

## 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.

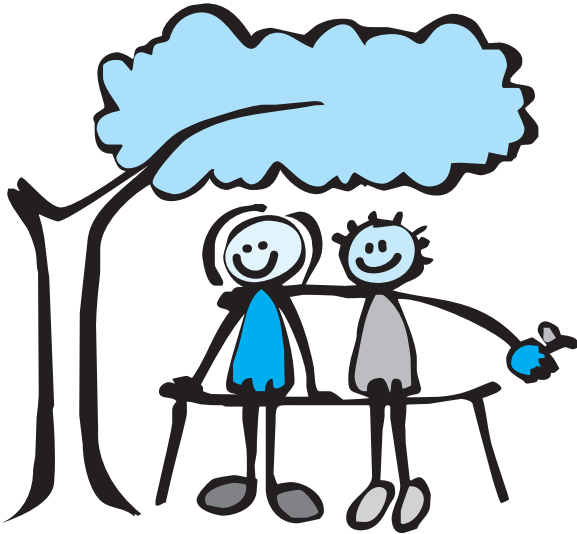
**To identify the current needs** of the school community, members:

- 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.



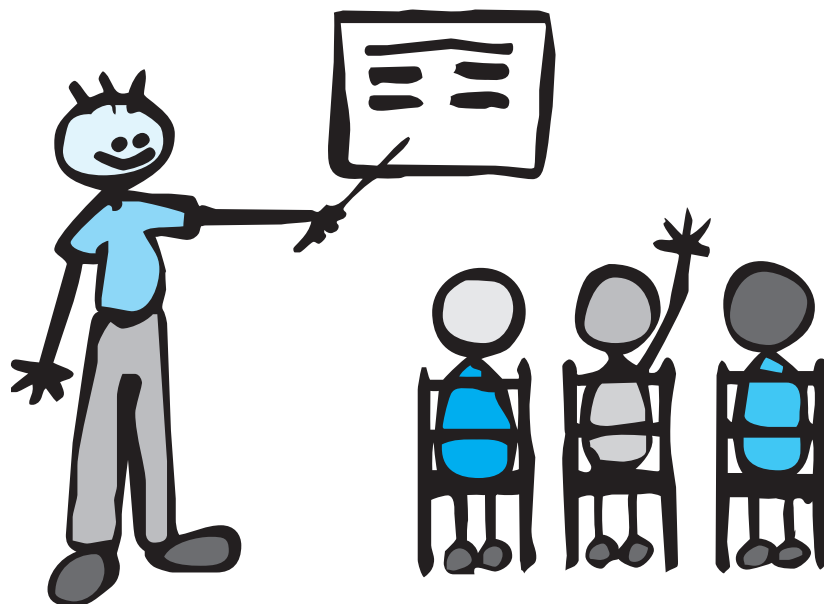
- ☺ **Talk informally** to members of the school community about how they see the ‘ideal school’ and what they feel could be done to improve their well-being. Have the coordinator or working group share these ideas with other members of the school community.
- ☺ **Conduct a survey** to find out how people 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 <b>wide range</b> of members from the school community been invited to share their views and/or become involved?	
Have ideas been <b>communicated in various ways</b> (ie. verbally: in-person, over the phone, written; nonverbally: poster competition, mural design)?	
Has ' <b>curriculum, teaching and learning</b> ' been considered when creating a shared vision of the school?	
Have ' <b>partnerships and services</b> ' been considered when creating a shared vision of the school?	
Has ' <b>school organisation, ethos and environment</b> ' been considered when creating a shared vision of the school?	
Have <b>links</b> between the three components of the health promoting school been considered when creating a shared vision of the school?	
<b>Has a record of the activities undertaken in this phase been kept?</b>	



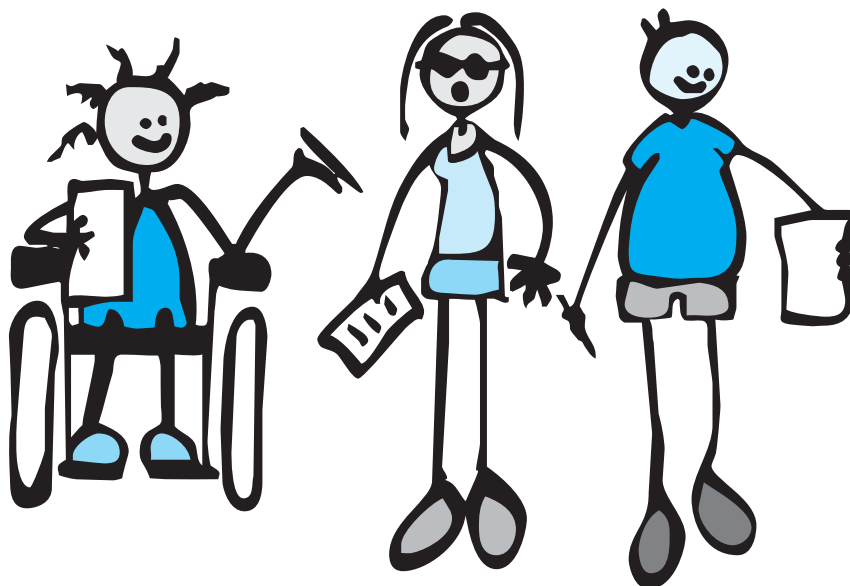
## select the priority issues

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?



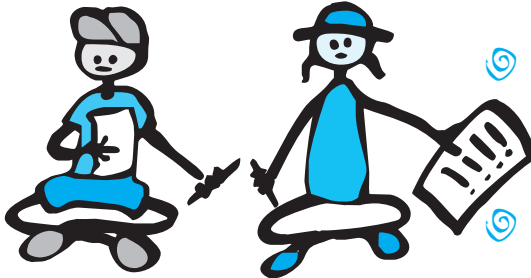
- Which issues have the greatest or least potential for improvement if the school community chooses to do some work in that specific area?
- If activities addressing different issues are started, which of them would school community members be most or least motivated to contribute their energies to?
- 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?	
<b>Has a record of the activities undertaken in this phase been kept?</b>	



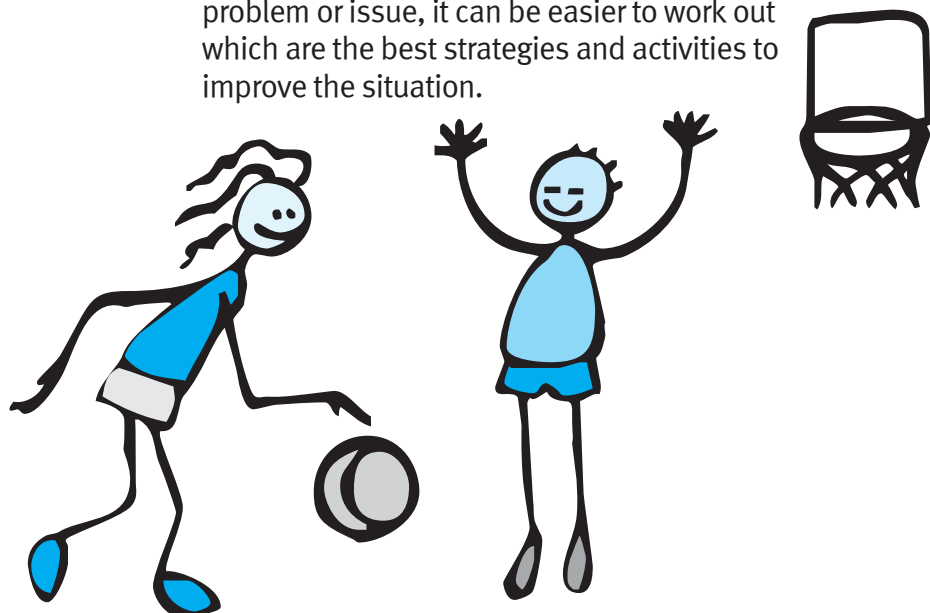
## develop an action plan

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).

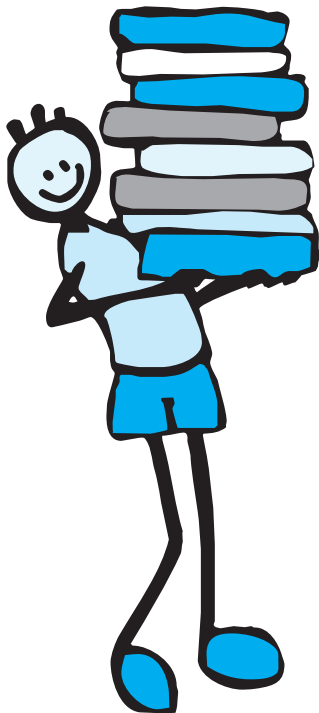
In some cases, before developing the action plan, it is worth investigating further the priority issues your school is addressing. By identifying factors that contribute to the problem or issue, it can be easier to work out which are the best strategies and activities to improve the situation.



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 <b>'curriculum, teaching and learning'</b> been considered when developing the action plans for your priority issues?	
Have strategies related to <b>'school organisation, ethos and environment'</b> been considered when developing the action plans for your priority issues?	
Have strategies related to <b>'partnerships and services'</b> 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 <b>strengthen links between the three components</b> of the <i>health promoting schools</i> framework?	
<b>Does the action plan include how to record and monitor the achievements of the planned activities?</b>	
Has the proposed plan been discussed with the school community to determine if the <b>strategies suggested are relevant, culturally appropriate, meaningful</b> , etc?	
<b>Has a record of the activities undertaken in this phase been kept?</b>	



## 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 <b>representative</b> of the school community?	
Is the school community <b>aware</b> of the <i>health promoting schools</i> activities that are being implemented?	
Has the school community been <b>encouraged to participate</b> in the <i>health promoting schools</i> activities that are being implemented?	
Do the activities being implemented relate to the <b>three components</b> of the <i>health promoting schools</i> framework?	
<b>Are the activities being recorded and their progress monitored?</b>	

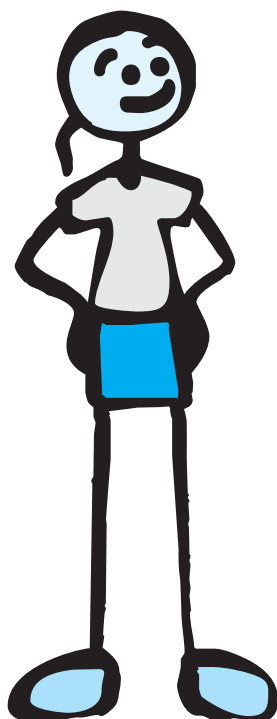


## review, reflect and plan for the future

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 ...**

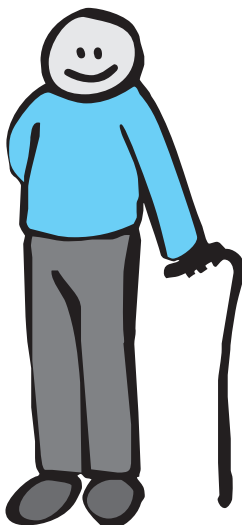
- What were your *health promoting schools* achievements? Have changes or improvements been noted in:
  - the knowledge, skills or attitudes of school community members?
  - the behaviour of school community members?
  - how 'good' people feel about themselves and/or the school?
  - the Annual Operational 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.

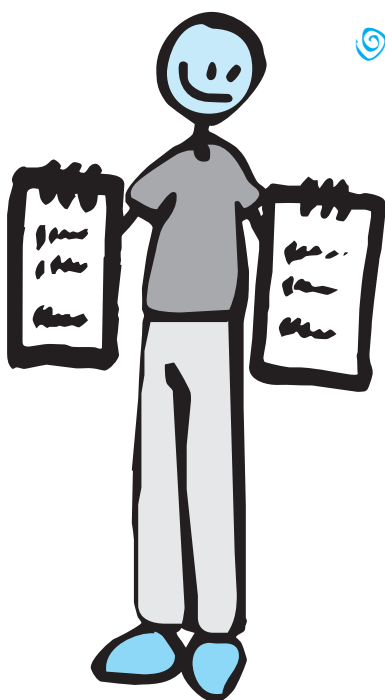
- Assemble the working group to **discuss the strengths and weaknesses** of the activity, including the planning process. Use these reflections to look at future directions and consider what improvements could be made. See *How to review and reflect on your progress* in Booklet 8.

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

- 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.
- 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 ...**

- Keep key people informed** about the *health promoting schools* achievements and possible future directions through informal discussions, memos, presentations and brief reports.
- 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 <b>representative of the school community</b> ?	
Is the school community <b>aware of the achievements</b> of <i>health promoting schools</i> activities?	
If your activities were to be repeated, would their effectiveness be improved by <b>an increased or reduced focus</b> 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 <b>strengthening the links between activities</b> which relate to different components of the <i>health promoting schools</i> framework?	
<b>Has a record of the activities undertaken in this phase been kept?</b>	



## 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

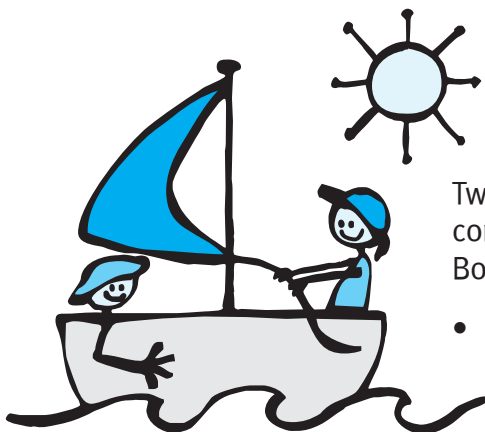
Bringing about change is never easy. Things will not always go as you would like and working collaboratively with the school community can present unique challenges. However, the time and effort invested in endeavours to improve and protect the health of the whole school community are worthwhile.

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.

Queensland Health wishes to thank the authors and publishers of the aforementioned books for giving us permission to use these valuable resources.



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