

Health promoting schools



...a second storybook of success stories

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Foreword

This second storybook of health promoting schools (HPS) in the West Moreton Area follows on from the shared experiences of 10 schools that became HPS schools in the Western Gateway Health Promoting Schools Grant Scheme (WGHPSGS).

This storybook shares the experiences of eight schools which were mentored by seven schools from the WGHPSGS. The seven schools had made the HPS journey from novice to expert and were prepared to share this expertise with schools new to HPS. The project became known as the Health Promoting Schools Mentoring Project (HPSMP).

The first storybook outlines the concept of HPS at some length and is available at: www.health.qld.gov.au/phs/Documents/sphun/27008.pdf

This book touches on the mentoring experience and also where the concept of HPS may sit in the new environment of regulatory intervention of Smart Choices and Smart Moves.

Each school has a story to tell. Even though they are told in different ways, some stories are similar to others, some are beautifully unique.

Acknowledgements

We gratefully acknowledge and appreciate the work of the representatives from the eight schools involved in Health Promoting Schools Mentoring Project who have contributed case studies for compilation of this storybook.

- Kruger State School
- Goodna Special School
- St Francis Xavier School, Goodna
- Dinmore State School
- Lowood State High School
- Ipswich East State School
- West Moreton Anglican College, Karrabin
- Hatton Vale State School.

We would also like to acknowledge the support provided to the Health Promoting Schools Mentoring Project by the project committee.

- West Moreton Population Health Unit, Queensland Health
- School and Youth Health, Child and Family Health Service, West Moreton South Burnett Health Service District, Queensland Health
- West Moreton District Office, Education Queensland.

1.0 Introduction

The Health Promoting Schools Mentoring Project aimed to use the findings from the Western Gateway Health Promoting Schools Grant Scheme (WGHPSGS), whilst also using the mentoring concept. A number of the Western Gateway Schools (mentor schools) acted as mentors during 2005 by working with eight new schools (mentee schools) in the West Moreton District. They shared a range of ideas and expertise in order to assist the mentee schools in introducing and incorporating the HPS approach and framework.

The mentoring concept

The concept of mentoring can be viewed in many ways. Mentoring can be viewed as a sharing amongst equals, a support system between individuals and staff who share their respective expertise. It embodies the concept of nurturing relationships, both formal and informal, which encourages learning as a lifelong experience (Knight, 2002)¹.

Regarding the process of mentoring, Hay (1995)² suggests that discussion of long-term growth requires a high level of trust in both the mentors and the mentees. She notes that mentees need to feel able to share their concerns and discuss their weaknesses, as do the mentors. Successes should be celebrated and achievements noted.

She suggests that mentors must:

- ❖ set aside their own view of the world
- ❖ use cooperative enquiry to help the mentee explore their world
- ❖ be fully with the mentee during this process
- ❖ be willing to review personal behaviour as a source of insight for the mentee
- ❖ be prepared to experiment with new ways of relating so that the mentee can see what happens.

In summary, mentoring has the potential to provide people with the opportunity to share their professional and personal skills and experiences. It is based upon encouragement, constructive comments, openness, mutual trust and respect.

Project outcomes

The project started in March 2004 and was completed in June 2008. After stakeholders were engaged and schools were recruited, the formal mentoring component took place during January to December 2005. (Some schools develop this former mentoring relationship to an ongoing peer relationship in an unofficial capacity during the entirety of the project). The final two years focused on the implementation and sustainability of the health promoting schools approach.

According to evaluation, interviews the major success factors for productive mentoring between mentors and mentee schools include:

- ❖ principal support
- ❖ adequate funding for teacher release.

These factors must be met at both mentor and mentee school if productive mentoring relationships are to be sustained.

¹ Knight, D. 2002. Network of innovative schools. Canada's SchoolNet, Ottawa.

² Hay, J. 1995. Transformational mentoring, creating developmental alliances for changing organizational cultures. McGraw-Hill Book Company, London.

Other success factors include:

- ❖ strong partnerships between matched mentors and mentees
- ❖ sharing of ideas and resources between all mentors and mentees (eg. at workshops).

Barriers included:

- ❖ mentor and mentee schools not well matched (eg. in terms of primary, high or special school)
- ❖ lack of communication within teams
- ❖ too far to travel between matched mentor and mentee schools
- ❖ not understanding the role of being a mentor.

Data obtained from six monthly reports from each school suggest that strong mentoring partnerships deliver in providing mentees with HPS capabilities, however some schools managed regardless.

Health promoting schools

The WGHPSGS project evaluation investigated the influence of the HPS approach on school connectedness. Their investigation showed that the HPS approach can create a level of cohesiveness of different groups in the school community including students, staff, parents, health services and community agencies. The HPSMP evaluation confirms these findings by WGHPSGS.

The HPSMP project had a strategic objective to conduct four workshops for the mentee schools involved in the project specifically focusing on the HPS process and framework for school staff, students, parents and the wider community. The workshops topics included HPS policy development, grant application, and maintaining project sustainability. The findings here are that given the appropriate capacity building processes and support schools are able to generate social capital such as networks and trust.

As part of the project conclusion process the project manager visited each of the eight schools. All schools indicated that HPS programs will continue at these schools beyond the conclusion of the HPSMP project. Some schools indicated that a yearly budget will be set aside for HPS. Most schools in this project indicated the implementation of Smart Choices compliant food policies through their tuckshops was no problem.

If there had been problems with available food choices in tuckshops, they had been overcome prior to the introduction of Smart Choices as part of the HPS process. Only one private school reported that meeting the standards of Smart Choices as difficult given current contractual agreements with a commercial service provider to their tuckshop.

Similarly, most mentee schools in this project either expect no problems with the introduction of Smart Moves or probably already meet the standards set by Smart Moves. One of the benefits of being HPS savvy is, among other, the ability to tailor regulatory requirements such as Smart Choices and Smart Moves to meet local needs and identify local opportunities.

Not ignoring the valuable contribution from the mentor schools, each of the eight mentee schools involved in the project deserve commendations for their efforts and commitments to promoting health in our schools.

2.0 Kruger State School

Gardening Club and Healthy Gotchas

Date March 2005 to December 2007

Person completing review Adrienne Dougal (07) 3814 9333

Primary target group for project/activity Students, parents and staff

Overview of project/activity

Teachers made observations of children's lunches and tallied the number of healthy items being brought to school. Results confirmed what was suspected. There were more unhealthy items brought to school than healthy ones. Suggestions of how to endorse healthier eating habits were brainstormed by teachers. The committee employed two of the suggestions. A Gardening Club was established to increase children's awareness of vegetables by enabling the harvesting of produce (zucchini, tomato and cucumber) and Healthy Gotchas were introduced to celebrate the increase of healthy options brought for lunches. Students found to have very healthy lunches were awarded a Gotcha and put in the draw to win an item to encourage exercise; tennis ball, skipping rope or perhaps a water bottle. An additional grant was gained from the Department of Health and Ageing which was used to purchase gardening equipment such as shovels, forks, rakes, etc.

What were the positive outcomes identified by the school community as a result of this project/activity?

Many children enjoyed the regular group gardening afternoons and quite a few parents came along to help too. The tuckshop ladies were very impressed with our produce of zucchini, tomatoes and cucumbers. We even held a stall and made a small amount of money from the sale of our produce to parents and teachers. The money they donated went towards the purchase of more seeds to start the whole process again.

Eventually, once our gardening skills had really improved and we had learned a lot from guest gardeners, we decided to embark upon a bigger project. We harvested marigolds for sale for Mother's Day and herbs for Father's Day. The money we raised from these projects went towards water bottles and carriers for our sporting teams and small de-stress items for our busy teachers.



What were the barriers/problems experienced?

Once water restrictions came in, the garden suffered tremendously as we became abundantly aware of the need to conserve water.

What were the solutions?

We haven't currently come up with any solution to the water crisis but have turned our healthy minds and energies to other projects in the mean time.



3.0 Goodna Special School

Bike Zone

Date March 2008

Name of person completing review template Lynn Bonner (07) 3381 4222

Primary target group for project/activity Whole school

About Goodna Special School

Goodna Special School is a state school situated at Queen Street, Goodna. It is near the eastern boundary of Ipswich City and is in the Bundamba State Electorate.

The purpose of the school is to provide high quality education programs for students with severe intellectual disabilities. Some students at the school also have additional impairments such as autistic spectrum disorder, sensory and physical impairments and social and emotional disorders. Some students display challenging behaviour that requires a high level of support from school staff and their families.

Most students live in the suburbs of Goodna, Riverview, Redbank Plains, Bellbird Park, Carole Park and Springfield. The parents and caregivers of a small number of students who live outside of the school's catchment area also choose to enrol their children at Goodna Special School. The age range of students is from six to the end point of schooling which is generally at end of the year that the students turn 18.

In order to be eligible to enrol at this school, students must have a verified diagnosis of intellectual disability and have been approved for enrolment by the Moreton East District Office. Most students have completed the education adjustment program profile prior to enrolment at the school. However, some students transferring from interstate or overseas may be enrolled prior to the completion of this process.

The classes at the school are small and each class teacher works in a team with at least one full-time teacher aide. The school also has full-time manual arts and home economics teachers as well as a part-time teacher-librarian and physical education teacher. The schools curriculum is organised by the New Basics and is delivered through integrated units of work related to the special rich tasks for the year three, six, nine and transition junctures. There is a strong emphasis on real-life learning in community-based learning environments.

Our classes are organised into the junior, intermediate, senior and work skills schools that align with these junctures. Our teachers work together to ensure the continuity of curriculum, assessment and reporting across the three year period of each juncture. They also collaborate with teachers from other similar schools to moderate the results of the assessment processes. Hand-in-hand with the schools approach to curriculum is our commitment to providing strong support for students to allow them to behave at their best and to engage in all aspects of school life. This involves a wide range of individual, class and whole school incentives that are used to reward good choices. At the same time, students are made aware of the consequences of poor choices or inappropriate behaviour.

The school has established critical partnerships with a wide range of community groups, employers and government and non-government agencies and other bodies.

Overview of project/activity

Matthew Bray a senior teacher at the school volunteered to take on the project of the bikes. Having an interest in this activity himself (often bike riding at weekends and also a qualified bike mechanic), he was able to tackle the bike shed with a knowledge that many of the staff lacked.

How were the issues identified and the project developed?

- ❖ Project was identified by the students due to lack of working bikes in the bike shed.
- ❖ The school has a bike shed which was full of bikes and bike parts, the students and the teachers were frustrated every time they went down to access the bikes as there were only a few bikes that were working.
- ❖ Many had faults such as faulty chains, no brakes, loose seats, etc.
- ❖ No specialist bikes for students who had not yet mastered the art of balance and steering.
- ❖ Staff identified the need for more bikes especially bikes in different sizes and with various different features to suit all the needs of the students.
- ❖ The school contacted different agencies to access funding, which we received via the Lions Club, local parliament members and the P&C.
- ❖ Students with a disability often don't get the chance to access this sort of activity due to lack of funds, parent involvement and the inability to access a safe area for their child to ride.
- ❖ No specialist bikes, eg. for students who have difficulty with balance, steering, gross motor and special awareness.

What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Staff able to time table bike riding as part of HPS and Health and Physical Education.
- ❖ Students were matched with relevant bikes to suit their needs.
- ❖ All students were able to access the bike program.
- ❖ New interest in the bike program brought 'bike maintenance' students in the senior class who were able to join Matt's class to maintain the bikes, and keep them in good working order.
- ❖ A bike path was formed by the students down on the bottom oval. Vegetation was cleared and dirt mounds were constructed to allow more confident riders to excel in their bike skills, eg. jump, balance and precision steering.
- ❖ The bike zone was incorporated into the New Basic curriculum via health and fitness.
- ❖ The students' fitness has improved which in turn has improved students behaviours.
- ❖ Happy students, happy teachers!
- ❖ The bikes are also used as great motivators to enable students to participate in non-preferred activities.
- ❖ Students more aware of safety issues, eg. helmets, road rules.
- ❖ Students made aware of different road signs out in the community.
- ❖ Road safety.
- ❖ A wonderfully organised shed with bike stands and relevant shelving for helmets and equipment (Matt having an excellent teacher aide, Neva, who has great organisational skills).
- ❖ The bike way has been incorporated into many maths programs via the aid of stop watches to enable the students to better their timing in completing an obstacle course, timing of laps, how many laps, beating their best time, etc.
- ❖ Excursions to different bike parks to aid with adjusting to different environments, practise safety within the community, road signs out in the community, other road users.
- ❖ There are five senior student classes and on a Friday afternoon they are divided into groups to access different sports, eg. cricket, volleyball, board games etc. During the board games the staff noticed a big difference in student behaviours, not concentrating, lack of participation and behaviour problems. It was discussed that we implement the bike program in place of the board games, and this was a great success, as the students became much

more motivated, were able to work as a team or independently, and their fitness levels were raised.

What were the barriers/problems experienced?

- ❖ Difficulty in getting parent participation via the P&C
- ❖ Deciding how many bikes were necessary to enable the staff to run an efficient program, eg. size, structure, and durability
- ❖ Funding
- ❖ Safety
- ❖ Transporting bikes and students to other venues
- ❖ Time.

What were the solutions?

- ❖ Use of the work skills utility and trailer to transport students and bikes
- ❖ Advertising the activity in the newsletter
- ❖ Internet access and regular staff meetings to determine the appropriate bikes for the diverse clientele
- ❖ Time!
- ❖ Funding to be sought via internet sites, local politicians, Lions Club and local shops.

Tips for success/lessons learnt

- ❖ Find a member of staff/parent that has an interest in the activity
- ❖ Provide support for them via other means such as offering to share in some of the programming/sharing ideas and involving students who have a great interest in the activity
- ❖ Always be positive as this rubs off on the student which makes for a much nicer day!
- ❖ Remember to appreciate the staff member who organises the activity a pat on the back or a message on the white board stating that he/she is going a great job
- ❖ Whole school approach.

4.0 St Francis Xavier School

Healthy lifestyles

Date May 2008

Name of person completing review template Sr Veronica Ekerick (07) 3381 4222

Primary target group for project/activity All students

About St Francis Xavier School

St Francis Xavier is a Catholic, co-educational, P- 7 school of approximately 450 students situated in the City of Ipswich, adjacent to the Ipswich Motorway. The school has been in existence for almost 100 years, having been established in 1910.

The Staff of St Francis Xavier Catholic School recognise the likeness of God in all. We aim, in partnership with one another, to give witness to and to teach the Catholic traditions. At St Francis Xavier we promote the development of the whole person and strive for equality, and excellence in education.

Vision

- ❖ For St Francis Xavier School is to provide opportunities for the maximum development of each child. This vision is based upon the Christian values of community that recognise the uniqueness and value of each individual and therefore contributes to the enhancement of the self-esteem of each child and the development of life skills. "The spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control.... The spirit has given us life." (Gal 5:22)
- ❖ Is for a school curriculum which promotes the social, emotional, intellectual, personal and physical development of each child in an environment pervaded by love, harmony, justice and the feeling of being appreciated, respected and valued. Our vision is for a curriculum that integrates the key learning areas as we creatively implement teaching strategies that enable the children to become independent learners. Thus the children will accept with confidence, responsibility for their own learning.
- ❖ Stresses the importance of staff as significant witnesses in the process of learning and pays due respect to the involvement of the school community, namely the students, the parents and the priests. Therefore our vision is for a focus on co-operation, acknowledging the parents' role in their child's education and responding to their trust in enrolling their children at this school.
- ❖ Is for the acquisition of sufficient resources both human and material - with recognition of the importance of technology in today's education. While maintaining the quality of material resources, priorities are to be given to staff professional development in all areas of the curriculum and in identified areas of students' specific needs.
- ❖ Finally our vision is for a place of excellence, a school where quality education is provided and also where there is an openness which promotes growth and positive change.

Overview of project/activity

There was a whole school focus on the concept of healthy living. Activities included the development and promotion of Health Week, a healthy canteen, healthy lifestyle units in classroom curriculum, P&F funded exercise circuit built and guest speakers from health organisations.

How were the issues identified and the project developed?

Our whole school community underwent a health promoting schools survey to ascertain the needs of our school to adopt healthy lifestyle practices.

A committee, including staff and parents, was created to develop ways that these healthy lifestyle practices would be implemented across our school during 2005.

This health committee worked closely with the school tuckshop convenor to ensure a healthy food menu was available at all times to all families. This involved the re-writing of the tuckshop menu and the elimination of non-healthy food choices.

What were the positive outcomes identified by the school community as a results of this project/activity?

- ❖ Healthy menu was implemented at the school tuckshop and positive feedback was received from parents and teachers.
- ❖ Fitness level of the children improved throughout the year.
- ❖ A fundraiser was started called Fit For Fun. This program raised money to assist the Royal Children's Hospital Appeal.
- ❖ The promotion of this healthy living concept was able to infiltrate the wider community through the enthusiasm of the students' and parents' participation.
- ❖ The learning outcomes of all students were enhanced through a deeper understanding of health related concepts.

What were the barriers/problems experienced?

The long standing traditions of the tuckshop were challenged and difficult to change in the early stages.

What were the solutions?

Health committee worked closely with the tuckshop convenor and supported her ideas with the healthy living concept in mind at all times.

Tips for success/lessons learnt

- ❖ The use of the health promoting schools framework.
- ❖ The importance of having staff and parents on a committee.
- ❖ Full support of whole teaching staff and administration.

Bullying and the development of resilience for all students

Date May 2008

Name of person completing review template Sr Veronica Ekerick and Miss Nicole Fisher (07) 3381 4222

Primary target group for project/activity All students

Overview of project/activity

The National Safe Schools Framework required all schools to have an anti-bullying policy active in each school community.

How were the issues identified and the project developed?

The issue was identified as a result of our guidance counsellor and pastoral care worker attending the National Safe Schools Framework information session. This meeting was conducted by Brisbane Catholic Education.

A behaviour management survey was completed by all students. The issue of bullying was highlighted as an area of concern. There was also a misunderstanding of the concept of bullying. As a result of this it was decided that an anti-bullying policy with educational procedures is developed across the school.

As well as the bullying concept being correctly defined the need for the development of emotional resilience in our students was of great importance. Hence, the implementation of the Bounce Back program across all year levels.

What were the positive outcomes identified by the school community as a result of this project/activity?

All students are able to distinguish between genuine cases of bullying and other forms of isolation, aggression or conflict. This was achieved through the creation of four cartoon characters that helped the children understand and identify the difference between these different behaviours. These characters include:

- ❖ Roving Random: random acts of aggression, meanness or intimidation
- ❖ Crazy Conflict: a disagreement between two people who both want a solution to the problem.
- ❖ Icy Isolation: social isolation and/or rejection
- ❖ Bully Bulldozer: regular patterns of aggression or harassment. Intention to cause harm or distress and an imbalance of power between two people.

As a result of the implementation of the Bounce Back program a significant improvement in the resilience of students has been noted as a positive change to our school community. They

learnt how to minimise certain behaviours or incidents and were able to adopt strategies learnt through this program, eg. Catastrophe Scale, Bouncing Back. Bounce Back Day was successful because of the children's new found emotional resilience.

What were the barriers/problems experienced?

There were no significant barriers/problems experienced throughout this process due to the support of the whole school community.

Tips for success/lessons learnt

- ❖ The St Francis Xavier School anti-bullying policy and procedures are well known across all Brisbane Catholic Archdiocesan schools. We have been approached on many occasions to share the journey of creating and implementing the bullying aspect of the National Safe Schools Framework.
- ❖ Working within the Health Promoting Schools Framework and having the funding to support this project across a two year period.
- ❖ Ensuring the support and involvement of all school community members (ie. all staff, students and parents) is a priority.
- ❖ The creation of cartoon characters to assist in the educational process of bullying and related behaviours. These characters were embraced by the children with excitement and enthusiasm.
- ❖ The adoption of two major projects instead of numerous smaller projects. This procedure kept the whole school community interested, involved and on-task.
- ❖ All activities involved the whole school community, not just tasks/projects for individual classes.

5.0 Dinmore State School

Healthy promoting schools committee

Date April 2008

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity Whole school community

About Dinmore State School

Dinmore State School is a small co-educational state primary school located on River Road at Dinmore. The school offers prep to year seven classes and has a special education class. There are currently about 150 students at the school. The school was established in 1891 near Dinmore Railway Station and was moved to its current position in 1962. It has a long, close relationship with its local community, with many students having family members who have also attended the school.

Overview of project/activity

The HPS committee was set up as a vehicle for involving the whole school community in the HPS process. One of its key tasks in the first year was to conduct a school-wide survey to identify those health issues which were of most concern to the community. The survey helped to identify the key issues we were to address over the following three years. The committee was also responsible for overseeing the process of addressing the issues identified.

How were the issues identified and the project developed?

The need for such a committee was identified in the first discussion held between Alan Cockerill (representing Dinmore State School) and Colleen Engel (representing Redbank State School, the mentoring school). Alan then had discussions with his principal, Sue Clark, and with teachers, parents and students. A suitable time was found during school hours that enabled all members of the committee to attend. Meetings were held every two weeks during the first year of the project.

What were the positive outcomes identified by the school community as a result of this project/activity?

An immediate benefit was a closer working relationship between teachers, parents and students, and a sense of common purpose. All the ensuing activity of the next three years flowed from the work of the committee. The first year of the project was particularly fruitful, with very significant improvements made in the tuckshop, a launch that brought the whole school together, a flourishing community garden, staff welfare initiatives, and staff training to adopt Program Achieve for the following year (2006).

What were the barriers/problems experienced?

During the second and third years of the project we were unable to find a meeting time that suited everyone. This led to a number of committee members dropping out of the core group. Some of the key parent members were unable to carry on with their roles, which led to a gradual reduction in committee activity in years two and three.

What were the solutions?

As much important work had been done in the first year, many initiatives continued over the succeeding years, even without fresh impetus from the committee. Key personnel kept in touch with each other and maintained some momentum.

Tips for success/lessons learnt

A suitable meeting time allowing all stakeholders to attend is absolutely crucial for the functioning of a health promoting schools committee.

Nutrition initiatives

Date Beginning of 2005

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity Whole school community

Overview of project/activity

The focus of this initiative was the school tuckshop, with the tuckshop convenors taking a leading role. Even before the first meeting of the health promoting schools committee, the tuckshop convenors had determined that the key function of the tuckshop was to promote healthy eating, and they set about an early implementation of the Smart Choices policy. They were supported by the work of the community garden, which involved all students in growing fresh food, and supplied some fresh produce to the tuckshop. Teachers promoted health eating through classroom lessons, and activities such as the HPS launch and a Fruit Frenzy"day also helped. In 2006 the junior school introduced a fruit break at 10.00 am, in the middle of the first session.

How were the issues identified and the project developed?

The issue had been identified at the end of 2004, in discussions between the principal and the P&C, even before the commencement of the HPS mentoring project. It was taken up very

strongly by tuckshop convenors Karen Hunter and Karen Bakes, who ran a crusade all through 2005, including creative initiatives such as the Big Mother Evictions, in which students voted out the unhealthiest foods.

What were the positive outcomes identified by the school community as a result of this project/activity?

This initiative did a great deal to raise awareness of nutrition in the school, and to improve the food that children were purchasing at the tuckshop. By the end of 2005 the school was fully compliant with the Smart Choices guidelines.

What were the barriers/problems experienced?

The tuckshop convenors, who had been so instrumental in promoting healthy eating, resigned at the end of 2005. In 2006 there was some friction between the new tuckshop convenors and the outgoing ones, who felt that their nutritional standards were not being maintained. The education department extended the deadline for implementation of Smart Choices, which sent the wrong signals. Food manufacturers frequently made misleading claims about the extent to which their products complied with Smart Choices and the guidelines were not always easy to interpret.

What were the solutions?

A number of P&C meetings were devoted to discussion of the tuckshop menu, and some working compromises were arrived at. Every attempt was made to adhere to the Smart Choices guidelines, though these were possibly less stringent than the standards imposed by the previous convenors.

Tips for success/lessons learnt

We were very fortunate to have such highly motivated and enthusiastic tuckshop convenors, which were supported and encouraged by the school administration and staff. It cannot be assumed, however, that the 'movers and shakers' will be able to continue in their roles indefinitely, and it is important to have succession plans in place.

Community garden

Date April 2005

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity Whole school community

Overview of project/activity

This project was funded by a \$5000 grant from the West Moreton Population Health Unit. It involved the construction of a secure enclosure for growing fruit and vegetables, and the establishment of garden beds. Every child in the school planted a seed in a punnet, and then planted the seedling into the garden. During 2005 and 2006 the garden produced lettuces, cherry tomatoes, cucumbers, chokos, peas, strawberries and other produce, which were used in the tuckshop or taken home by members of the school community.

How were the issues identified and the project developed?

Alan Cockerill applied for the community garden grant after a visit to the school by Fiona Rowe, project manager of the Western Gateway project. Alan coordinated the garden project, and was supported by teachers and parents in establishing the garden. Many children were involved in planting, weeding and harvesting during school time.

What were the positive outcomes identified by the school community as a result of this project/activity?

There was a heightened interest in fresh food amongst the students, and the work in the garden gave added impetus to the efforts of the tuckshop convenors to promote healthy eating. Class teachers also used produce from the garden to promote healthy eating in the classroom. The garden was also used to support the study of plant growth in science lessons.

What were the barriers/problems experienced?

Increasingly heavy water restrictions took their toll on the garden. In 2006 we had to stop using the very efficient dripper system and rely on hand watering, with a consequent reduction in production. In 2007 we had to stop watering completely during school hours, and were unable to use the garden. At the end of 2007 Alan Cockerill transferred to another school, leaving the future of the garden in doubt.

What were the solutions?

Throughout 2007 we had a tank on order, and by the end of 2007 had a tank installed (with pump) and full of water. We were ready to resume production, and now there was no obstacle to using the dripper system. Some attempts were made to arrange a successor for Alan Cockerill in the garden for 2008.

Tips for success/lessons learnt

To give every child in the school the opportunity for hands-on involvement generated enthusiasm for this project. It was also very visible to the community. As with all the projects at a school, fluctuations in staffing can create problems for continuity. It is important to make sure that projects do not rely excessively on one person.

Health promoting schools launch

Date June 2005

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity Whole school community

Overview of project/activity

The launch provided a focus to make the whole school community aware of our involvement in the health promoting schools process. We combined the launch with the opening of the community garden (including ceremonial plantings by each year level, and by our local MP Joanne Miller). Guests were invited from the community and the health unit, and a new preschool was opened on the same day. The launch ran for a couple of hours, with children rotating through a number of health-related activities. Support was given by the West Moreton Population Health Unit, the Dental Clinic, Queensland Cricket, IWS Waste Services (worm farm demonstration), Jump Rope and Boost Juice. Everyone attending was given a free healthy lunch.

How were the issues identified and the project developed?

The suggestion to hold a launch initially came from Colleen Engel at our mentor school, Redbank State School. The idea was taken up enthusiastically by the HPS committee and the whole school community.

What were the positive outcomes identified by the school community as a result of this project/activity?

There was a tremendous atmosphere generated on the day, with high parental involvement, and all the children participating very happily. The president of the P&C was moved to comment: "The school has got its soul back."

What were the barriers/problems experienced?

There were some concerns about security of marquees set up the day before.

What were the solutions?

A security guard was hired overnight.

Tips for success/lessons learnt

It is good for the whole school community to work with a common focus. The greatest benefit from this activity was the feeling of oneness generated.

Staff welfare initiatives

Date Ran throughout the three year grant period

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity School staff

Overview of project/activity

The aim of this project was to increase staff health and well-being. Staff participated in two programs run with the involvement of the Ipswich Hospital Foundation: STEPS FOR LIFE (10,000 steps a day) and the SNAP screening program. Both these programs were well-received by staff. Flu vaccination was also funded for staff members who wished.

How were the issues identified and the project developed?

Barbara Burnett took the initiative in organising these activities for staff.

What were the positive outcomes identified by the school community as a result of this project/activity?

Staff became more aware of health issues affecting themselves, and in some cases took significant steps to increase exercise regimes and observe healthy eating guidelines.

What were the barriers/problems experienced?

No significant barriers were experienced apart from the natural inertia that individuals experience when making changes in lifestyle.

What were the solutions?

Staff responded to the challenges very well.

Tips for success/lessons learnt

School staff is often neglected in health initiatives which focus on students. Our experience showed that staff members respond very positively to initiatives aimed at their health and well-being.

Program Achieve

Date 2006

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity P-7 students

Overview of project/activity

This program was adopted in an attempt to address bullying and the general area of social skills. Program Achieve aims to complement academic learning with the development of emotional and social skills, underpinning learning. It promotes five keys to success: confidence, persistence, organisation, getting along and resilience.

How were the issues identified and the project developed?

The issue was identified through a survey of the whole school community conducted by the HPS committee. Program Achieve was one of a number of programs considered by staff members, and one of the programs in use at our mentor school, Redbank State School. Barbara Burnett had already made some use of the program in the preschool. Initially a number of junior school teachers attended a training session with Michael Bernard, the developer of the program. Then a training session was held at the school for all the staff. In 2006 the program was implemented throughout the school, and especially in the junior school. Helen Thornton was particularly enthusiastic in promoting the program at school assemblies.

What were the positive outcomes identified by the school community as a result of this project/activity?

The benefits were most noticeable in the junior school, where the puppets were used, and children were exposed to the concepts daily. Children learnt the meaning of these words and started to use them in their daily discourse. They learnt to identify the keys to success in their daily lives.

What were the barriers/problems experienced?

At the end of 2006 half the teachers transferred out of the school. This affected the continuity of the program, especially in the senior school.

What were the solutions?

Some teachers continued to implement the program, especially in the lower school, but no significant attempt was made to train the new upper school teachers in the use of the program.

Tips for success/lessons learnt

If this program is to have a future, it needs to be embedded in school policy documents, and supported with ongoing training for any new staff members.

Head lice program

Date ongoing since 2006

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity P-7 students

Overview of project/activity

Associate-Professor Stephen Barker, from the University of Queensland, runs a research program to control head lice in Queensland schools. Dinmore State School gained admittance

to this program, which involves screening and treating the whole school community during school hours.

How were the issues identified and the project developed?

This was one of the issues identified by a survey of the whole school community and one that particularly concerned many parents. Committee members heard of the program by word of mouth. Once we had gained admittance to the program, it was simply a matter of making a time and space available to Professor Barker's staff and volunteers.

What were the positive outcomes identified by the school community as a result of this project/activity?

Professor Barker's program is very effective in reducing the incidence of head lice among students.

What were the barriers/problems experienced?

Parental permission is needed for participation in this program, but this has been obtained in most cases.

What were the solutions?

Permission to participate in this program is obtained on enrolment, along with other permissions.

Tips for success/lessons learnt

This is a good example of how positive outcomes can flow from exploring community resources further beyond the school boundaries.

Breakfast program

Date 2007

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity P-7 students

Overview of project/activity

This program involved the provision of a free breakfast to any student who requested it between 8.15 am and 8.45 am. Initial funding was obtained from Goodna RSL. The program ran through most of 2007, commencing in term two.

How were the issues identified and the project developed?

The principal, Sue Clark, was keen to get this project going, and it was run by parents Erin Cook and Joanne Hodgetts, together with teacher aide Liz Boekholt. The Goodna RSL provided funding to start the project.

What were the positive outcomes identified by the school community as a result of this project/activity?

Children were more settled at the beginning of the day, and were far less likely to have a packet of crisps for breakfast. Late arrivals were also reduced.

What were the barriers/problems experienced?

Funding had to be found for this free service.

What were the solutions?

The Goodna RSL helped us out.

Tips for success/lessons learnt

This is another example of community resources being accessed to the benefit of the children.

Vision screening

Date Term 3, 2007

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity P-7 students

Overview of project/activity

Vision is a health issue that has a significant impact on learning. Gerry and Johnson Optometrists specialise in screening whole school populations, with a particular emphasis on detecting 'convergence insufficiency', a very common and often undetected problem in school age children. Gerry and Johnson's experience suggests that approximately 20 per cent of students are affected to some degree. Convergence insufficiency can be corrected with regular supervised exercises, and does not require the prescription of glasses.

How were the issues identified and the project developed?

This project was initiated by Alan Cockerill, and supported by the HPS committee and the school principal. Kate Johnson initially came out and gave a presentation to staff, to explain the screening process, and the nature of convergence insufficiency. She then came out and screened the whole school population, detecting twenty or more cases of convergence insufficiency, three cases of colour blindness, and a number of other conditions requiring a more detailed examination. Finally she came out to conduct an information session for parents and teachers, where she explained how to conduct the exercises required correcting convergence insufficiency.

What were the positive outcomes identified by the school community as a result of this project/activity?

We were able to diagnose a significant factor affecting the reading of a number of students, and to provide guidelines to parents for remediation.

What were the barriers/problems experienced?

We initially planned to provide teacher-aide hours for school-based intervention to address vision problems. It was envisaged that in term four teacher aides would provide five minutes supervision for each child that needed the remedial exercises. This appeared not to happen, due to other work pressures.

What were the solutions?

More follow up is required, and a repeat screening should be conducted for those children identified as having problems.

Tips for success/lessons learnt

Vision screening should be conducted in every school (including a test for convergence insufficiency), because so many children are affected, and problems can persist into adulthood if not addressed.

Sun safety initiatives

Date 2007

Name of person completing review template Alan Cockerill (07) 3714 0222

Primary target group for project/activity P-7 students

Overview of project/activity

At the end of 2007 we purchased bucket hats and sunscreen to provide adequate sun protection for the whole school. We had been looking into the Sunsmart guidelines for some time before that.

How were the issues identified and the project developed?

This was an issue identified in the surveys of 2005, but it sat on the back burner for some time, while other priorities were addressed. The P&C president in 2007 was keen to see something done, and towards the end of 2007 we purchased sunscreen for every classroom, and enough bucket hats for most of the school (using the remainder of our HPS grant). It was envisaged that the hats would be sold to students at a discount, generating enough funds to purchase more hats for the rest of the school.

What were the positive outcomes identified by the school community as a result of this project/activity?

This initiative should see better sun protection for most of our students, and the replacement of baseball-style caps with hats affording more protection.

What were the barriers/problems experienced?

It was considered that there were affordability issues in requiring students to have wide-brimmed hats.

What were the solutions?

The solution was to heavily subsidise the hats and make them available through the tuckshop.

Tips for success/lessons learnt

Where there's a will, there's a way. Eventually we gave this issue a high priority.

6.0 Lowood State High School

Healthy Bods

Date 2005

Name of person completing review template Pauline Allen (07) 5427 8333

Primary target group for project/activity Whole school community



Overview of project/activity

In 2005 Lowood State High was invited to join a number of schools in the Health Promoting Schools Program. Our mentoring school was Bremer State High. Our short term goal was to establish working parties to be involved in the HPS process. Our long term goal was our vision for Lowood State High as a HPS to promote the knowledge and skills in the school community for sustainable life long healthy habits.

Official launch

An official launch of our school becoming a health promoting school was held in education week. This was done by involving the whole school community in a walkathon. Our official HPS logo was also announced at the launch. This logo involved the year eight computer classes in their curriculum module of designing a brochure. Students were encouraged to enter the competition and a yearly discounted cinema pass was given to three of the most popular designs. One was chosen as our official HPS logo.

Students from the year 10 Studies of Society and the Environment classes completed an assignment which involved the surveying of a cross section of parents, students and teachers. This then identified the key issues in the physical surroundings and supporting curriculum/programs of concern from the school community. From these surveys school community members were invited to join the following formalised working parties.

Objectives

Environmental working party canteen

- ❖ Cold taps and shade.

Risky business

- ❖ Smoking in toilets (Physical and curriculum), drugs and sexual health.

Mental well-being/anger management

- ❖ Bullying.

Staff welfare

- ❖ Stress and well-being.
- ❖ Members of these working parties include students, parents, members of the community, P&C members, canteen convenors, support and teaching staff.
- ❖ The environment working party was divided into two groups due to interests being too diverse for one working group.
- ❖ Healthy Bods (canteen).
- ❖ Environmental action group.



Canteen

The working party of Healthy Bods worked tirelessly to seek out, with the assistance of our local suppliers, products such as the pies and sausage rolls that were able to meet the criteria set down by Smart Choices. The weekly set menu is displayed in various places throughout the canteen / school as well as having been placed in the newsletter.

Winter menu

Monday	chicken and gravy rolls, meat pies, sausage rolls	Other nibbles: muesli / yoghurt fruit cups yoghurt cups frozen orange quarters popcorn low fat muffins fruit salad biscuits pikelets
Tuesday - Hot food	fried rice, spaghetti bolognese, pasta quiche / salad, pumpkin soup / minestrone soup	
Wednesday	chicken subs, chicken burgers, ham burgers, fish burgers	
Thursday	hot dogs, lasagne and salad in a tub (only sell as a combo)	
Friday - Hot food	fried rice, spaghetti bolognese, pasta, quiche / salad, pizza subs, minestrone soup	

Summer menu

Monday	burger day, variety sandwiches	Other nibbles: muesli / yoghurt fruit cups yoghurt cups frozen orange quarters popcorn low fat muffins fruit salad biscuits pikelets
Tuesday	tropical burger, chicken royal, variety sandwiches	
Wednesday	chicken tenders, pies, sausage rolls, Mexican burritos, kebabs	
Thursday	Hawaiian pizza, hot dogs, variety sandwiches	
Friday	kebab day, beef nachos, variety sandwiches	

- ❖ Home Economics and Hospitality students are trialling recipes, preparing food for sale and working in the canteen. These students are also rostered on to work in the canteen in varying roles to meet the business need.
- ❖ This work component is encompassed in the hospitality course competency.
- ❖ Within the curriculum of Hospitality, Studies of Society and the Environment, Mathematics, Information Processing, Science, Health and Physical Education – such modules as lifestyle diseases, posture, sun protection, choices for better long term health, workplace health and safety blue card acquisition have the HPS well-being philosophy embedded into the curriculum.
- ❖ Home group teachers and year level co-ordinators have also included into their social skilling program school nurse discussions and get active activities that involve both student's and teachers.

Environmental action group

- ❖ The outcome of a visit to Year 10 SOSE classes from Senator Claire Moore – was that the students expressed dissatisfaction with the democratic process / and their sense of powerlessness to make change.
- ❖ Staff and students involved in the environmental group worked with home group teachers who collected and presented examples of individuals / small groups who made major changes / social movements.
- ❖ Students then facilitated in home groups a list of things in the school they felt needed improving.
- ❖ Teachers short listed according to practicality. Students were then involved in doing the activities that were short listed. Those were: toilets (soap, mirrors, graffiti, towels /driers), handball courts repainted, careers information centre, recycled water for gardens, gardens, alternative uniform.



The majority of students embraced these activities with enthusiasm and the areas that have been addressed in term 4 2006 and 2007 are:

- ❖ Soap dispensers in every toilet block.
- ❖ Driers placed in toilet blocks.
- ❖ Toilets have been painted with students involved in the colour scheme.



- ❖ Handball courts have been repainted by students.

- ❖ Gardens have been established and others revamped. Since the recent rains the gardens have bloomed.



- ❖ Uniform committee formed to look at alternative uniform.
- ❖ Alternative learning area with shade cloth and seating outside of A1 classroom- this is at this moment being constructed by our education support centre alternative manual arts class students.



- ❖ Year 10 SOSE students set goals for 2007 for a few more tables to be distributed around the school grounds – this is also in progress at this time. Tables are being constructed by the Furnishing students through one of their curriculum modules.

Social and emotional well-being

Through the social and emotional well-being group, research occurred into strategies to intervene in bullying and harassment in the school. An outcome of this now is that the school is implementing a restorative practices approach to behaviour and incidents in the school community.

Other activities that have occurred this year have included;

- ❖ Youth support co-ordinator collaborative girls' group.
- ❖ Youth strategies conference for at risk students from year 10 and 11. This targeted career options, further studies and a wide range of support services.

Staff welfare

- ❖ 2005 -2008 – Has seen a number of activities for staff to participate in.
- ❖ Staffs have been involved in an in-service based on the 'fish' philosophy – to make choices as to be working in a more enjoyable workplace.
- ❖ Coffees have been made by students for staff and this is becoming more popular.
- ❖ HPS has provided healthy morning teas on student free days – eat well, live well.
- ❖ Nibblies such as nuts and popcorn have been provided at staff meetings to show an appreciation of their participation.
- ❖ Canoeing on the Brisbane River at Kookaburra Park.
- ❖ Barefoot bowls activities were enjoyed by a diverse group of staff members after school.
- ❖ Girls' day out – 22 members of staff shared an outing beginning with lunch at the Golden Palace in Fortitude Valley. The group then continued onto the performance "Respect" at the Twelfth night theatre in Brisbane.
- ❖ Staff massages – a 15 minute massage to any staff member who was interested.
- ❖ Dance evenings at the Marburg Hall. Everyone has most enjoyable evenings and a great aerobic workout.
- ❖ Social tennis twilight sessions.

- ❖ The HPS steering committee which does not have staff members named but comprises of persons in a job description involves the head of departments from Home Economics/Hospitality, Health and Physical Education and Educational Support.
- ❖ This steering committee's role is to sustain the ongoing commitment of budget funding, monitor the red days and encourage the continued participation of the working parties.
- ❖ Sustainability of ongoing projects and the financing of these have been embedded in a Health Promoting Schools based operating budget.
- ❖ Specific projects will put forward submissions to the P&C, School Development Funding and Student Council.

In conclusion our Health Promoting School's well-being philosophy focuses on the well-being of the entire school. The aim has disappeared from coming from HPS and our vision of promoting lifelong well-being is now embedded into the school culture.

7.0 Ipswich East State School

Skipping Club

Date March 2008

Name of person completing review template Kym Thomas (07) 34326333

Primary target group for project/activity All P-7students

Overview of project/activity

The main aim of the Skipping Club was to encourage:

- ❖ all students from pre-school to year seven to participate in a fun before school outdoor activity of skipping for 30 minutes in the parade shelter.
- ❖ physical activity for the preparation in participation in Jump Rope for Heart.
- ❖ older students to teach younger skippers routines and different skipping techniques.

How were the issues identified and the project developed?

- ❖ The committee initiated discussion to find ways to encourage children, especially those who have arrived early at school, to become more physically active.
- ❖ A proposal was put to consultation with teachers, parents and students who decided on formed a Skipping Club before school.
- ❖ Free resources of a box of skipping ropes were provided after registration for Jump Rope for Heart.

What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ The Skipping Club encouraged students to cooperate with their peers by providing opportunities for them to mix with children of varying ages and or year levels.
- ❖ Running the Skipping Club before school helped in alleviating before school problems of fighting or bullying as the students were occupied in a fun activity therefore developing better harmony within the school.
- ❖ Physical activity encouraged better concentration during learning times.

What were the barriers/problems experienced?

- ❖ Initially students from all year levels were very enthusiastic and many provided encouragement for involvement, however numbers dwindled after participation with Jump Rope for Heart.

- ❖ Not all children (especially those who needed it the most) wanted to engage in physical activity before school.
- ❖ There were initially two teachers who provided the supervision before school. Then it was reduced to one and if I was unwell before school skipping did not take place.

What were the solutions?

To encourage those children to participate;

- ❖ Posters were made and put on display around the school.
- ❖ Bulletin announcement were made.
- ❖ Skipping was announced on parade.
- ❖ Students were encouraged to spread the word.
- ❖ Teacher aides on duty before school encouraged participation and direction to the parade shelter.
- ❖ I sought out a member of staff to help with the Skipping Club when I was unable to attend.

Tips for success/lessons learnt

- ❖ Student enjoyed having a structured activity before school and as a result, participated happily.
- ❖ Provision of support for teacher volunteer other wise burn out can occur.

8.0 West Moreton Anglican College

Healthy tuckshop

Date June 2008

Name of person completing review template Daven Liddell and Donna White (07) 3813 4514

Primary target group for project/activity P-12 year levels

Overview of project/activity

The aim of the project was to review and re-develop the College tuckshop to improve the nutritional value of food, student access to the tuckshop and enhance the variety of food options available.

From the review, it was decided to change the tuckshop from a school-run operation and enter into a contractual agreement with a commercial operator – Spotless. By doing this the College was able to provide an improved tuckshop service to students.

How were the issues identified and the project developed?

The issue of student nutrition was identified as one of the major findings from comprehensive surveying of students from the three sub-schools (junior, middle and senior), parents and staff.

The issue was presented at a senior management meeting and a decision made to formally review the operations of the existing tuckshop. The project was developed by management after the evaluation of a number of tuckshop models. Spotless provider took over the full operation of the tuckshop in 2005. To support this change, a number of promotional activities took place. Through close partnership and cooperation between our College and Spotless,

Eddie Lunchbox came to the College in 2005, visiting Prep classrooms and interacting with year one to six students at lunch time promoting the healthy food options in the tuckshop. The project also involved a series of healthy food give-aways to each sub-school within the College. This was implemented in an attempt to influence the food choices students were making at our tuckshop.

Also, a number of healthy meal deals, have been trialled in our tuckshop at a reduced cost again to encourage students to make better food choices. To further support this initiative, a Better Health and Well-being unit was developed and implemented in year eight.

What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Healthier food options at our tuckshop.
- ❖ A significant reduction of fatty, high salt snack foods.
- ❖ Greater variety of foods available.
- ❖ Improved student access.
- ❖ Increase in the number of students purchasing healthy foods.
- ❖ Positive feedback from students about the project in general.
- ❖ Improved awareness of healthy food options and healthy decision making of students across the College.

What were the barriers/problems experienced?

- ❖ The physical structure of the tuckshop had to change.
- ❖ Gaining support of students and parents.
- ❖ Arriving at a balance between profit margins acceptable to Spotless and students being provided with a range of healthy, affordable foods.

What were the solutions?

- ❖ The physical re-structure of the tuckshop was part of Spotless' contractual agreement.
- ❖ The various promotional activities and communications to students and parents in the form of letters, and newsletter items were successful in gaining support for the new tuckshop.
- ❖ Monthly meetings were held between Spotless staff and College stakeholders including members of the Health Promoting Schools Committee as an ongoing review of operations and offerings of the tuckshop.

9.0 Hatton Vale State School

HPS incorporating PACE

Date June 2008

Name of person completing review template Debbie Newman (07) 5460 4333

Primary target group for project/activity Whole school

About Hatton Vale State School

Our school was established on the Warrego Highway in 1883 and a new school built at its present location in 1996. We are situated in a semi-rural area halfway between Ipswich and Toowoomba. Our closest town is Laidley which is 15 km away. We are presently undergoing a rapid growth in the area with new housing developments opening up.

Our school is a P-7 school with approximately 330 students attending a mix of multi-age and single classes. We also have a special education class which operates from a purpose built facility with students integrated in all classes. Our school is committed to the encouragement of the highest standards of professionalism with all members being treated with respect and dignity. Our young people will encounter innovative and creative practices within a supportive environment. We will maintain a pursuit of excellence as they endeavour to uphold our motto, 'Believe and you'll dare to become'.

We believe that all children have the right to learn in a safe, secure, enriched environment irrespective of the virtual school bag they bring with them. We will provide a classroom that has a range of resources and teaching strategies to provide quality learning experiences for our young people which will guide them on their life long learning journey. We will operate within mutually respectful partnerships, providing open ended pedagogy thus ensuring our children reach their full potential.

Overview of project/activity

We provided opportunities for children to engage in physical activity, developing their skills and healthy actions. Positive attitudes towards health were encouraged and activities were linked to the HPE curriculum and the school curriculum plan. Our school organised our curriculum into four organisers, one of which is Personal Growth. Students are involved in many activities within this area including investigating the effects of different sports on areas of the body and development of a personal fitness program.

We constructed a community network with the aim of joining school and community organisations in order to provide regular opportunities for students to participate in organised competitive sport.

Health promotion will become a regular addition to our newsletter and notice board. General health information, reminders, school and community sporting events, sporting success, training schedules, recipes and other pertinent information will be shared with our community members.

How were the issues identified and the project developed?

The HPS committee was established and then surveys were conducted with students, parents, staff, and community groups to identify the areas in which we needed to concentrate. This information was collated and then a direction was set.

Equipment was purchased and access improved so that teachers were able to provide a wide variety of physical active experiences. It increased children's participation in sporting activities and lunchtime training became a regular pastime.

We became effective and active participants in competitive sport, resulting in two grand final wins within our first year.

What were the positive outcomes identified by the school community as a result of this project/activity?

- ❖ Positive feedback and enthusiasm from students and parents.
- ❖ Recognition of our sporting achievements by our local community and the Ipswich sporting community through the award of Champion Sports School.
- ❖ Behaviour of students especially at lunch breaks has improved due to their active involvement in training sessions and activities planned.
- ❖ Student involvement in team sport gave them an increased awareness in social skills and peers capabilities.
- ❖ Our Healthy Doing, Healthy Living launch – involvement of students, staff, parents and local community/broader community saw an overall increase in our unity.

What were the barriers/problems experienced?

- ❖ The problem with staff transfers made it very difficult at times to keep continuity in the project.

What were the solutions?

- ❖ Committed core group of the committee ensured that the fundamentals of the project continued.

Tips for success/lessons learnt

- ❖ Students are eager to participate in the range of activities that are organised throughout the year
- ❖ Need to provide a variety of activities catering for all age groups
- ❖ Larger groups
- ❖ More frequent timetabling.