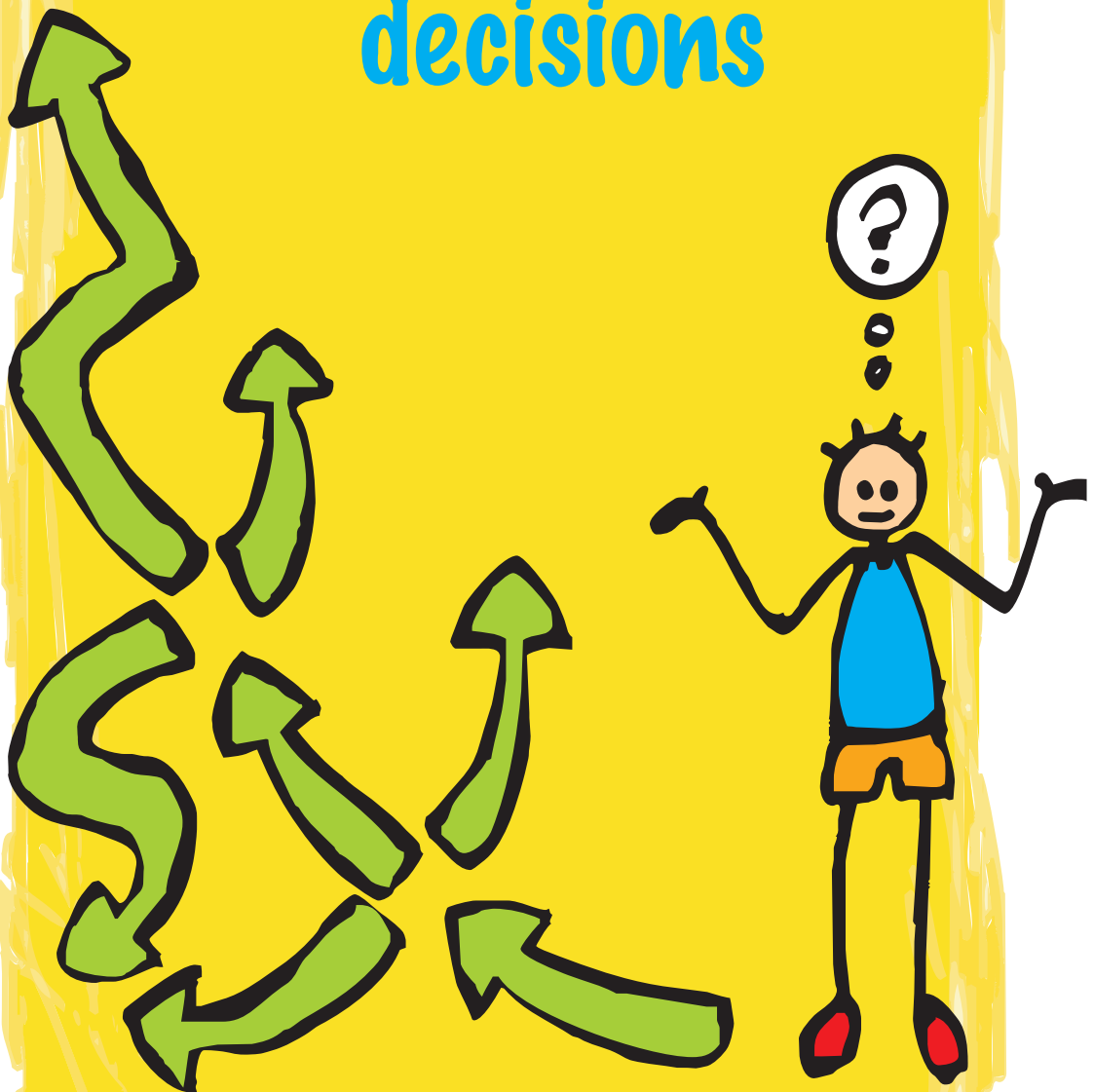


a toolbox for creating healthy places to learn, work and play

# how to plan and make decisions



## 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

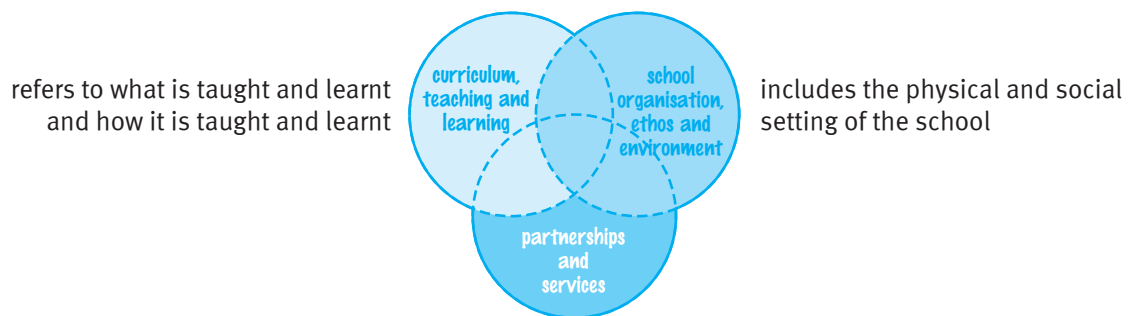
A *health promoting schools* approach is really a **way of thinking and working** that is adopted by the **whole school** in order to make the school the best possible place to learn, work and play. The approach is defined by:

- 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 to plan and make decisions



Decision-making and planning are important parts of the *health promoting schools* process. Decision-making occurs throughout the process – from decisions about how to introduce the *health promoting schools* concept, to decisions about what will be included in the action plan. Planning is vital for deciding where you want to go, how you will get there, and if you have enough time and resources to do it.<sup>1</sup>

The tools in this section can be used to facilitate collaborative decision-making and action planning in groups. Some tools can be used in combination with other tools.

## the tools include:

- how to *brainstorm* ..... 2
- how to identify and prioritise issues –  
*problem census and nominal group technique*<sup>3</sup> ..... 4
- how to make decisions collaboratively..... 6
- how to evaluate options and make a decision  
– *decision analysis*<sup>3</sup> ..... 9
- how to make decisions in groups ..... 10
- how to generate agreement out of disagreement  
– *delphi technique*<sup>3</sup> ..... 12
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exists – *option one-and-a-half* ..... 14
- how to handle conflict ..... 15
- how to highlight barriers and opportunities  
for reaching a goal – *force field analysis*<sup>3</sup> ..... 18
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# how to brainstorm

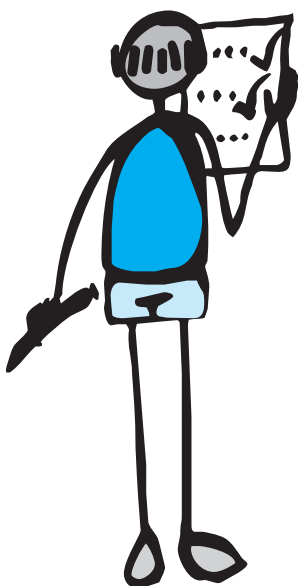
## background information

*Brainstorming* is a very useful technique to use when people are exploring possibilities in a meeting or workshop. It can be used to generate a large number of creative ideas. These ideas may be available options, possible solutions to a problem, or useful strategies. A list is written up on a public space (such as a whiteboard, butchers paper, blackboard or overhead transparency) where all members of the group can see it.

The rules of *brainstorming* state that every idea is accepted, included, and listed without any criticism, judgment or decisions. It does not matter how wild or wacky ideas may seem at first glance. The quantity of ideas is more important than the quality<sup>2</sup>. The aim is to think broadly and generate ideas that may not have otherwise been considered.

*Brainstorming* provides all participants with an opportunity to contribute and build on the ideas of others.

## what to do



The *brainstorming* tool can be used on its own, within a meeting, or as a quick five-minute tool that needs little preparation. The activity can be completed in small or large groups, but can also be used by individuals working alone<sup>2</sup>. Completing the activity in small groups ensures all participants have an opportunity to speak and put forward their ideas.

A facilitator can run a *brainstorm*.

- ④ Establish clear ground rules. This is most important, as participants must understand that the group will not be critical of each other's ideas. The group environment should feel 'safe' to participants so they can be as creative as possible. Ground rules should include:
  - no criticism or judgment
  - say whatever comes to mind no matter how silly it sounds
  - no censoring of ideas as all ideas will be recorded.
- ④ If the group has not been together long, it may be useful to practise the brainstorming process with a 'fun' issue.

For example, “Let’s try to think of 100 uses for a skipping rope?”<sup>2</sup>

- ④ Appoint someone to record all the ideas where the whole group can see them.
- ④ State the question or issue that is to be *brainstormed* (for example, ways to make our school a healthier place; what can our school do about.....?) Answer any questions surrounding the issue or the *brainstorming* process.
- ④ It may be useful to include some individual thinking time before the group *brainstorming* to allow everyone to participate, not just the ‘quick thinkers’:
  - generate ideas and record them<sup>2</sup>
  - close the activity when the ideas run out<sup>2</sup>.
- ④ If *brainstorming* has occurred in small groups, the facilitator asks the spokesperson of each small group to share their responses with the large group until all ideas have been listed. In reporting back, the spokesperson does not repeat any ideas already identified by a previous group. The responses should be listed where everyone can see them.
- ④ The ideas can be analysed, discussed and used to make decisions at a time following the *brainstorming* activity.



# how to identify and prioritise issues – problem census and nominal group technique<sup>3</sup>

## background information

This tool can be used to generate and then evaluate and prioritise ideas, problems or solutions. It is done in a non-critical, comfortable environment where people feel 'safe' to contribute. The tool can be used for large or small groups and all participants are given the chance to contribute. This tool is similar to, and an extension of, *brainstorming* but can be used for large groups of up to 50 people. It is especially good for use in a new group and is most useful when there are many possible ideas.

## what to do

- ☺ A facilitator usually runs the session. Inform the participants about what will happen in this activity.
- ☺ State the question, issue or topic that is to be addressed. Answer any surrounding questions.
- ☺ Ask participants to individually and silently write down a list of their issues/ideas/solutions.
- ☺ Ask participants to form small groups of 5-8. Each group is to select a scribe to record the group's ideas, and a spokesperson to share the group's ideas with the larger group.



- ☺ In each small group, individuals share their own list of ideas. It may be useful to move around the small group with each person contributing one idea at a time to ensure all members are included.

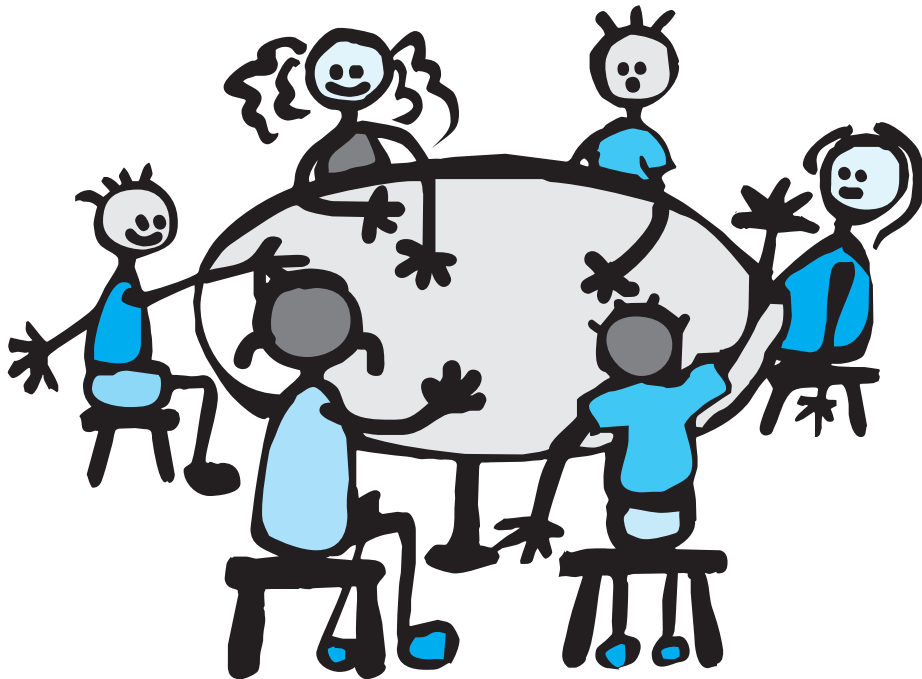
- ☺ The list of ideas are clarified, discussed, accepted, rejected or modified by the group.

The small group is to make a list of the items they consider important, which will be shared with the large group.

- ☺ It may be useful for the small group to prioritise the list of ideas. The group could achieve this through consensus, majority vote, or by scoring and then ranking

the ideas on the list according to importance. For more information, see *How to make decisions in groups* in this booklet. Further negotiation and discussion is possible if disagreement exists.

- ④ Ask participants to return to the large group. Each small group presents their list. The large group combines all ideas into one prioritised list, after any necessary clarification and/or discussion. The list can be prioritised using the same procedure.
- ④ Ask participants to return to their small groups to discuss and prioritise the ideas on this new, large group list.
- ④ Once again, ask participants to return to the large group where the prioritised lists of each small group are presented. The large group again combines these into one large, prioritised list. The whole process can continue until all the people in the large group accept the list, that is, until consensus is reached.



# how to make decisions collaboratively

## background information



Making decisions collaboratively with the school community is important to the *health promoting schools* approach.

- If time is taken to choose the best solution, and agreement is gained from all people involved, a sense of ownership and responsibility is developed and it is much more likely that the decision will be carried out.

The following decision-making model can be used as a guide to make a quick decision. Alternatively, the steps can be used in a more structured, formal way in a group session. Within this decision-making process, other decision-making tools can be used. For example, the *decision analysis* tool in this booklet could be used in the step that considers options and consequences.

## what to do

The basic steps are:

- issue identification
- generating options
- consideration of options and consequences
- selecting appropriate options.

A number of factors are considered for each basic step.

### step 1: issue identification

- What are the issues?
- Define a specific issue. Before making a decision, the issue under decision has to be clear. If you find that there is more than one issue, these may need to be separated with a similar decision-making process being used for each issue.
- What are the surrounding issues that need consideration? What other factors impact on this issue?

## step 2: generating options

- 🌀 What can be done about the problem or issue?
- 🌀 How can it be done?
- 🌀 List all possible ideas.

## step 3: consideration of options and consequences

- 🌀 Select an option.
- 🌀 List the benefits of this option.
- 🌀 List the disadvantages of this option.
- 🌀 List the consequences of this option — short, medium and long-term.
- 🌀 List any other impact this option may have.
- 🌀 Repeat this procedure for each option listed.

## step 4: selecting appropriate option(s)

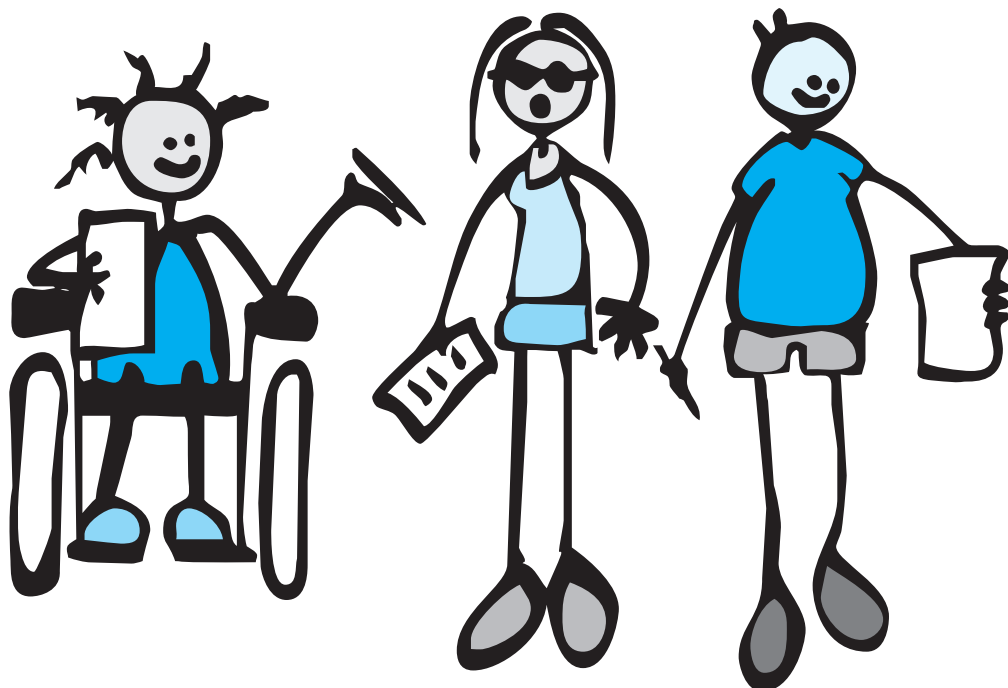
- 🌀 After weighing up the advantages and disadvantages, select the most appropriate option.
- 🌀 Some suggestions for selecting an option include:
  - ask the group to choose the most appropriate solution based on the advantages and disadvantages of each
  - cross off the least appropriate options until only a few are left and take a group vote
  - cross off the least appropriate options until only one is left
  - take a group vote
  - use a decision-making tool to reach consensus within the group, for example, the *delphi technique* or *problem census and nominal group technique*.

**alternatively...** Turn these basic decision-making steps into a collaborative process that involves more of the school community than just

those present in a group. To do this, a number of other tools could be used while following these steps.

For example,

- 🌀 To help identify the issue, you could gather information through a survey and then use the *problem census and nominal group technique* in this booklet to prioritise the problem issues.
- 🌀 To generate options, you could have a *brainstorming* session or use the *problem census and nominal group technique*.
- 🌀 To evaluate options, you could use the *force field analysis, delphi technique* or *decision analysis* tools.
- 🌀 To select an appropriate option, you could vote or use the *decision analysis, delphi technique, or option one-and-a-half* tools which are all included in this booklet.



# how to evaluate options and make a decision

## – decision analysis<sup>3</sup>



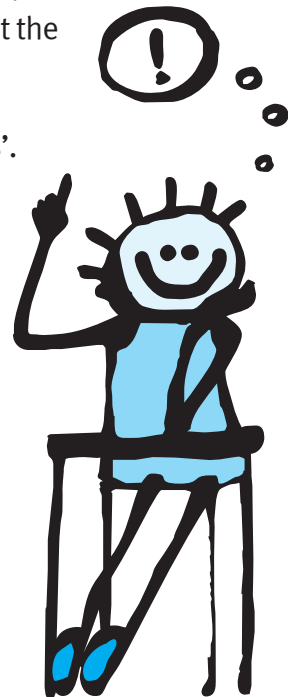
### what to do

### background information

*Decision analysis* is used to help evaluate options and make decisions. This tool is used after options have been generated (possibly after *brainstorming*), when a decision must be made. The options are evaluated against a set of criteria and the decision is made on this basis. Although generating criteria may be time-consuming, the decision is made objectively which limits the time participants spend arguing for their favoured option.

This tool is for use once options have been generated.

- 🌀 Prepare a list of ‘musts’ that options have to satisfy to be considered.
- 🌀 Prepare a list of ‘wants’ that are highly desirable in an option. If the list is very large, rank the ‘wants’ in order of importance.
- 🌀 Check each option against the ‘musts’. Cross off any options that do not meet the list of ‘musts’.
- 🌀 Check each option against the ‘wants’. Compare each of the remaining options according to how many ‘wants’ they meet. Cross off the options that do not meet enough ‘wants’. You may like to rank the remaining options.
- 🌀 Tentatively choose the most suitable option or options. Examine the consequences associated with the option, both positive and negative. Make a final choice.

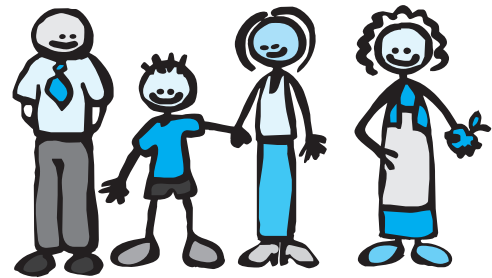


# how to make decisions in groups

## background information

Before making a decision, the issue should be defined and the options and their consequences should be discussed. Following this, decision-making in groups can occur in one of several ways. Group decision-making usually requires good facilitation skills.

See *How to conduct a meeting or workshop*, or *How to conduct a successful meeting* – checklist in Booklet 5.



## what to do

Options include:

### option 1: one 'decision-maker'

One person in a group can make a decision. While this is not a collaborative decision-making process, and is not in keeping with the *health promoting schools* approach, it is sometimes necessary. Although the decision-maker may have collaborated with the group to gain information on which to base the decision, one person makes the actual decision. Making decisions in this way may not encourage participation or involvement which in turn can lessen the sense of ownership by others.

### option 2: majority

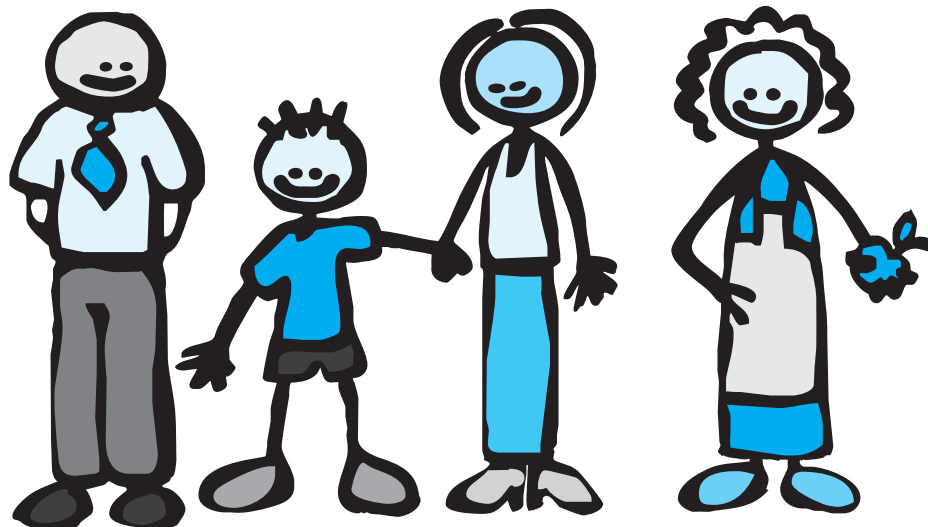
A decision can be made based on the thoughts of the majority of the group. This decision is usually made through a voting process where the option with the most votes is selected. Alternatively, a decision may be accepted if a certain percentage of the group agrees, for example, 75 per cent of the group.

### option 3: scoring

Scoring is similar to a majority decision and is especially useful when ranking or prioritising a list of items. Each person gives a score to each item on the list, for example, a score between 1 and 10. For each item, add the group member's scores to give a total score. Rank the ideas according to the total scores.

### option 4: consensus

Consensus means that all group members are willing to accept the decision. Consensus often requires a lot of discussion and negotiation, but a decision made through consensus is more likely to be carried out. This is because all group members own the decision, no one opposes the decision and people do not attempt to create barriers to implement the decision. This collaborative decision-making process is in keeping with the *health promoting schools* approach.



# how to generate agreement out of disagreement – delphi technique<sup>3,4</sup>

## background information

The *delphi technique* aims to generate ideas, evaluate these ideas and eventually reach a decision through consensus. This technique uses a cyclic process with the amount of consensus tending to increase with each cycle. It is used to generate agreement out of disagreement. It encourages people to exchange information without debate or persuasion. Participants adjust their decision toward the majority or provide reasons for their position. It requires a facilitator with good facilitation skills and experience in large group conflict resolution.

The *delphi technique* can be used for:

- problem-solving, forecasting and task-orientated activities
- complex, unquantifiable issues
- small or large groups.

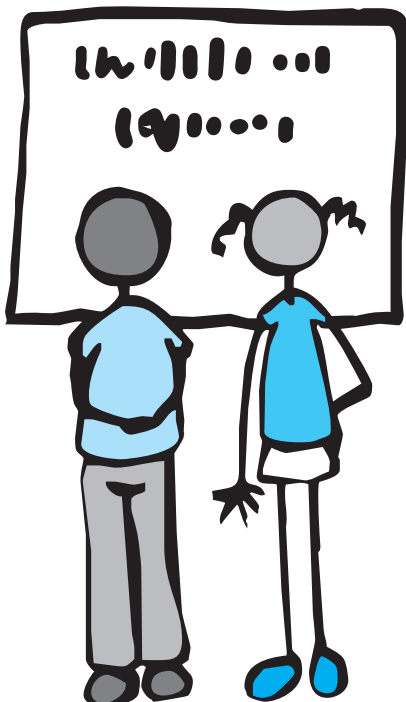
## what to do

This technique is similar to, but an extension of, the *problem census* and *nominal group technique*. Thus, the first few steps below are identical to those of the *problem census* and *nominal group technique*. This tool does not have to be used face-to-face; it can be used through correspondence, for example, mail or e-mail. The information from participants is collated and sent back to participants and responded to again until consensus is reached.

- 🌀 Explain the task and process to participants.



- ④ State the question or issue to be addressed or outline the information to be collected. Answer any surrounding questions.
- ④ Each participant is allowed time to prepare their views on the question and record any related information.
- ④ Ask participants to form small groups with people who have similar views. Individual ideas are shared and the group creates a list containing all the relevant and important information, in order of importance.
- ④ Ask participants to return to the large group and share their small group lists, one item from each group at a time. Write these where everyone can see them.
- ④ Within the large group, use a voting procedure to rank the items from the most to the least important.
- ④ With the new list displayed, ask participants to take this information and individually consider what changes they would like to make to their small group's list.
- ④ Ask participants to return to their small group and make any changes to their group list, in light of the large group list. The group can change their list to conform to the large group list, or develop evidence for any item they wish to keep that is not on the large group list.
- ④ Return to the large group. Ask each group to present their revised group list. If any items do not agree with the large group list, ask for the evidence they have gathered to support their views. This is spoken about briefly and only clarification questions can be asked. The aim is to provide information to inform and educate others in the large group, not to persuade.
- ④ The cycle is repeated. The whole group votes in light of new evidence, individuals think about it, small groups revise their list and give reasons for their deviations from the large group list. These are presented to the large group which then takes a vote. This process continues until consensus is reached.



# how to produce a new solution when disagreement exists – option one-and-a-half

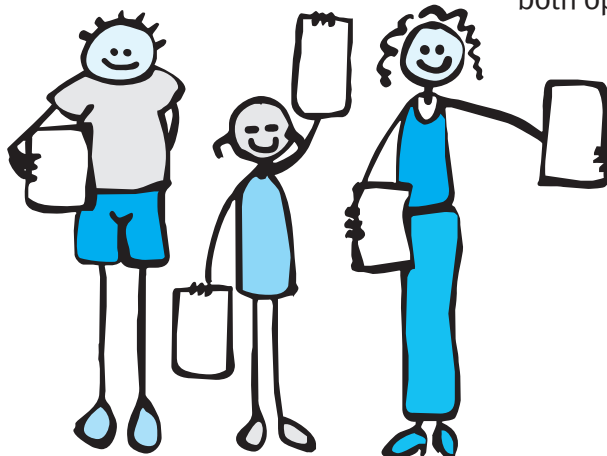


## background information

This tool can be used when disagreement exists over which option to choose. The aim is to produce a new option based on the two options that cannot be agreed upon. This new option is to contain the advantages of the two options, while minimising their disadvantages. This new option could be considered as ‘the best of both worlds’. This tool is particularly useful when trying to reach a decision through consensus.

## what to do<sup>3</sup>

- ④ Define the two options and allow for clarification questions so that all participants have a clear understanding of what each option involves.
- ④ In the large group, list the advantages and disadvantages of option 1. Then select which of these advantages are most important.
- ④ Repeat for option 2.
- ④ Using tools that generate ideas, such as *brainstorming*, list possible ways of achieving the best of both options, thus developing a list of third options.
- ④ Select one of these new options, or combine key suggestions into one option thereby creating *option one-and-a-half*. Check that it avoids the key disadvantages of both options.

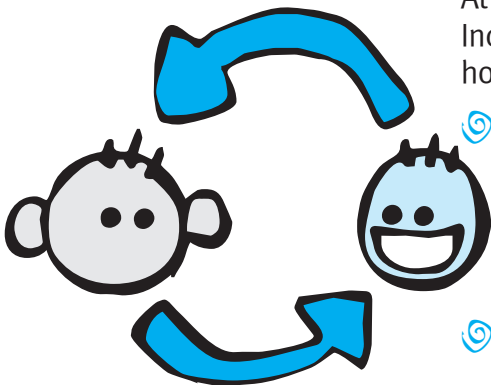


# how to handle conflict<sup>5</sup>

## background information

Conflict occurs when people or groups have differing opinions or views about a specific situation or issue. It can be both constructive and destructive and affects every part of our lives. Conflict can clear the air, and is constructive when issues are brought into the open and solutions sought. If we agreed all the time, we really would not be searching for the best solutions to problems. If you do not agree with something, you owe it to the group to put forward an alternative suggestion if you believe it has a greater chance of success. Working together to resolve conflict and find the best solution can produce positive outcomes. Failure to address the problem issues can cause feelings of anxiety to grow and a decrease in group effectiveness.

## what to do

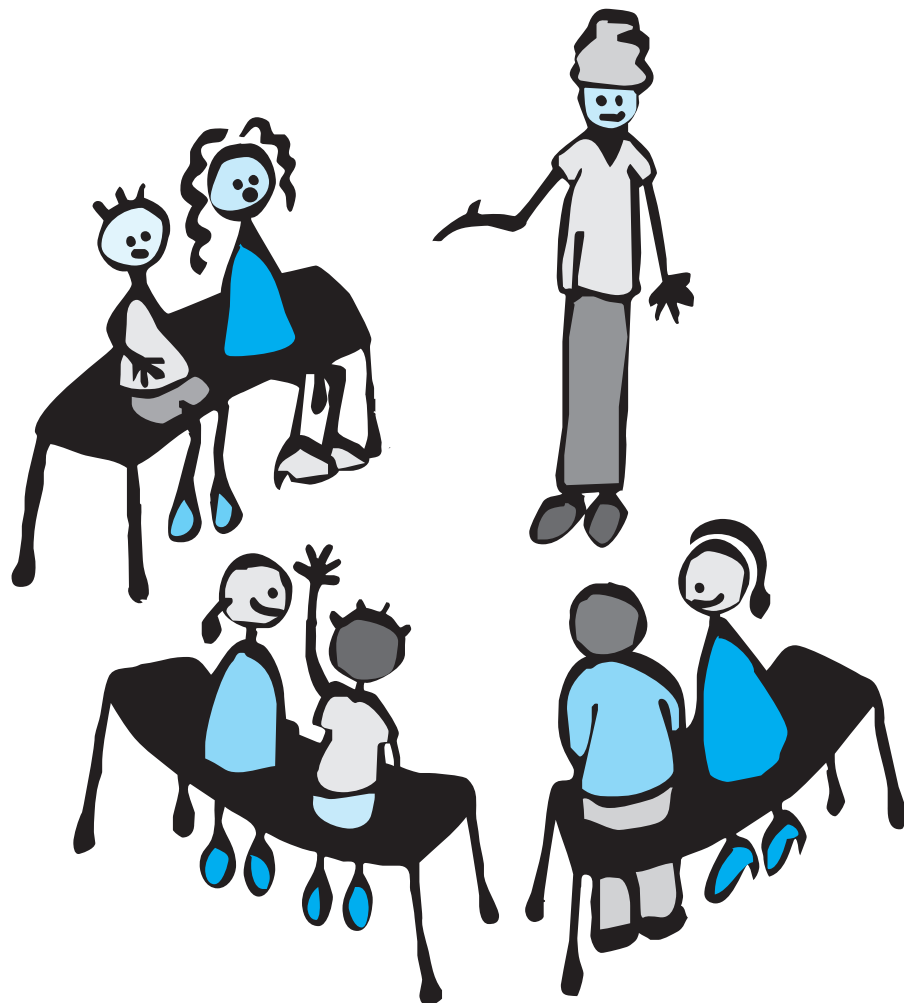


A number of tips for reducing conflict are discussed. Sometimes these are the responsibility of group facilitators. At other times, these are the responsibility of group members. Including some of the following tips as the ground rules for how the group works can often reduce destructive conflict.

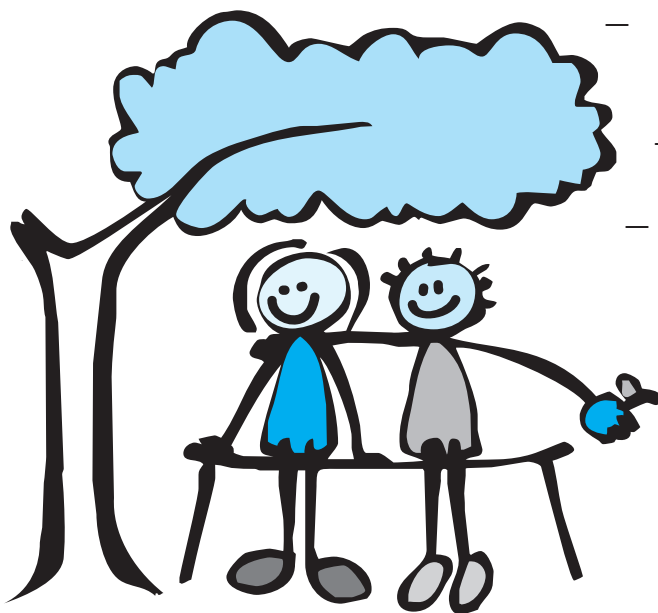
- ⤿ Matters are to be dealt with openly and honestly. Openness and honesty help to create an environment of support and trust where conflict can be dealt with constructively. Groups that operate on this basis have the best chance of success.
- ⤿ Feelings should be expressed, but not at the expense of those of another person. Robbing a person of their self-esteem will cause resentment and make you an enemy.
- ⤿ Each group member should be provided with an opportunity to argue their case if they believe in it. However, they should be prepared to drop it if the majority of the group vote against it.
- ⤿ Share your opinions while genuinely listening to the ideas of others. This enhances communication.

The following range of strategies can be used to help resolve conflict and gain agreement to deal with conflict.

- ④ Gain commitment from all parties or participants that they want the situation improved and are willing to negotiate, which could mean meeting others halfway.
- ④ Discuss the issue without attaching blame or attacking anyone. Define the problem. Concentrate on the issue, not the person who raised it.
- ④ Share information by asking each party to state their point of view clearly and calmly.
- ④ Each party listens to the other side of the argument, asks questions to check understanding, and interprets and rephrases what they think is being said. The facilitator should challenge inappropriate questions. Questions should continue until the group is satisfied that a point of view has been understood.



- ④ Each party (or the facilitator) is asked to summarise the situation. Ensure both parties are focussed on the issue and not on each other.
- ④ Ask the group to *brainstorm* solutions (generate options). Others should listen to each solution. Questions should be asked until a shared understanding of each solution is reached.
- ④ Decide on the solution that has the best chance of success. Try to decide on one that is mutually acceptable. If the other party does not support it, they will have difficulty trying to carry out the decision.
- ④ If two groups are involved, each group may like to have a spokesperson that presents the group's views. The other group can only address questions to the spokesperson of the group. This helps to remove blame and prevents everyone trying to talk at once.
- ④ It is sometimes possible or necessary to 'agree to differ'. This should only occur after both parties are satisfied that their different points of view are understood.
- ④ Conflict is often due to a lack of effective communication. Good communication will help possible conflict issues to be discussed before turning destructive. Ensure effective communication by:
  - providing opportunities for views to be expressed. Providing a chance for people to state their opinion helps prevent them from leaving and complaining to others about what happened



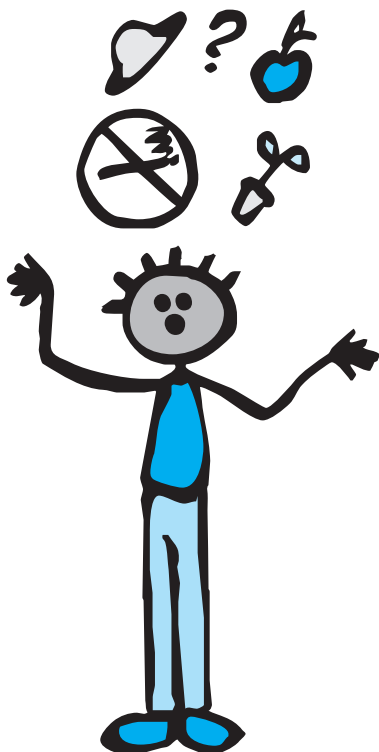
- creating an atmosphere that encourages listening, rephrasing and questioning for clarification
- valuing the opinions, skills and contributions of others
- appreciating openness and honesty.

# how to highlight barriers and opportunities for reaching a goal – force field analysis<sup>3</sup>

## background information

This tool is useful if a problem or issue can be stated as a goal that has a number of possible solutions. For example, the goal could be a healthier tuckshop. This tool does not specifically generate options for reaching the goal, but looks at both ‘driving forces’ (opportunities) and ‘restraining forces’ (barriers) that relate to the goal. Once these forces are identified, action plans can be designed to overcome barriers and enhance opportunities. A *force field analysis* can help you decide which actions to take.

## what to do



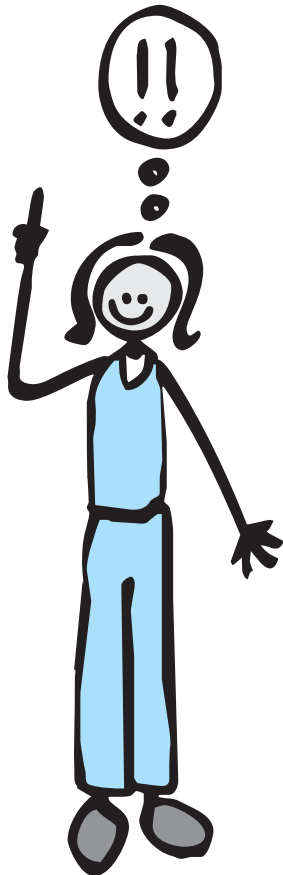
- ☺ Define the problem or situation as a goal.
- ☺ List all the driving forces (things that help to achieve the goal- opportunities) that currently exist. Use other tools such as *brainstorming*, discussion or *problem census* and *nominal group technique* to generate this list.
- ☺ Rate the strength of each driving force on a 1 to 10 scale where one (1) indicates a very weak influence and ten (10) indicates a very strong influence.
- ☺ List all the restraining forces (things that hinder the achievement of the goal-barriers).
- ☺ Rate each restraining force on the 1 to 10 scale.
- ☺ Identify how each of the highest scoring or most influential restraining forces can be reduced.
- ☺ Identify how driving forces can be used or strengthened to help you reach a goal.
- ☺ Sometimes, as a result of identifying a restraining force, a new problem or goal is identified. These forces may require a separate *force field analysis* (second order analysis) before discussing how to deal with them.
- ☺ Use strategies that reduce restraining forces and enhance driving forces in your action plan.

# how to map the potential for change in your school – red and blue activity

## background information

When selecting priorities and action planning, it is worthwhile to know how much potential for change exists within the school. Examining what is already happening within the school and what else could be done to improve the school can do this.

## what to do



This activity can be used once a list of priority issues has been developed to:

- establish which needs or issues have the most potential for change
- generate ideas or strategies for dealing with the identified priority issue/s.

The following steps should be performed for each need or priority issue.

- Invite participants to form small groups and hand out the *Mapping potential for change* worksheet to each group.
- Each small group may be given a different need or priority issue. Write the issue at the top of the worksheet.
- On the worksheet, ask participants to list everything that is already dealing with the issue in BLUE pen. List these under the worksheet headings of:
  - curriculum, teaching and learning
  - school organisation, ethos and environment
  - partnerships and services.
- On the worksheet, list ideas or strategies that could be implemented to deal with the issue in RED pen.

In a group, or after returning to the large group, discuss:

- Where is there the most potential for change?
- What areas show the most potential for change?
- How can we best use this information?

The ideas and recorded discussion that result from this activity should be kept, shared with others and used to assist the development of the action plan.

## worksheet: mapping potential for change

our healthy school:.....

BLUE: current practice

RED: potential strategies

curriculum, teaching and learning	school organisation, ethos and environment

partnerships and services

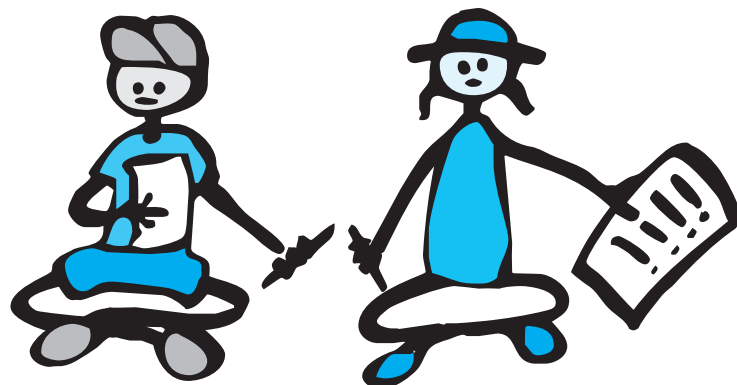
# how to create an action plan

## background information

An action plan is developed to plan how the needs of the school will be addressed. Developing an action plan is an important step in the *health promoting schools* process. As discussed in Booklet 2 – *The process*, an action plan should include:

- the **goal** (the improvement or changes you hope to achieve in the long term – what you want to ultimately achieve)
- the **outcomes** (the improvement or changes you hope to achieve in the short to mid-term)
- the **strategies and actions** to be implemented (what you will do to achieve your improvement or change)
- the expected **time line** (when you are going to do it, how long it will take and when it will be finished)
- the **resource** requirements (what you need for carrying out the plan)
- the **roles and responsibilities** of key people (who will do what)
- the **monitoring procedures** to be used (how you are going to check the activity is going as planned and is making a difference).

An action plan should include enough information to allow another person to pick it up and implement it. The way the goal and outcomes are stated is important<sup>6</sup>. When reviewing, you can use the outcomes and strategies to find out whether



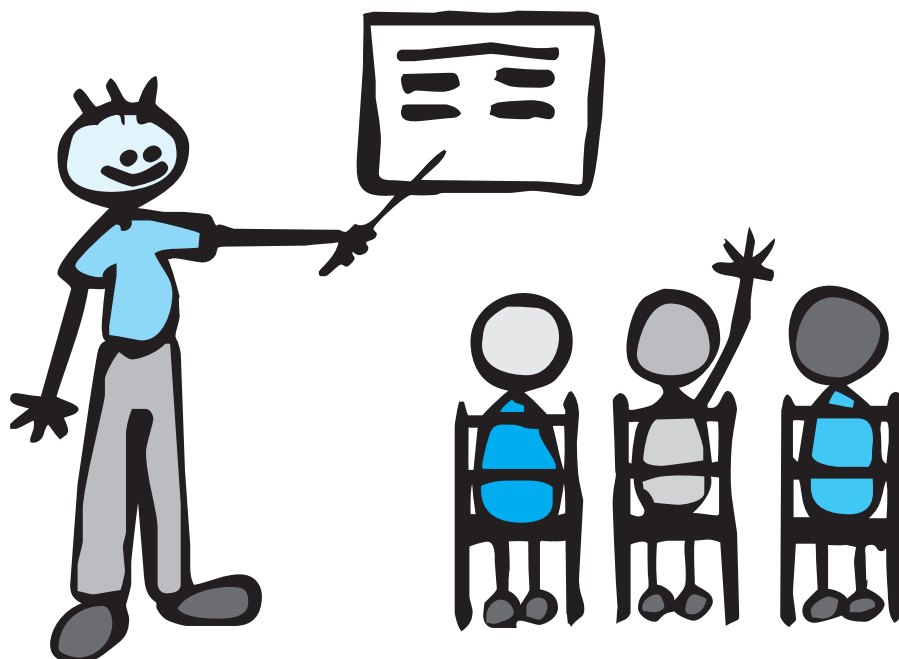
parts of the plan were achieved. **Monitoring and reviewing your progress** often will allow you to adjust your action plan when necessary so you achieve the best results<sup>7</sup>. A *health promoting schools* action plan should include strategies that cover all three components of the *health promoting schools* approach:

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

An action plan could also include a rationale – that states why you want to achieve this outcome.

## what to do

- ☉ Once the school community has determined an outcome, use the blank *action plan proforma* in this booklet to develop your action plan.
- ☉ To determine outcomes, use the *How to set outcomes* tool in this booklet.
- ☉ To identify strategies and actions, use the *How to ensure the strategies of an action plan are comprehensive* in this booklet.
- ☉ **To help determine what monitoring and reviewing processes will be used, see the *How to review and reflect on your progress* tool in this booklet.**



**Figure 1: action plan proforma using a sun safety example**

**Goal/s—** *(Change or improvement to be achieved in the long term)*

To reduce exposure of members of the school community to ultraviolet radiation<sup>8</sup>

Outcome/s	Strategies and action	Timeline Start	Timeline Finish	Responsibility	Resource requirements	Monitoring procedures
Change or improvement to be achieved in the short term	What will be done to achieve the outcomes?	Expected start and completion times		Who will be responsible for the action?	What resources are required to put the strategy into action?	How will you know that the strategy has worked? How will you measure this?
	1. To increase the proportion of students and staff who wear hats	Term 1	Term 1	Sunsmart Committee School Council Uniform convener	time, costs associated with purchasing new stocks	new students will be purchasing and wearing wide-brimmed hats
2. To make current practice supportive of sun protection	make hats cheaper for students through negotiation with supplier and uniform shops	Term 1	Term 1	Uniform convener	time	cost of hats will be lower
	include the risks of sun exposure in the curriculum	Term 1	Term 1	English and HPE Heads of Departments	time	a measured increase in knowledge of the risks of sun exposure by students
	invite Queensland Cancer Fund to talk to staff, parents and students about minimising sun exposure	Feb	Feb	Sunsmart Committee	—	a measured increase in knowledge of the risks of sun exposure by students
	encourage all teachers to wear hats during sport and playground duty	Term 1	Term 1	Staff representative all teachers	—	an increased proportion of teachers wearing hats during outdoor activities
	review or develop the Sun Smart policy	Feb	April	Sunsmart Committee and School Council	time	
	review school uniforms to ensure they are as sun resistant and protective as possible, in design and fabric	Term 1	Term 1	Sunsmart Committee and Parents & Citizens' Association in conjunction with School Council	time, costs associated with purchasing new stocks	uniforms redesigned if necessary

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
	reschedule athletics carnivals and swimming carnivals to less extreme times of the day or evenings	this year	ongoing	HPE Head of Department	cost of hire of flood lit venues	athletics and swimming carnivals rescheduled
	reschedule physical education classes, activities and breaks to the less extreme times of day	this year	ongoing	HPE Head of Department and School Council		phys ed classes which are conducted in the hottest part of the day are held undercover or indoors
3. To increase use of sunscreen by students and staff	make the practice of applying sunscreen routine by placing sunscreen dispensers close to classroom exits <sup>8</sup>	Term 1	ongoing	Sunsmart Committee	cost of sunscreen cost of dispensers	sunscreen dispensers fitted near classrooms
	encourage students to take responsibility for their own health by asking them to bring sunscreen from home <sup>8</sup>	Term 2	ongoing	Student Council and Staff representative		no. of students bringing sunscreen from home
	seek P&C funding for sunscreen costs	Term 1	one-off	Sunsmart Committee	\$\$	funding allocated
	raise awareness among parents by publishing skin cancer prevention in newsletter to encourage parents to supply their children with sunscreen and hats <sup>8</sup>	Term 1	Term 2	Sunsmart Committee Admin assistant	details included in newsletter	increase in no. of students bringing sunscreen increase in no. of students wearing hats
4. To increase the amount of shade in the school	conduct an audit of school grounds to establish shaded areas and potential for shaded areas	Term 2	Term 3	Sunsmart Committee Geography and environmental studies classes Groundsmen	copies of audit tool	report on audit
	fundraising for money to erect shade shelters	Term 1	Term 4	Sunsmart Committee and Parents and Citizens' Association	time, contributions	funds raised
	invite Queensland Cancer Fund to talk to staff, parents and students about minimising sun exposure	Term 2	Term 2	Sunsmart Committee Parents and Citizens' Association		
		Term 2	Term 2	Sunsmart Committee Parents and Citizens' Association		

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
	family day at school to plant trees		Sep	Sunsmart Committee	cost of trees	trees planted
	include gardening in curriculum	Term 4	Term 1	Science KLA	time	
	contact local landscaping organisations for sponsorship and advice	Term 2		coordinator/teachers	time	sponsorship and advice received
	organise visits and a series of lectures from landscaping specialist to the school community	Term 2	Term 3	teachers/Science students	time	work units delivered
	incorporate shade protection into the school <i>Sun Smart</i> policy	Term 1	Term 2	Sunsmart Committee	time	policy revised
	reduce reflected radiation from surfaces such as walls and pavements by applying non-reflective paint and planting trees alongside pathways <sup>8</sup>	Term 1	Term 3	Sunsmart Committee and grounds staff	cost of paint cost of trees time/cost of painter	walls and pavements painted trees planted
	organise students to paint theme murals under buildings to beautify as well as encourage imaginative play in protected areas <sup>8</sup>	Term 3	Term 4	Art Department and Sunsmart Committee	cost of paint time	mural completed

# action plan

**Goal/s** — (Change or improvement to be achieved in the long term)

Our goal.....

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
	What will be done to achieve the outcomes?	Expected start and completion times		Who will be responsible for the action?	What resources are required to put the strategy into action?	How will you know that the strategy has worked? How will you measure this?
	•					
	•					
	•					
	•					
	•					
	•					

# how to set outcomes

## background information

Outcomes are the statement of change that you want to bring about in the short to medium term, not what you are actually going to do. What you are actually going to do is called an activity or strategy. Outcomes are also different from goals, as goals are the change you want to achieve in the long term.

Once a working group has identified outcomes, it is beneficial to check if they are SMART outcomes.



**SMART** outcomes are:

- S**pecific
- M**easurable
- A**chievable
- R**ealistic
- T**ime specific.

## what to do

- ☺ Taking time to write SMART outcomes will help ensure that you are able to achieve your outcomes. The following activity can help you develop SMART outcomes.
- ☺ Refer to the Action Plan and list the outcomes in the first column of the table below.
- ☺ For each outcome, consider whether the outcome fulfils the criteria. The following questions are a prompt to help you.

- Specific?**
- ☺ Is the outcome specific as opposed to being general or vague?
  - ☺ Is the outcome stated in words that are easily understood?
  - ☺ Is the outcome clear or ambiguous?

- Measurable?
  - Can change that has occurred as a result of action be measured?
  - How will you know when improvement has occurred? (What are the indicators of improvement?)
  
- Achievable?
  - Can the outcome be achieved in the time available?
  - Can the outcome be achieved given available resources?
  
- Realistic?
  - Is the outcome relevant to the issue?
  - Are you likely to meet your outcome?
  - Is what you are hoping to achieve possible?
  
- Time specific?
  - Have you specified the time by which you expect to achieve your outcome?
  - Have you allocated enough time in which to achieve your outcome? Is your time frame realistic?

**Table 1: checklist for SMART outcomes**

Tick  the box to indicate ‘Yes’ and cross  the box to indicate ‘No’.

outcomes	specific	measurable	achievable	realistic	time-frame

It is useful to rewrite or remove any of the outcomes that you have marked with one or more crosses .

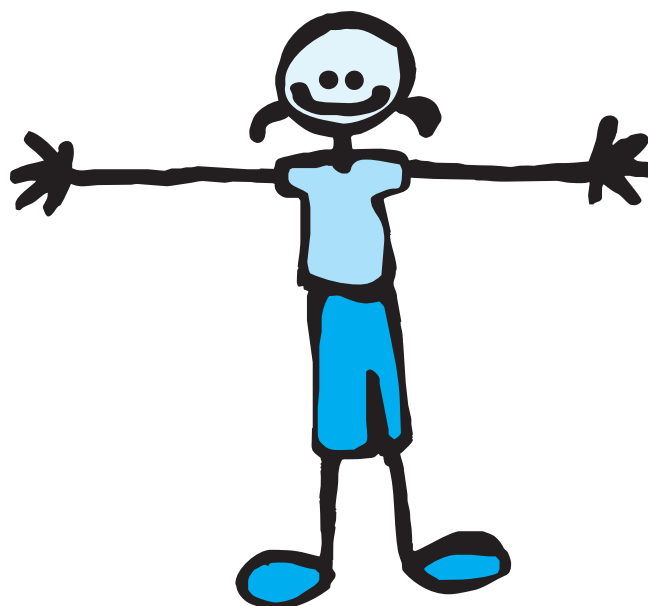
# how to ensure the strategies of an action plan are comprehensive

## background information

To ensure the strategies of an action plan are comprehensive, it is useful to explore them in relation to the three components of the *health promoting schools* framework.

## what to do

- ④ As a group, generate or categorise the strategies and actions under the three components of the *health promoting schools* framework:
  - curriculum, teaching and learning
  - school organisation, ethos and environment
  - partnerships and services.
- ④ Write these into the table over the page.
- ④ Consider if all of the components have been sufficiently addressed. If one or more of the components has not been adequately addressed, it may be appropriate to add more strategies.
- ④ Check that the strategies take advantage of all opportunities to address the three components of the *health promoting schools* framework.



**Table 2: categorising actions and strategies into the three components of the health promoting schools framework**

ACTIONS / STRATEGIES	curriculum, teaching and learning	school organisation, ethos and environment	partnerships and services

# how to review and reflect on your progress

## background information

Reviewing and reflecting on your progress is an important part of the *health promoting schools* process. Review and reflection is needed to determine how well a particular action has run, and what effect or impact the *health promoting schools* initiative has had in your school community.

## what to do making a 'before and after' comparison

A common way to find out about the effect of an activity is to collect two sources of data and then compare them.

You need to know what the situation was like before (pre-data or baseline data), and compare this to what it is like after the activity (post-data). To know if any improvement or changes have occurred, follow these steps.



- ④ Collect data before the activity commences (pre-data or baseline data). Please note: you need to work out what type of data you want, and how you will analyse it before collecting it - See *How to conduct a survey* in Booklet 6. The data can be collected using any of the tools in Booklet 6 – *How to gather information*.

- ④ Collect data from the same source following the activity (post-data). Usually you will use the same method of collecting data for both the 'before' and 'after' data collection.

- ④ Compare these two sets of data (before and after) to find out what changes have occurred.

### checking if outcomes were met

Another way to reflect on how well an activity has gone is to assess how much the activity has met its outcomes. For this to happen, there have to be clear outcomes set at the beginning of the activity. See *How to set outcomes* in this

booklet. Information that relates to the outcomes is then collected to see if the outcomes have been met. This may require collecting pre- and post-data.

For example, an outcome of a sun safety initiative may be to increase, by 30 per cent, the number of students and staff who wear hats within a particular period of time. To measure whether this outcome is achieved, you would have to do the following.

- Collect baseline data (pre-data) to determine the number of students and staff wearing hats in the sun before the initiative (that is, the percentage of students and staff that wear hats before attempting to address sun safety as part of the *health promoting schools* approach). The information could be collected using observations.
- Work out what your target is — 30 per cent increase in hat-wearing behaviour when in the sun.
- Collect data after the sun safety initiative has been launched (post-data) in the same way as before to determine the number of students and staff wearing hats.

If this second collection of data reveals that hat-wearing behaviour is at your target level (that is, an increase of 30 per cent or more), then your outcome has been met.

However, even if your outcome is met, you still cannot be sure that your sun safety initiative is solely responsible for that change. For example, the change in hat wearing behaviour may have been due to students and staff learning about a colleague who has developed skin cancer, or a sun safe campaign launched on the television, etc.

### review without collecting before and after data

Reviewing how well a part of the *health promoting schools* approach has gone, does not always require pre- and post-data. Reviewing includes looking at the strengths and weaknesses of what has happened (the steps and actions taken) and examining how it has happened (the planning that allowed the steps to be taken). To be able to do this, you need to keep a record of what and how things happen. Therefore, recording is vital if you want to reflect on the process used in your *health promoting schools* activities and improve them in the future. See *How to document your progress* in Booklet 6.

Some questions are included below to help you reflect on and review your progress without needing pre- and post-data. These questions can be asked at the end of an activity, during an activity or before starting a new activity so you can learn from previous mistakes. Think of these questions in relation to:

- the outcomes of the activity
- the way the activity was conducted
- the planning of the activity.

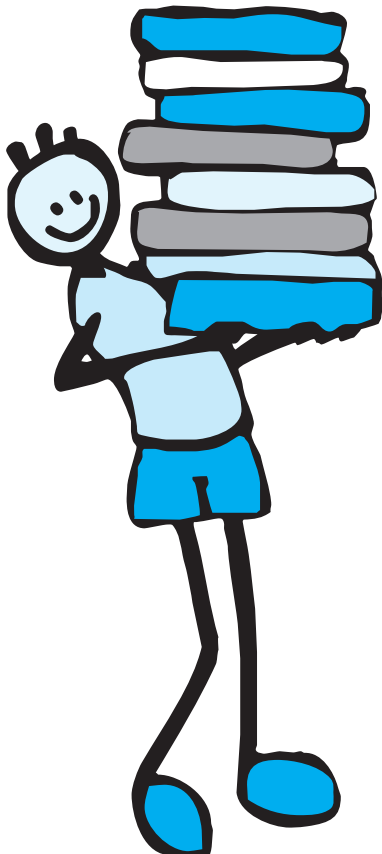
### questions for reflecting on and reviewing your progress

- ☉ Did we meet/are we meeting our goals and outcomes?
- ☉ What worked well? Why?
- ☉ What did not work well? Why?
- ☉ What worked better than expected? Why could this be?
- ☉ What did not work as expected? Why could this be? What could have been done about it?
- ☉ What can we do better?
- ☉ What do we need to concentrate on?
- ☉ How could we have done it differently?
- ☉ What was the reaction of the school community? What did we do to influence this reaction?
- ☉ Did we follow the plan?
- ☉ Was the plan appropriate?
- ☉ How can we plan better in the future?



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