority issues?	
Have strategies related to 'school organisation, ethos and environment' been considered when developing the action plans for your priority issues?	
Have strategies related to 'partnerships and services' been considered when developing the action plans for your priority issues?	
If appropriate, do the strategies in the action plan take advantage of any opportunities to strengthen links between the three components of the <i>health promoting schools</i> framework?	
Does the action plan include how to record and monitor the achievements of the planned activities?	
Has the proposed plan been discussed with the school community to determine if the strategies suggested are relevant, culturally appropriate, meaningful , etc?	
Has a record of the activities undertaken in this phase been kept?	



put the plan into action

The initial phases of the process require a lot of thoughtful planning. This phase puts all that creativity to work by actually doing what has been planned. In addition to carrying out the strategies and activities, give careful attention to ensuring the plan is proceeding as hoped and accomplishing the goals and outcomes that have been set. If things do not unfold as they should or unforeseen problems arise, be willing to adjust the plan, recruit more people or revise your time frames.

This phase will probably involve some sustained and intensive effort by specific members of the school community to 'make it happen'. It is very important to have open communication between those involved and to let people know their contribution is appreciated.

questions to explore

- Are the people who are involved in coordinating and conducting the activities, clear about their roles and responsibilities?
- Have any new opportunities arisen to profile the activities or strengthen the strategies planned? Perhaps a key person in the school community has shown interest in the issue or activity, new funds or resources have become available, or the working group found out about a new government initiative which links with the *health promoting schools* goals.



- Is the action plan being used to guide implementation of the activities?
- **Are people recording what they are doing?**
- **Are the achievements of the planned activities being monitored?**
- Are there problems or delays with implementing any aspects of the action plan? If so, what are the options for overcoming or minimising them?
- If adjustments are made to the action plan, will the changes still enable the outcomes to be met?

ideas and tools to help
put the plan into
action



- 🌀 **Hold a launch** to announce the start of some new and exciting activities in your school. See *How to encourage participation and overcome barriers* in Booklet 4.
- 🌀 **Document all activities.** See *How to document your progress* in Booklet 6.
- 🌀 **Record how many people attend or are involved in the planned activities.**
- 🌀 If you'd like to see what effect your activities have on the school community (for example, do they improve knowledge or behaviour? does the quality or number of services or facilities at the school increase?), **collect information about these areas before activities begin and after they finish.** See *How to gather information* in Booklet 6.
- 🌀 **Conduct regular meetings** with people working on *health promoting schools* activities to update each other on progress, share concerns and clarify roles and responsibilities.
- 🌀 **Give regular feedback** about progress to key people to ensure support. See *How to let people know* in Booklet 5.
- 🌀 **Invite the school community** to be involved in activities and keep everyone informed about what is happening by:
 - **making announcements** at school assemblies, staff, Parents and Citizens' Association, and student council meetings
 - including an **update on activities in school newsletters and staff notices**
 - arranging for an **article to be included in your local community newspaper.** See *How to use articles in newsletters or other media* in Booklet 5.
- 🌀 **Show appreciation** to people working on *health promoting schools* activities by:
 - **thanking them** informally and in person
 - distributing **participation or thank you certificates**
 - **acknowledging their efforts publicly**, for example, at school assemblies, staff meetings, student council meetings, Parents and Citizens' Association and Parents and Friends meetings. Be careful not to overlook anyone's contribution. See *How to maintain ongoing involvement* in Booklet 4.

- ☺ If appropriate, **hold special ceremonies** or events to commemorate the completion of special activities, for example, the opening of a new playground, the introduction of a breakfast program, or an ‘Expo’ of student work. See *How to encourage participation and overcome barriers* in Booklet 4.
- ☺ **Celebrate successes** with social get-togethers! See *How to maintain ongoing involvement* in Booklet 4.

checklist ✓

checklist for ‘put the plan into action’ ✓	
Is membership of the working group representative of the school community?	
Is the school community aware of the <i>health promoting schools</i> activities that are being implemented?	
Has the school community been encouraged to participate in the <i>health promoting schools</i> activities that are being implemented?	
Do the activities being implemented relate to the three components of the <i>health promoting schools</i> framework?	
Are the activities being recorded and their progress monitored?	

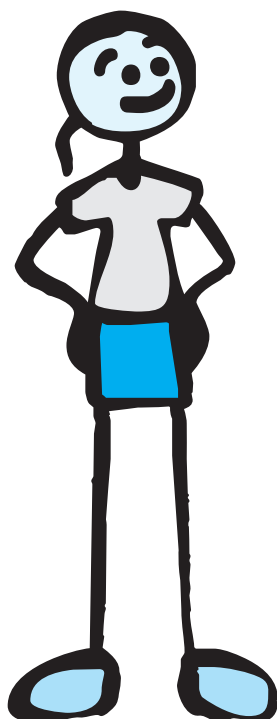


review, reflect and plan for the future

As discussed earlier, procedures for recording and monitoring progress should be built in to each phase of the *health promoting schools* process. So far, reminders about recording and monitoring progress have been highlighted with **blue words** in the description of each phase.

At or near completion of your activities a special effort should be made to review all the information collected. Consider how well the activities have been run and what effect they have had on the school community. This phase encourages you to take some time to reflect on your achievements. You can then use the knowledge and skills gained to consider future actions to improve and protect the health and well-being of your school community.

questions to explore **About how well things have been run ...**



- Did the *health promoting schools* activities reach everyone you wanted them to reach? Who in the school community was aware of the *health promoting schools* activities? Did they get involved? Why or Why not?
- Were participants satisfied with how things were done?
- Were the action plan strategies implemented as intended?
- Were the materials and components of good quality?
- How well did the *health promoting schools* process work for you? What improvements would you make next time?

About what effect the initiative has had in your school community ...

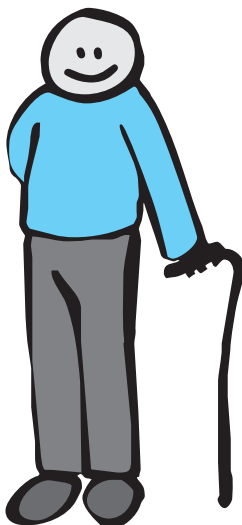
- What were your *health promoting schools* achievements? Have changes or improvements been noted in:
 - the knowledge, skills or attitudes of school community members?
 - the behaviour of school community members?
 - how 'good' people feel about themselves and/or the school?
 - the Annual Operational Plan or other school policies?
 - the extent of policy implementation? How well has the policy been implemented? Are people following the policy?

- the physical environment of the school?
 - the social and/or cultural environment of the school?
 - the degree of community involvement in school activities? What is their level of commitment to the *health promoting schools* approach or specific activities?
 - the quality and accessibility of resources and/or services available to the school community?
- Did you achieve your stated outcomes? If so, why? If not, why not? What does this imply about the choice of strategies or delivery of activities?
 - Were there any unexpected outcomes (good or bad) resulting from your planned activities?

ideas and tools to help review, reflect and plan for the future

just a reminder:

Choices about what to record and monitor and which 'information gathering' tools to use, are best made when developing the action plan. See *How to create an action plan* in Booklet 8.



- **Conduct surveys** (questionnaires, telephone interviews, face-to-face interviews). See *How to conduct a survey* in Booklet 6.
- **Conduct record checks**, for example, attendance and absentee records, injury and first aid reports, sick bay use, detention room records, students who are immunised, or students seeking assistance from the school counsellor. See *How to check existing records* in Booklet 6.
- **Conduct observations**, for example, student behaviour in the playground or the number of healthy food sales at the tuckshop. See *How to take observations* in Booklet 6.
- **Conduct discussion groups, meetings or workshops** to provide people with the opportunity to tell you their ideas or opinions in small groups. See *How to conduct a discussion group* in Booklet 6, and *How to conduct a meeting or workshop* in Booklet 5.

When reviewing how well the activity has been run ...

- **Look at attendance figures** for your activities. Work out what proportion of the community got involved or attended activities. Was this figure higher or lower than you would have liked?
- **Ask those members of the school community** whom you hoped would have attended activities, why they did not. This information may help you plan better for future activities.
- At the end of lessons, special presentations, workshops, meetings or working bees, **get participants to fill in**

a **brief questionnaire** about the quality of the activity they have just attended. See *How to conduct a survey* in Booklet 6.

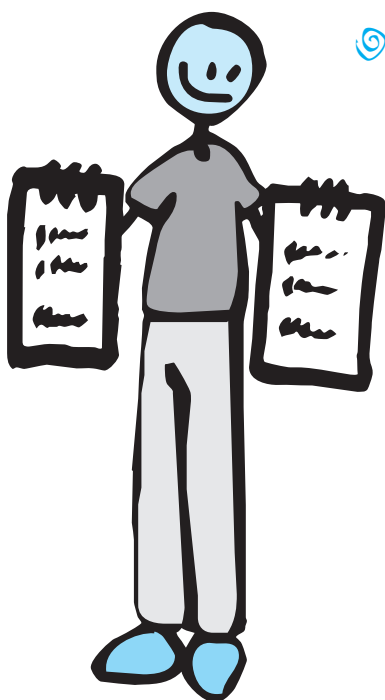
- ④ Assemble the working group to **discuss the strengths and weaknesses** of the activity, including the planning process. Use these reflections to look at future directions and consider what improvements could be made. See *How to review and reflect on your progress* in Booklet 8.

When reviewing the effect the planned activities have had in your school community ...


- ④ At the end of the planned activities, **reuse checklists, observations, record checks, and surveys** that were implemented at the start of the activities. See tools in *How to gather information* in Booklet 6. You can then do a ‘before and after’ comparison to see what changes and/or improvements have been made. See *How to review and reflect on your progress* in Booklet 8.
- ④ **Assess whether the activities’ outcomes were reached.** Meet with the working group to discuss whether the activities should be continued, and if so, what modifications should be made. See *How to review and reflect on your progress* in Booklet 8.

In general ...

- ④ **Keep key people informed** about the *health promoting schools* achievements and possible future directions through informal discussions, memos, presentations and brief reports.
- ④ **Publicise the achievements** of the activities to the community through newsletters, announcements at meetings and assemblies, staff notices, articles in the local newspaper, cluster groups, principals’ meetings, the Health Promoting Schools Association—Queensland etc.



checklist

checklist for 'review, reflect and plan for the future' 	
Is membership of the working group representative of the school community ?	
Is the school community aware of the achievements of <i>health promoting schools</i> activities?	
If your activities were to be repeated, would their effectiveness be improved by an increased or reduced focus in any of the three components of the <i>health promoting schools</i> framework?	
If your activities were to be repeated, would their effectiveness be improved by strengthening the links between activities which relate to different components of the <i>health promoting schools</i> framework?	
Has a record of the activities undertaken in this phase been kept?	



where do you go from here?

Now you are ready to reassess where you are and how you want to move forward. Use the initial phases of the *health promoting schools* process again, to see if the needs of the school community have changed, reassess priorities and design new action plans.

bringing about change

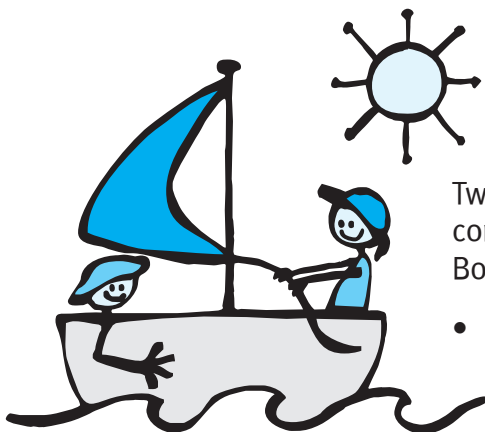
Bringing about change is never easy. Things will not always go as you would like and working collaboratively with the school community can present unique challenges. However, the time and effort invested in endeavours to improve and protect the health of the whole school community are worthwhile.

Remember: Applying the *health promoting schools* approach and process can help your school become a better place to learn, work and play.

acknowledgments

The ideas and arrangement of concepts in this booklet are based on pages 13 to 17 of

- NSW Department of Health, NSW Department of Education, Catholic Education Commission NSW, Association of Independent Schools, NSW (1996) 'Towards a Health Promoting School' NSW Department of Education, Curriculum Directorate: Ryde.



Two other publications which also made significant contributions to the information and ideas contained within Booklet 2:

- Central Sydney Area Health Service and NSW Health (1994) 'Program Management Guidelines for Health Promotion' CSAHS: Sydney
- Hawe, Degeling and Hall (1992) 'Evaluating Health Promotion: A Health Worker's Guide' MacLennan & Petty Pty Ltd: Artarmon.

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