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FINAL REPORT
FOOD@SCHOOL RESOURCE PILOT
Prepared for the Department of Human Services (Victoria)
October 2009

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Boyd Swinburn
Acknowledgements

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Clonard College, Geelong
Echuca Specialist College
Maroondah Secondary College
Rochester Secondary College
Rushworth P-12 College
Sacred Heart College, Geelong

Their contributions are gratefully appreciated.

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Executive Summary

*It’s Your Move!* was a 3-year community-based obesity prevention project conducted in secondary schools across the Barwon-South West Region in Victoria. The project ran from 2005-2008, with five intervention schools from the East Geelong/ Bellarine Peninsula area as well as seven comparison schools.

Children and adolescents spend a substantial amount of time in school; consequently schools have been identified as a key setting for influencing their nutrition behaviour [1]. In the face of increasing obesity levels among children and adolescents, it is essential that the school environment is conducive to encouraging healthy eating.

The Food@School Resource was developed in response to baseline results from the *It’s Your Move!* project in order to facilitate the implementation of intervention strategies around creating whole-of-school healthy eating environments. Using the Health Promoting Schools Framework, teachers and students were involved in the development and implementation of a number of initiatives and environmental changes to their school around healthy eating. This process of engagement and collaboration ensured that the interventions complemented their existing structures and support e.g. curriculum, canteen and culture. The Food@School Resource is a document to help secondary schools through the process of developing a healthy eating policy.

In order to ensure that the resource was valid beyond the confines of the *It’s Your Move!* schools, the Department of Human Services funded a six-month pilot project. The Food@School Resource was pilot tested in six diverse secondary schools across both rural and metropolitan Victoria as well as being expertly reviewed by Home Economics Victoria.

Recommendations

*From the results of this project we are able to make the following recommendations:*

1. That a kit be developed, which would include a hardcopy of the Food@School Resource; a CD with newsletter ideas, recipes, lunchbox ideas, web links and simple surveys and audits that can be cut and pasted easily.

2. That where possible, the suggestions listed in Appendix J and Further Suggestions for Change (page 12 of this report) are included.

3. That examples of food choices and diverse recipes be included.

4. That some commentary be included about the importance of being culturally inclusive.

5. That teachers have the opportunity to participate in Professional Development (PD) in respect to developing healthy food policies and why they are needed.
6. To gain the Principal’s support for the policy to be developed. The process could be facilitated by funding for time release for teachers to champion the process.

7. That schools should have access and external support if required.

8. That lesson plans be developed to create support for a whole-of-school healthy eating environment.

9. That the resource be available to other organisations with appropriate changes in name and some content.

10. That a ‘kit’ be developed and disseminated to secondary schools throughout Victoria.
**Introduction**

It’s Your Move! was a three year community-based obesity prevention project conducted in secondary schools across the Barwon South-West region of Victoria. The project ran from 2005-2008 with five intervention schools and seven comparison schools.

In response to the baseline findings of this adolescent obesity prevention project, the Food @ School Resource was developed as way to implement a series of intervention strategies. This occurred in the five intervention schools within East Geelong and the Bellarine Peninsula.

The Food@School Resource seeks to build on resources such as the Department of Education and Early Childhood Development Victorian Schools Reference Guide; Blue Print for Effective Schools; and the Victorian School Canteen and Other Food Services Policy which includes the current Occupational Health and Safety Standards (defined by the Food Services Act). Reference is also made to the ‘Go for your life’ Healthy Canteen Kit, the Australian Guide to Healthy Eating, and the Dietary Guidelines for Adolescents and Children (Commonwealth Department of Health and Ageing). The Food@School Resource hopes to strengthen the capacity of Victorian Schools to implement a whole-school approach to healthy eating so that there is a shared purpose and responsibility to health and wellbeing in schools.

The Food@School Resource provides a framework to assist Victorian Secondary Schools implement a whole-of-school approach to healthy eating. It highlights ten key areas within the school setting. They include: the environment for eating, health and safety of food, healthy eating messages, breakfast at school, the canteen, vending machines, promotion of drinking water, food for camps, excursions and sports days, fundraising, and catering. The resource provides a staged approach for converting the guidelines of selected/prioritised action areas into a policy document for implementation within a school.

In order to test the resource’s applicability within Victorian Secondary Schools, the Food@School Resource was piloted within six diverse secondary schools. These schools were a mixture of private and public, rural and metropolitan schools. These include Clonard College, Geelong, Echuca Specialist School, Maroondah Secondary College, Rochester Secondary College, Rushworth P-12 College and Sacred Heart College, Geelong. Feedback was also sort from Home Economics Victoria. The aim of this report is to highlight the findings from the pilot of the Food@School Resource.
Methodology

The Food@School Resource was originally a 120 page document, which comprised seven sections. These included an introduction to the Food@School Resource, the process for implementing a whole-school approach to healthy eating, Food@School Action Areas, a section on developing and implementing the Food@School Action Areas, Resources and Templates, Food@School Lesson Plans, Food@School Recipe Ideas and finally, Acknowledgements and References. Due to poor uptake by schools to pilot this resource, it was decided to refine the resource and concentrate only on those sections that focussed on the process of developing a Healthy Eating Policy. These were: the Introduction, the Process of Implementation, the Action Areas, Developing the Guidelines into to a policy, and the Appendices and References. (See Appendix A for a copy of the piloted Food@School Resource).

Initially schools were approached within the two ‘Being Active Eating Well’ communities. Three schools, Echuca Specialist School, Rochester Secondary College and Rushworth P-12 College, all public rural schools, were enlisted. However, the schools that were invited from the West Bay Primary Care Partnership (PCP) declined to participate. Consequently, in order to attract a diverse range of schools, recruitment efforts were broadened to include the rest of Victoria. (See Appendix B for the Action Plan). Two more schools, Clonard College and Sacred Heart College, both Catholic schools in Geelong, were recruited. After advertising for schools via the Home Economics Victoria website, Maroondah Secondary College; a public metropolitan school in Melbourne contacted us via email, and were keen to participate. In addition, Home Economics Victoria agreed to provide their expert feedback.

Schools were initially approached via an email invitation to the Principal. This was followed up with a phone call. For one school (Sacred Heat College) there was a presentation of the project to faculty, followed by subsequent meetings with a working group. The remaining schools involved contact with key informants (KI) and email and phone contact. Table 1 shows information on the roles of the KIs within each school. The schools reviewed and/or used the Food@School Resource during Term 2 and 3 of 2009. Toward the end of Term 3, semi-structured interviews and/or focus groups were conducted with KIs (Table 1). The questions were related to the content and user friendliness of the Food@School Resource. (See Appendix C for Interview and focus group questions).
Table 1 Types of research conducted by school and key informant roles

<table>
<thead>
<tr>
<th>Teachers/s</th>
<th>Rochester Secondary College (recorded)</th>
<th>Rushworth P-12 College (recorded)</th>
<th>Echuca Specialist School</th>
<th>Sacred Heart College</th>
<th>Clonard College</th>
<th>Maroondah Secondary College (recorded)</th>
<th>Home Economics Victoria</th>
</tr>
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<tbody>
<tr>
<td>FG</td>
<td>FG</td>
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<td>W</td>
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<td>FG I</td>
<td>I</td>
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<td>Canteen Manager</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Other e.g. Well Being Co-ordinator</td>
<td>FG</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>I (Health promotion officer)</td>
<td>TI</td>
</tr>
</tbody>
</table>
Results, Discussion and Recommendations

1. What do you think of the amount of information in the Food@School Resource?

In answering this question all key informants (KIs) (n= 7) thought that the Food@School Resource had a good amount of information in it, 'there was a lot of information, I got a lot out of it'. One KI who received the original version of the Food@School Resource felt that there wasn’t as much information in the current version and found some of the aspects that were removed had been helpful (recipes, surveys). However, another KI who had also received the original version found that it was too bulky. Anecdotally there was support for the production of a CD by KIs that would include these extra sections (newsletter ideas, recipes, simple surveys and audits, main web links).

Recommendation 1: That a kit be developed, which would include a hardcopy of the Food@School Resource; a CD with newsletter ideas, recipes, lunchbox ideas, web links and simple surveys and audits that can be cut and pasted easily.

2. Are there any sections you feel are not useful? And question 4. Is there anything you would like to see added?

None of the KIs felt there were any sections that were not useful. However, one KI did not use the colour coding for the canteen because it was felt that people wouldn’t take much notice of it and that it wasn’t necessary because, 'the canteen is in pretty good shape'.

It was felt that the Resource was ‘…fairly comprehensive’ and that it gave, ‘precise steps’. It has been suggested that ideas for lunchboxes would be of great benefit. This could be incorporated on the newsletter ideas on the CD. The importance of role modelling was mentioned by three of the key informants. As well, it was suggested that including ideas for food alternatives for those who are vegetarian or have allergies or food intolerance. One KI indicated that it might be helpful to have a section exploring ways in which parents could be engaged and involved by the school as a part of the process of changing the dietary culture of students. See Appendix J for a detailed list of suggested inclusions provided by Home Economics Victoria.

Recommendation 2: That where possible, the suggestions listed in Appendix J and Further Suggestions for Change (page 12 of this report) are included.

3. Was it easy to use?

All KIs found the Resource easy to use, ‘(it) was very logical and easy to use’. It was felt that, ‘the guidelines were good, they provide all the different aspects and I guess I’m just thinking if it’s an active document, so then any new guidelines are plugged in.’ It was felt that it helped in formulating policy. On the whole it was, ‘really quite straightforward and quite simple…’

No recommendations.
5. Are there any cultural considerations that should be addressed?

The majority of KIs (n=5) felt that cultural considerations weren’t necessarily important for their school. However, it was felt by one KI that larger, metropolitan schools may have more need for cultural awareness. Two of the KIs felt that providing food for children with allergies and food intolerance was a bigger issue. Some KIs (n=2), however, felt that having some commentary within the guidelines on cultural awareness would be valuable. Two KIs also felt that including culturally diverse recipes was important.

**Recommendation 3:** That examples of food choices and diverse recipes be included.

**Recommendation 4:** That some commentary be included about the importance of being culturally inclusive.

6. What do you think schools would need to implement a healthy food policy?

Three of the KIs felt that external support for schools be provided when going through the process of developing a Healthy Food Policy. Two KIs felt that it was really important to have internal support amongst staff, students and parents. The process needed to be a whole-of-school supported process. When the idea of professional development (PD) for teachers was raised, two of the KIs felt that this would be helpful, primarily around how to write a policy and the importance of a healthy food policy. As well, to have good uptake by schools, the Resource needed to get to the right people within the school. One KI felt that the resource could be used on its own.

**Recommendation 5:** That teachers have the opportunity to participate in Professional Development (PD) in respect to developing healthy food policies and why they are needed.

**Recommendation 6:** To gain the Principal’s support for the policy to be developed. The process could be facilitated by funding for time release for teachers to champion the process.

**Recommendation 7:** That schools should have access and external support if required.
7. Are there any other comments you would like to make about the resource?

Including lesson plans was suggested by two of the KIs. It was felt by having this addition to the resource it would support teachers in their efforts to create healthy eating environments within the school. It was felt by all KIs that the process of creating a Healthy Food Policy had to be made as easy and simple as possible. It was deemed important to limit the amount that schools had to do in order to create and implement healthy eating guidelines within schools.

All KIs felt that it was a, 'great resource and fills a need'. One KI found out about the pilot project on the Home Economics Victoria website and commented, "...because not having come from anywhere.... I mean I was attracted to it when I read it on the VHETTA (Home Economics Victoria) website because it was in-line with the work we were doing and I thought “that sounds great” and it seems pretty comprehensive... it covers the major aspects of the whole school at school, the canteen, the camps/events/excursions and sports days, the fundraising, catering...’. Two of the KIs also suggested that the resource be supplied to sporting clubs. They felt that this would support their efforts both within the schools as well as supporting other environments, which their students frequented.

Recommendation 8: That lesson plans be developed to create support for a whole-of-school healthy eating environment.

Recommendation 9: That the resource be available to other organisations with appropriate changes in name and some content.

When KIs were asked if they would recommend the Food@School Resource to other schools, they all agreed that they would. ‘We'll wait to see the new improved version. I'd probably like to hope that a resource like that whether it’s Deakin or the State Government or whoever gets the resource out to every school in the state. It’s the way of the future that schools seem to take on that health...'  

Recommendation 10: That a ‘kit’ be developed and disseminated to secondary schools throughout Victoria.

(For summaries of individual school feedback, refer to Appendices D-J)
Further Suggestions for Change

- Clearer directions on the process of implementation
- Make it as simple as possible for teachers to produce the policy. The resource needs to be self-contained and flexible.
- Provide ideas: how easy changes can be made; make suggestions for healthy foods, water, vending machines e.g. re-arranging the vending machines to promote healthier options. Include suggestions like having water bottles on booklists; benefits of tap water over bottled water; hygiene issues with water bottles. The Food@School Resource should also include further information about correct canteen choices for students
- There is potential to make the social marketing component into a competition
- Highlight within the resource that a member of school council should be a part of the working group. It is also important to highlight the importance of why you need home economic classes and teachers etc.
- Catering section: examples of healthier meat
- All food bought ‘everyday and select carefully’ should be on CD or separate page so it can be sent home to parents
- It is important to explain why it’s not a good idea to promote food based student rewards and incentives in class
- It’s important to mention sponsorship of sporting events, talk about alternatives and provide links to resources.
- There will be barriers to developing policy, perhaps have an appendix with a list of general barriers and potential solutions e.g. developing good relationships with canteen managers; linking to the healthy canteen advisory group

Conclusions

After piloting the Food@School Resource within six diverse schools in Victoria, it was found that there was strong support for this resource as a comprehensive kit for improving school food. The resource needs to be adaptive and flexible. It is essential that the process of policy development is made as easy as possible for schools. In order to support a healthy eating environment and to establish a whole-of-school healthy eating culture, it was deemed a good idea by the majority of participants to have lesson plans as an adjunct to the policy development process to reinforce the messages throughout the school. Overall, participants thought the resource was a great idea, which helped fill a gap.

Therefore we can recommend that this Food@School Resource be further developed into a kit for dissemination to secondary schools throughout Victoria.
Appendices

Appendix A Food@School Resource

Food @ School
DRAFT

A resource for the implementation of a whole-school approach to healthy eating in secondary schools
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Acknowledgements

This resource was initially developed as part of the obesity prevention project, *It’s Your Move!* of Geelong, Victoria, Australia.

*It’s Your Move!* was funded by the Victorian Department of Human Services as part of the Victorian ‘Go for your life’ initiative, in conjunction with VicHealth and the National Health and Medical Research Council.

The Project Coordinator, Project Management Team, Reference Committee and associated networks have overseen the design and development of this resource.

Additional support was given by Christine Green, Narelle Robertson, Annie Simmons, Amelie Roullier, and Boyd Swinburn.

Acknowledged are the *It’s Your Move!* schools:

Bellarine Secondary College  
St Ignatius College, Drysdale  
Christian College, Drysdale  
Geelong High School  
Newcomb Secondary College

Disclaimer

The views expressed herein do not necessarily represent the views of the Victorian Government’s ‘Go for your life’ initiative.
The purpose of the Food @ School Resource is to provide a framework to assist secondary schools implement a whole-school approach to healthy eating. It draws on the work that emerged from the obesity prevention adolescent project titled *It’s Your Move!* implemented in five secondary schools in East Geelong and the Bellarine Peninsula, Victoria, Australia.

The Food @ School Resource, which utilises the Health Promoting Schools Framework provides guidelines to identify and enable key food/nutrition areas to be health promoting. Ten key areas within the school setting are suggested and include the environment for eating, health and safety of food, healthy eating messages, breakfast at school, the canteen, vending machines, promotion of drinking water, food for camps, excursions and sports days, fundraising, and catering.

This resource provides a staged approach for converting the guidelines of selected/prioritised action areas into a policy document for implementation within a school.

The Food @ School resource builds on the existing models, frameworks and work of the Victorian Government Department of Human Services ‘Go for your life’ initiative which aims to promote healthy eating and increase levels of physical activity.

Throughout the resource reference is made to the Department of Education and Early Childhood Development Victorian Schools Reference Guide; Blue Print for Effective Schools; and the Victorian School Canteen and Other Food Services Policy which includes the current Occupational Health and Safety Standards (defined by the Food Services Act). Reference is also made to the ‘Go for your life’ Healthy Canteen Kit, the Australian Guide to Healthy Eating, and the Dietary Guidelines for Adolescents and Children (Commonwealth Department of Health and Ageing).

Overall, the Food @ School Resource seeks to build on these resources and strengthen the capacity of Victorian Schools to implement a whole school approach to healthy eating so that there is a shared purpose and responsibility to health and wellbeing in schools.
Section 1: ‘Food @ School’ Introduction
1.1 Introduction

Background
Overweight and obesity arguably pose the single biggest threat to the health of Australian children. The prevalence of childhood and adolescent obesity has been steadily increasing in Australia\(^4\) and around the world\(^5\). The negative impacts of obesity on health and psychological wellbeing are substantial and have been well documented\(^6\). Recent estimates suggest that the health impacts of obesity are so great that today's children will be the first generation for many centuries to experience a lower life expectancy than their parents\(^7\). Despite the seriousness of childhood obesity, the latest national figures for Australia are from 13 years ago. Prevalence rates from more recent regional surveys indicate childhood overweight and obesity in Australia is increasing. For instance in parts of Victoria, Australia, 27% of children are overweight or obese\(^8\) with much higher rates estimated in some ethnic groups\(^9\).

School Environment
Children spend a substantial amount of time in school and therefore schools have been identified as a key setting for influencing the nutrition and physical activity behaviour of children\(^10\). Evidence suggests that schools often lack nutrition and physical activity policies, provide access to energy dense foods from the canteen or food service, promote unhealthy foods through fundraising efforts and event sponsorship, and support the use of vending machines. Intervention strategies directed toward the nutrition and physical activity environments in schools could be a potential vehicle to promote children's health both at school and at home.

What are adolescents eating?
Drawing on findings from the data from across the Barwon-South Western region of Victoria, as part of the *It's Your Move!* Project, it was reported that in 2005:

- 43% of secondary school students had 2 or less servings of fruit per day
- 23% of secondary school students had ≤1 serve of vegetables per day
- 35% of secondary school students consumed take away food more than once per week
- 64.2% of secondary school students consumed >250mL sweet drink per day
- 25% of students in Years 7, 8 and 9 and 20% of students in Year 10 did not have breakfast on any of the last 5 school days.

Background on the Food @ School Resource
Given these relative poor food patterns compared to national food selection guides (discussed later), the *It's Your Move!* project developed the Food @ School Resource to support the implementation schools improve their food environment. The resource was a culmination of a range of nutrition related objectives within the *It's Your Move!* Action Plan\(^1\). The Food @ School Resource emerged as a way forward using a whole school approach based on the Health Promoting Schools Framework, in which Principals, teachers and students developed and implemented a number of initiatives and environmental changes to their school to promote and support healthy eating. A process of engagement and collaboration ensured that interventions complimented existing school support and structures.

Rationale for the Food @ School Resource
The resource is designed to assist schools implement a whole-school approach to healthy eating. It does this through the provision of guidelines for ten key areas of food which can be adapted and adopted into policy. The resource provides a step-like process and template framework to make this task easier.
1.2 Health Promoting Schools Framework

What is a health promoting school?

“A health-promoting school is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working”¹¹.

The Health Promoting Schools Framework identifies three areas of endeavour that influence the health of students and their school community through efforts in:

- classroom curriculum, teaching and learning
- school organisation, ethos (including culture) and environment
- partnerships and services

Schools that are committed to a Health Promoting Schools Framework are aware of a comprehensive foundation for implementing these guidelines.

The implementation of this resource requires the whole school community to recognise that a supportive and positive school environment is a major factor in the prevention of overweight and obesity in young people¹¹. Note that the terminology, ‘overweight and obesity’ may be chosen not to be used by schools but instead the terms healthy eating and physical activity or health promoting may be adopted.

The conceptual model that underpins the Food @ School Resource is the Health Promoting Schools Framework¹² depicted in Figure 1.

Figure 1: Components of the Health Promoting Schools Framework.

![Diagram of Health Promoting Schools Framework](image-url)
**Curriculum, Teaching & Learning**

This component refers to the planned teaching and learning that occurs in schools. It involves two important dimensions: what is taught and learnt and how it is taught and learnt. All teachers can promote health and well-being through:

- their teaching style and methods;
- involving students and other members of the school community in planning the school curriculum;
- working collaboratively across key learning areas to develop an integrated curriculum that is complementary to the educational outcomes being sought; and
- planning the curriculum to take advantage of potential links with other school activities, policies, resources and services.

The Food @ School Resource can also be integrated across the curriculum by reiterating the desired knowledge, skills and behaviours for adolescents to continue to support healthy lifestyles.

**School organisation, ethos and environment**

The *Health Promoting Schools Framework* recognises that the school organisation, ethos and environment are powerful drivers in enacting change\(^\text{11}\). Using healthy eating as the foci, intervention strategies can be designed, developed and implemented by a range of people in the school, including Principals, teachers, students, administration staff (including the School Council), Canteen Managers, parents (Parents and Friends Committee) and those associated with the school, through the local community. Within the school, having such involvement requires appropriate structures, governance, policies and practices to be in place so that as strategies are implemented, they become an ongoing part of the school environment and culture.

The Food @ School Resource supports staff health and welfare through resource allocation for health promotion and initiatives, and actions in occupational health and safety and other key food/nutrition areas, encompassing a respect for cultural and socio-economic diversity. The resource also addresses the school food environment to support the social importance of eating.

**Partnerships and Services**

The *Health Promoting Schools Framework* aims to draw on the local professionals and services that can support healthy eating at school, using a collaborative partnership approach. This often begins in the school with welfare support to students and staff. Additionally within the local community, there are usually a number of potential opportunities to link with community organisations to support the implementation and delivery of health eating programs, policies and initiatives. These can include Community Health Dietitians, the General Practitioners Association, Local Government and Non-government Organisations who provide youth services.

1.3 Food Selection Guides

The Food @ School Resource references two key food selection guides. First, the *Australian Guide to Healthy Eating*[^13], is a national food selection guide, which provides specific advice on the proportion of food from different food groups that need to be consumed daily to meet the recommended daily nutrient intakes and for good health. Second, the *Dietary Guidelines for Children and Adolescents*[^14] in Australia provides general advice on eating for health specific to this age group.

The Food @ School Resource was also developed with guidance the *Fresh Tastes New South Wales Healthy School Canteen Strategy*[^15], and the Victorian Government *Healthy Canteen Kit*[^16] provided by the ‘Go for your life’ initiative.

*The Healthy Canteen Kit – Food Planner*[^17] is particularly useful to assist schools in categorising food and drink items into the following categories, and explains what they are:

- Everyday category (green foods)
- Select carefully category (amber foods)
- Occasionally category(red foods)
- Confectionery (banned foods)

This resource supports the Victorian Government’s initiative – Healthy Canteen Kit and the guidelines contained in this kit assist schools to implement this initiative

Schools are encouraged to access the abovementioned resources (see References at end) to assist in using the guidelines contained in this resource and, in particular, to support the implementation of any resulting policies.
Section 2: The process for implementing a whole-school approach to healthy eating utilising the ‘Food @ School’ Guidelines
2.1 The process of implementing the Food @ School Guidelines

The following process has been set out to assist schools in developing, implementing, monitoring and evaluating a whole-school approach to health eating. Specifically it guides schools to prioritise and adapt the Food @ School Guidelines (10 key action areas of food/nutrition, outlined in Section 3) into policy. Alternatively, schools may choose to adapt and implement the guidelines rather than mandate policy. The following process was adapted from the ‘Go for your life’ Healthy Canteen Kit.

- Identify a ‘champion’
- Form a working group
- Gather assistance, resources, advice
- Raise awareness
- Use the Food @ School Guidelines to develop a Food @ School Policy and a process for implementation
- Develop an action plan
- Engage support, allocate tasks
Implement Food @ School Policy across the school

Ensure links to curriculum, school organisation and partnerships are sustained

Continue to obtain feedback and monitor progress

Review Food @ School Policy

Implementation Phase 3

Monitoring and Evaluation Phase 4
**Getting Started: Phase 1**

In ‘Getting Started’ the process needs a **champion**. Support from the Principal is required and a member of staff (voluntary or appointed) is needed as the champion to coordinate the process. Ideally, this person should have a background in health, physical education or home economics or be genuinely passionate about the implementation of a whole-school approach to healthy eating.

Once this person is appointed, they will need to **form a working group**, which will be made up of key people within the school. Some suggested members include (but are not limited to) Assistant Principal, Business Manager, Health/Physical Education Coordinator, Home Economics Coordinator, Student Welfare Manager, Canteen Manager, a representative from the Curriculum Committee, a parent and student representatives. It is recommended the working group meet, in the first instance, at least fortnightly to establish direction and plan key actions to attain over the course of the coming weeks, months and year.

Therefore the working group, made up of key people within the school, will develop and implement a **Food @ School Policy** and continue to oversee the management and review processes of the policy. This group will also need to be aware of the current essential polices, priorities, frameworks and initiatives of the Victorian Government, in particular those defined by the Department of Education and Early Childhood Development and the Department of Human Services.

Once the working group/committee is established, the next step is to **gather assistance, support and advice** from people external to the working group. Collaborative partnerships can assist with processes and outcomes. Such partnerships can be formed with local community members e.g. Dietitians, Health Promotion Officers. Additionally support can be sought from the School Council, Student Representative Councils, and the Parents and Friends Committee. Information can be obtained from the local Canteen Association, investigating other schools/canteens and accessing various websites and health promotion programs that have been conducted at a local, state, national and international level.

The working group will need to take on the task of **raising the awareness** of the schools commitment to the implementation of the whole-school approach to healthy eating. There are various forms of promotion that can be undertaken. Some examples include presenting at a staff meeting; placing information in staff pigeon holes; having a staff health notice board; presenting at a whole-school assembly; discussing a whole-school approach to healthy eating in health classes; classroom activities that brainstorm various healthy eating ideas; collaborating with other teachers to promote activities in non-health classes; placing information in the school newsletter for parents; and presenting/attending Parents and Friends Committee meetings.

**Planning for Change: Phase 2**

Keeping in mind the purpose of this process is to use the Food @ School Guidelines (Section 3) to develop a Food @ School Policy. Some or all of the key action areas in the guidelines can be selected for conversion into a policy.

The working group will need to identify/select the action areas they want to implement in their school from the action areas in Section 3 and begin planning for change. Selection of the action areas for implementation will depend on the school's context and existing capacity and level of attainment.
One way to plan for change is to develop an action plan. This involves establishing a timeline and tasks for implementation, as well as monitoring and evaluation (phase 4). Assigning people to particular tasks can quicken the process of implementation and this can be recorded in the action plan. The people identified in Phase 1 to support the process can now be engaged in the process. Appendix B provides a template for an action plan.

The Food @ School Guidelines can be adapted and converted into a Food @ School Policy for implementation in the school. The conversion process is likely to be the most time consuming as consultation with the school community be required. Those guidelines chosen for conversion into policy can be entered into the action plan. The aim for each action area as a policy statement and steps to instigate change, (including who will do what and by when) need to be agreed upon (see Section 3).

Implementation: Phase 3
The next phase focuses on the implementation of the Food @ School Policy across the school. This involves the continual monitoring of assigned tasks of the action plan. Regular working party meetings can assist with this. During this phase the working party may have to address barriers and enablers that have allowed or prevented tasks from being implemented, re-orientate the direction of the task, provide local professional development training to teachers (or specific groups of teachers) and ensure that there is a continued coordinated approach across all aspects of the action plan.

During this phase, the working party will also need to ensure links to curriculum, school organisation and partnerships are sustained. The Food @ School Guidelines assist schools in meeting the requirements of the Health Promoting Schools Framework predominantly in the area of School Organisation/Ethos and Environment. However, the working party responsible for implementing this resource can also ensure the other areas of the Health Promoting Schools Framework are met. All three areas are outlined below:

1. Curriculum/Teaching and Learning: ensure that the action areas adopted as the Food @School Policy are covered in curriculum units and activities in Level 5 and 6 of the Victorian Essential Learning Standards, in particular in the Physical, Personal & Social Learning Strand and Design, Creativity and Technology Domain.
2. School Organisation/Ethos and Environment: Ensure the school (through the working group) actively promotes their commitment to the whole-school approach to healthy eating, thus creating a culture for healthy eating.
3. Partnerships and Services: Support existing and develop new partnerships and links with services to support healthy eating. This can coincide with Phase 1 outlined above: gathering assistance, support and advice.

Monitoring and Evaluation: Phase 4
Once the policy has been implemented across all chosen action areas, the working party will need to continue to obtain feedback and monitor progress. Potential monitoring methods can include: surveys/or questionnaires to staff, students and parents; tracking food and drink products being sold in the canteen and/or providing brief progress reports to staff (and made available to parents and students on request) about activities and progress to date.

Over time a review the Food @ School Policy may need to be undertaken to ensure it is meeting the needs of the school. Changes and recommendations to the policy need to be made through the working parting and continue to meet any changes to standards/mandates set by the Department of Education and Early Childhood Development.
Section 3: ‘Food @ School’ Guidelines - Action Areas
3.1 Summary of the ‘Food @ School’ Guidelines: Action Areas

The Food @ School Guidelines are clustered into ten action areas outlined below. Following, Section 4 details each of these as a mechanism for developing them into a policy.

1. **Providing a Supportive Environment for Healthy Eating**
   Aim: To ensure that the school supports the social functions of eating by providing ample time at recess and lunch to eat; have sufficient drinking fountains throughout the school; and supports the Cancer Council Victoria SunSmart recommendations in providing well-designed shaded areas in the school grounds.

2. **Meeting Occupational Health & Safety Requirements**
   Aim: To ensure food is handled in a safe and responsible manner within the curriculum, extra-curricular activities and programs, and within food services (canteen) i.e. in accordance with the Department of Education and Early Childhood Development Food Safety in Schools requirements and those defined by the Victorian Food Safety Act.

3. **Marketing the Healthy Eating Messages**
   Aim: To ensure that healthy eating messages are continually promoted among staff and students i.e. through school newsletters, notice boards, canteen menus and classroom activities, and the promotion of energy dense snacks and foods is discouraged.

4. **Guidelines for Breakfast (programs, events or canteen)**
   Aims: To ensure schools comply with ‘Go for your life’ Healthy Canteen Kit providing food from the ‘everyday’ and ‘select carefully’ categories for breakfast programs, events or in the canteen.
   To educate students and parents about the importance of breakfast; and healthy and nutritious food breakfast options.

5. **Guidelines for Canteens**
   Aims: To support schools to meet the mandatory requirements set by government outlined in the ‘Go for your life’ Healthy Canteen Kit.
   To encourage schools to utilise resources from the ‘Go for your life’ Healthy Canteen Kit particularly promotional materials and the traffic light/colour coded menu highlighting ‘everyday’, ‘select carefully’ and ‘occasionally’ foods.
6. **Guidelines for Vending Machines**  
Aim: To ensure that vending machines situated within schools comply with the School Canteens and Other School Food Services Policy of the ‘Go for your life’ Healthy Canteen Kit.

7. **Guidelines for Water**  
Aims: To ensure schools provide students with access to clean, drinking water within close proximity to classrooms, eating environments and sporting ovals.  
To encourage students to bring water (water bottles) to class, where appropriate.  
To promote water as the drink of choice.

8. **Guidelines for Camps, Excursions, Events and Sport Days**  
Aim: To provide and/or encourage the consumption of healthy foods and water during camps, excursions, events and at sports days.

9. **Guidelines for Fundraising**  
Aim: To use non-food items or foods from the ‘everyday’ or ‘select carefully’ categories of the ‘Go for your life’ Healthy Canteen Kit as items for fundraising choices.

10. **Guidelines for Catering**  
Aim: To ensure teachers, staff, students and parents are able to make healthy choices during meetings, events and celebrations.
Section 4: Developing and implementing the ‘Food @ School’ Guidelines into Policy
4.1 Developing a Food @ School Policy from the Food @ School Guidelines

Described below are some general steps that can be undertaken to develop and implement a Food @ School Policy from the action areas defined in the Food @ School Guidelines. Keep in mind a school may select to adapt/adopt only some or all of the action areas in the guidelines for conversion into policy. Alternatively the school may decide to keep them as guidelines only.

1. With the support of the Principal, the working group will need to identify the action areas (some/all) within Food @ School Guidelines that the school wish to develop into policy.

2. The working group will need to establish a timeline / action plan for planning, implementing, monitoring and evaluation. People and actions will need to be assigned (who is going to do what and by when). This process in the first instance should concentrate on developing ‘draft’ policy.

3. The ‘draft’ policy will need to be circulated among teachers, staff, Canteen Manager, School Council/student representatives, Parents and Friends Committee. Time needs to be allocated for a consultation process to agree on the policy.

4. Ratify the policy and begin implementation of the policy.

5. After a designated time, e.g. 6 months or 1 year, implement the monitoring and review process, defined by the working group.

Guidelines for conversion into statements for policy

The structure of following 10 Food @ School Guidelines contain a rationale as background, an aim, guidelines to consider for conversion into policy statements, and ideas for commitment for most guidelines.

Example Policy

An example policy is provided with the action area, water (Guideline #7).
1. Providing a Supportive Environment for Healthy Eating

**Rationale:**

The built environment within the school has been identified as a facilitator to adopting healthier eating patterns/behaviours. Providing adequate and aesthetic areas in which staff and students can sit and enjoy consuming food encourages social connectedness and promotes a positive attitude toward food. Factors that need consideration are: adequate and dedicated space; rubbish disposal; tables and comfortable chairs; access to water; sufficient shade in summer and shelter in winter; and adequate time dedicated to eating. Commitment to these factors supports a culture/ethos for healthy eating within the Health Promoting Schools Framework.

**Aim:**

To ensure that the school supports the social functions of eating by providing ample time at recess and lunch to eat; adequate space and furniture, sufficient drinking fountains throughout the school; and supports the Cancer Council Victoria SunSmart recommendations in providing well-designed shaded areas in the school grounds and shelter in winter.

**Guidelines:**

To provide a supportive environment for healthy eating, our school community has agreed to:

1. Provide adequate time at recess and lunch to ensure students and staff have enough time to eat their food.

2. Provide easy access to drinking water. This includes well maintained water bubblers.

3. Provide spacious and aesthetic areas in which students and staff can sit and enjoy consuming their food in comfort.

4. Provide adequate, safe and clean rubbish disposal areas.

5. Ensure space dedicated to eating is comfortable and maintained. This includes attention to shade in summer (in keeping with the Cancer Council Victoria SunSmart recommendations) and shelter in winter.

**Ideas for creating the commitment:**

- Initially, a member of the working group could conduct a classroom activity that audits the time adequacy at recess/lunch; current water fountains/bubblers; adequacy (number/comfort) of outdoor tables/chairs; adequacy of the shaded/shelter areas in the school; and location/efficiency of rubbish bins.
• Once the audit is completed, recommendations should be put to the working group and distributed to the relevant people to implement, e.g. Buildings and Grounds Manager to keep water bubblers/rubbish receptacles clean. Recommendations that require financial assistance may need to go to the Principal and Business Manager for further discussion.

• Potential curriculum activities may include: painting; murals; social marketing messages on the outdoor tables to promote healthy eating; or conducting ‘nude food days’ competitions – to distinguish which year level produces the least amount of rubbish.

• As a school, you may want to implement the recommendations stated by the Cancer Council Victoria’s Secondary School Sun Protection policy.

• Provide a designated eating area for specific year levels.
2. Occupational Health and Safety

**Rationale:**

There is an obligation by schools, when providing food that its provision and handling meets requirements defined in the Victorian *Food Safety Act*\(^{19}\).

**Aim:**

To ensure food is handled in a safe and responsible manner within the curriculum, extra-curricular activities and programs, and within food services (canteen) i.e. in accordance with the Department of Education and Early Childhood Development *Food Safety in Schools* requirements and those defined by the Victorian *Food Safety Act*.

**Guidelines:**

To ensure food at school is safe, our school community has agreed to:

1. Ensure all staff are aware of the Department of Education and Early Childhood Development *Food Safety in Schools* requirements and those defined by the Victorian *Food Safety Act*.

2. Ensure staff involved in the provision and handling of food are trained in safe food handling practices.

3. Ensure food provided in extra-curricular activities are supervised by a trained food handler and meets the *Food Safety in Schools* requirements.
3. Marketing the Healthy Eating Messages

Rationale:

The school can make a major contribution to improving the overall health of students, staff and the wider community by increasing their awareness of healthy nutrition practices. Providing information and messages through social marketing to encourage healthy behaviours that individuals can integrate into their lifestyle is an easy way to raise this awareness. Supporting, encouraging and motivating the school community into positive and proactive action is recommended.

Aim:

To ensure that healthy eating messages are continually promoted among staff and students i.e. through school newsletters, notice boards, canteen menus and classroom activities, and the promotion of energy dense snacks and foods is discouraged.

Guidelines:

To ensure healthy eating messages are promoted, our school community has agreed to:

1. Promote foods in accordance with the ‘Go for your life’ Healthy Canteen Kit. This means only promoting food within the ‘everyday’ and ‘select carefully’ categories. No promotion of foods within the ‘occasionally’ categories will be promoted.
2. Promote water only, as the drink of choice.
3. Use a range of methods to promote healthy food/drink items to increase exposure such as school newsletters, notice boards, canteen menus and classroom activities.
4. Provide parents with regular information that is relevant to them, such as simple strategies and recipes to support healthy eating at home, using the school newsletter, email.

Ideas for creating the commitment:

- A potential curriculum activity in Design, Creativity and Technology is the design, development and testing of social marketing messages for the ‘Food @ School’ action areas.
- Regularly inform parents through school newsletters about: ‘Food @ School’ action areas; tips to implement healthy eating in the home; facts; and quick and healthy recipes.
- Provide information through newsletters/noticeboards etc highlighting activities and programs that are currently conducted within the school that promote healthy eating.
- Display current promotional material distributed by local, state and national that promotes healthy eating campaigns throughout the school.
- Encourage all teachers/senior students to be positive role models for the healthy eating messages

Note: Appendix A provides examples of social marketing messages designed for visual display developed by the It’s Your Move! Project.
4. Guidelines for Breakfast

**Rationale:**
A number of students regularly attend school without eating a suitable breakfast. Eating breakfast is important to the health and wellbeing of all school children. It provides essential nutrients for growth and development. It establishes healthy eating habits for later life. It also offers beneficial effects for student learning, concentration and behaviour at school.

**Aims:**
To ensure schools comply with ‘Go for your life’ *Healthy Canteen Kit* providing food from the ‘everyday’ and ‘select carefully’ categories for breakfast programs, events or in the canteen.

To educate students and parents about the importance of breakfast; and healthy and nutritious food breakfast options.

**Guidelines:**
To encourage the consumption of a healthy breakfast everyday, our school community has agreed to:

1. In the provision of breakfast at school, either through breakfast programs, canteen, or events, all food choices will meet the ‘Go for your life’ *Healthy Canteen Kit* ‘everyday’ and ‘select carefully’ categories. No food from the ‘occasional’ category will be served.

2. Only offer water in conjunction with breakfast.

3. Integrate the promotion of consuming a healthy breakfast everyday into the health curriculum
5. Guidelines for Canteens

**Rationale:**

The Education Act (Section 15A, 1958) confers upon the School Council the responsibility of food services, whether this is a canteen or an external catered food service. Food service at school can provide a mechanism to educate and support ‘healthy choices as easy choices’ thus influencing food eating attitudes and behaviours. The ‘Go for your life’ Healthy Canteen Kit and this resource have been developed to support students making healthy food choices at school which in turn may influence choices outside of school.

**Aim:**

To support schools to meet the mandatory requirements set by government outlined in the ‘Go for your life’ Healthy Canteen Kit. To encourage schools to utilise resources from the ‘Go for your life’ Healthy Canteen Kit particularly promotional materials and the traffic light/colour coded menu highlighting ‘everyday’, 'select carefully' and 'occasionally' foods.

**Guidelines:**

In the provision of food services within the school, our school community has agreed to:

1. Serve quality, affordable food that meets government requirements (School Canteen and Other Food Services Policy).
2. Ensure the type of food served is supported by other key action areas, in particular what is taught in the curriculum.
3. Be guided by and utilise resources from supporting government departments and agencies.

**Ideas for creating the commitment:**

- The canteen manager (as a member of the working group) could provide a report on the current status of the schools progress in implementing the requirements set of the School Canteen and Other Food Services Policy outlined in the ‘Go for your life’ Healthy Canteen Kit.

- Canteen managers can colour code their menu to identify the ‘everyday’ and ‘select carefully’ food and drinks; promote and display healthy items close to the counter and have ‘special event days’.

- Any modifications or changes to the canteen menu are put forward to the working group and are decided collaboratively.

- A member of the working group will need to provide teachers with information about the ‘everyday’, ‘select carefully’ and ‘occasionally’ food categories. Teachers need to be aware that ‘occasional’ foods can only be sold/ provided twice per term.
• Teachers will need to submit requests to the working group for the supply of ‘occasional’ food items prior to the term. A decision on the appropriateness will be determined by the working group.

• Provide canteen managers the opportunity to attend professional development sessions such as those delivered by the ‘Go for your life’ Canteen Advisory Network and teachers the opportunity to attend the Victorian Home Economics and Textiles Teachers’ Association (VHETTA) Conference.

• Work with the Business Manager and School Council to ensure that the changes are ratified and supported financially.
6. Guidelines for Vending Machines

Rationale:

It is recognised that in some schools, vending machines provide an important source of income. Additionally they provide staff and students access to refreshments outside of food service hours. Therefore the guidelines here do not encourage schools to remove the vending machines, but to provide healthy alternatives to those utilising the machines.

The contents of vending machines are stipulated by the School Canteens and Other School Food Services Policy20 of the ‘Go for your life’ Healthy Canteen Kit.

Aim:

To ensure that vending machines situated within schools comply with the School Canteens and Other School Food Services Policy of the ‘Go for your life’ Healthy Canteen Kit.

Guidelines:

In the provision of vending machines within the school, our school community has agreed to:

1. Ensure contents of vending machines comply with the regulations (E003-2007) governing the supply of high sugar/soft drinks from food services within the school, outlined in the ‘Go for your life’ Healthy Canteen Kit. Pertaining to this:

   a. Vending machines will contain predominantly ‘everyday’ and ‘select carefully’ foods and drinks.
   b. For drink vending machines containing eight options; six will be water; one juice and one ‘zero’ alternative.
   c. Ensure high sugar content soft drinks are not supplied through school food services (canteen; contract providers).

Ideas for creating the commitment:

- A member of the working group will be required to complete an audit on the current vending machine contents and assess whether they comply with the School Canteens and Other School Food Services Policy.

- Consult with Assistant Principal and Business Manager about the changes/modifications that need to be made.

- Contact distributors and arrange product ‘swaps’ to comply with ‘everyday’ and ‘select carefully’ categories; and sign a mutual agreement with the food supplier, so that changes cannot occur without the approval of the working group.
7. Guidelines for Water

**Rationale:**

Water is the healthiest drink option. Poor hydration status can seriously affect the physiological functioning of all organs and systems within the body. This can impact on teaching, learning and potentially behaviour. Drinks such as soft drink and cordials are “occasional” drinks as they contribute no nutritional value and can lead to excess energy intake, unhealthy weight and tooth decay. Consequently, schools should promote water consumption as the drink of choice and ensure staff and students have access to drinking water.

**Aims:**

To ensure schools provide students with access to clean, drinking water within close proximity to classrooms, eating environments and sporting ovals.
To encourage students to bring water (water bottles) to class, where appropriate.
To promote water as the drink of choice.

**Guidelines:**

In recognition of the importance of water consumption, our school community has agreed to:

1. Ensure easy access to drinking water from bubblers/fountains that are clean and in close proximity to classrooms, eating environments and sporting ovals.
2. Allow water consumption in certain classrooms, as per water consumption rules/guidelines posted in each classroom.
3. Promote the consumption of water at all times, over other forms of drinks, to staff, students and parents.
4. No longer provide soft drinks in food service (canteen, contract provided) as per School Canteens and Other School Food Services Policy of the ‘Go for your life’ Healthy Canteen Kit.
5. Integrate the teaching of ‘water and health’ into curriculum units

**Ideas for creating the commitment:**

- A member of the working group will be required to complete an audit on the current number of water fountains/bubblers that are operational within the school. Further feedback should be obtained from teachers and students about the frequency that these units are used. If there are any barriers identified, then recommendations should be made to the Assistant Principal and/or Building and Grounds Manager.

- If additional water fountains/bubblers need to be introduced, location and type of unit need to be considered.

- Teachers of physical education should actively promote and encourage students to bring a water bottle to all practical classes.
• Teachers of Health, Physical Education, Home Economics and Science should integrate aspects of the importance of drinking water through Level 5 & 6 of the Victorian Essential Learning Standards.

• In classrooms, where water bottles are allowed, consider developing ‘rules’ for display in such classrooms (see following section, social marketing examples).

Water Policy Example

Rationale: The Australian Guidelines for Healthy Eating recommends water as the everyday drink for children. Water is a vital for life and dehydration can impair the brain and body’s ability to function properly. Drinks such as soft drink and cordials are “sometimes” drinks and can lead to excess energy intake, unhealthy weight and tooth decay.

Action and implementation:
To encourage water as the everyday drink, our school community has agreed:

Teaching and learning
- There will be a short classroom activity for each of the Grades to ensure children understand why the policy is being introduced.
- Water as the Everyday Drink will be included as part of a progressive healthy lifestyle education program form Prep to Grade 6 (Strand: Physical, Personal and Social Learning, Domain Physical and Health Education; Strand: Health Knowledge and Promotion).
- All information will be consistent with the Dietary Guidelines for Children and Adolescents in Australia.

Ethos and environment
- Students are allowed to bring water bottles in the classroom and keep them on their desks.
- Only water is to be provided in plastic drink bottles.
- Drink bottles do not go outside except for supervised sports sessions and are to be taken home for cleaning and refilling.
- The school canteen will no longer sell soft drinks. It will sell water, milk and limited juice products only. Children who bring soft drinks or cordial to school will not be permitted to consume them during school hours.
- The policy applies to all school activities including before and after school care, school excursions and camps.
- The school may occasionally provide exceptions to this policy on a limited number of planned school occasions.
- Teachers and all members of the school community are requested to role model this health behaviour.

Partnerships to home and community
- Parents will be provided with a newsletter to increase their understanding the necessity of providing healthy drinks for children.
- This policy will be highlighted at school orientation each year.
- Parents are encouraged to provide water as the everyday drink outside of school hours as well.

Source: http://www.seesaw.org.au/Schools/Planning%20and%20policies.htm
8. Guidelines for Camps, Excursions, Events and Sports Days

Rationale:

It is important to ensure that the continuity of healthy food is endorsed throughout the whole school community. This includes areas such as camps, excursions, events and sport days.

Aim:

To provide and/or encourage the consumption of healthy foods and water during camps, excursions, at events, and on sports days.

Guidelines:

In providing/encouraging the consumption of healthy food during camps, excursions, at events and on sports days, our school community has agreed to:

1. Liaise with the camp venue to ensure that healthy food and drinks are provided
2. Encourage students to bring a healthy lunch from home for excursions. If necessary, purchasing food from fast food outlets will be limited to <insert agreed outlets, e.g. Subway, sandwich bars>.
3. Encourage students to bring a healthy lunch from home for events that are not catered for.
4. Provide foods/drinks for catered events that meet the ‘everyday’ and ‘select carefully’ categories of the ‘Go for your life’ Healthy Canteen Kit will be provided.
5. Provide reminders of these requirements and healthy lunchbox ideas when notices of excursions etc are posted.

Ideas for creating the commitment:

- The working group shall develop a set of guidelines for obtaining / purchasing food for camps, excursions, events and sport days. These guidelines will need to be based on the ‘Go for your life’ Healthy Canteen Kit ‘everyday’ and ‘select carefully’ categories. Once developed, they will need to be circulated among the teachers and parents for feedback; and then integrated as part of the information that is used when planning such activities.

- For sport days, excursion notices should contain information about healthy lunchbox ideas, catering venues should comply with the ‘Go for your life’ Healthy Canteen Kit by only selling ‘everyday’ and ‘select carefully’ categories of food and drinks.

- Teachers organising residential camps should liaise with camp managers to ensure that ‘everyday’ and ‘select carefully’ categories of food and drinks are provided to teachers and students. For bushwalks and other outdoor camps, teachers should provide a list of healthy foods and drinks to bring along.

- Teachers taking students on excursions should strongly encourage them to bring a healthy lunch and discourage them from visiting fast food outlets.
9. Guidelines for Fundraising

Rationale:
Fundraising is often an integral part of procuring additional funds school use. Having healthy alternatives or non food related fundraising products to use for fundraising allows revenue to be generated without having a health impact on the community. Additionally this supports the whole-school approach to healthy eating.

Aim:
To utilise non-food items or foods from the ‘everyday’ or ‘select carefully’ categories of the ‘Go for your life’ Healthy Canteen Kit as items for fundraising choices.

Guidelines:
In fundraising activities, our school community has agreed to:

1. Utilise non-food items as choices in fundraising in preference to food items.
2. Ensure if food items are utilised for fundraising, that they meet the ‘everyday’ or ‘select carefully’ categories of the ‘Go for your life’ Healthy Canteen Kit

Ideas for creating the commitment:

- The working group and teachers should ensure that all fundraising activities use non food related products for fundraising.
- The working group and members of the Parents and Friends Committee should investigate the range of options available for non food related fundraising products. A list of these should be provided to teachers and relevant committees. Resources for fundraising are available through various websites. A roster could be developed to ensure different groups within the school get to choose the items selected for fundraising.
- Other fundraising ideas could be considered such as: Trivia Nights, special events/celebration evenings/fundraising levy
10. Guidelines for Catering

Rationale:

Events and celebrations are an important part of our social life and within the school setting is no exception. Food is nearly always used in celebrations. Creating a healthier environment within the school requires including healthy options for events such as celebrations; break ups; morning teas; classroom parties; and, festival events. It should also apply to School Council Meetings, Dinners, Principal Network Meetings and other staff/administration events.

4.13.2 Aim:

To ensure teachers, staff, students and parents are able to make healthy choices during meetings, events and celebrations held at school or for school business.

Guidelines:

In catering for school celebrations and school business meetings, our school community has agreed to:

1. Provide food/drinks that meet the ‘everyday’ and ‘select carefully’ categories of the ‘Go for your life’ Healthy Canteen Kit.
2. Soft drinks will not be sold or provided at student celebrations; and will be discouraged from being brought to school by students.
3. Confectionery will not to be used as a reward for students. Staff are to use non-food reward systems to acknowledge students, i.e. encouragement awards, recognition at assemblies etc.

Ideas for creating the commitment:

• Create specific guidelines that cover all events e.g.
  o All BBQs must include salad and wholemeal or high fibre, low GI bread.
  o Water, milk and 100% juice are the drinks to be offered. Healthier meats should also be offered.
  o For shared classroom lunches; coordinating teachers need to ensure that all food brought comes from the ‘everyday’ and ‘select carefully’ categories.

• When holding staff or students celebrations, break ups and morning teas the organiser needs to ensure that the food and drinks come primarily from the ‘everyday’ and ‘select carefully’ categories

• Teachers need to be aware that ‘occasional’ food day should only occur twice per term

• Where possible, coordinating teachers could encourage and allow the students to be involved in major catering events

• There is potential to organise outside provider to supply goods i.e. hot potato van; or a visiting yoghurt van on occasions.
Section 5: Appendices
Appendix B: Examples of social marketing posters for healthy eating messages

Students created these social marketing posters in class time as an assessed piece of work. Your school could consider their own personalised social marketing posters.
Examples of water bottle rules, as posters and postcard

(Source: It’s Your Move! Project)
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<td>9. Guidelines for fundraising</td>
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<td>10. Guidelines for catering</td>
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</tbody>
</table>
Section 6: References
Website References

Australian Health Promoting Schools Association
http://www.ahpsa.org.au

Parent’s Jury
www.parentsjury.org

State and National Government Guidelines
Go for Your Life: Victorian Government Initiative
http://www.goforyourlife.vic.gov.au
Department of Human Services
http://www.dhs.vic.gov.au
Department of Education and Early Childhood Development
http://www.education.vic.gov.au
‘Go for Your Life’ Healthy Canteen Kit

Nutrition Information
Dietary Guidelines for Children and Adolescents in Australia
Nutrition Australia
http://www.nutritionaustralia.org/
Dietitians Association of Australia
http://www.daa.asn.au/

Curriculum Information
Victorian Curriculum Assessment Authority
http://www.vcaa.vic.edu.au
Home Economics Victoria
http://www.vhetta.com.au
Australian Council for Health, Physical Education and Recreation
http://www.achper.org.au/

Food Safety Information
Department of Human Services’: Generic Food Safety Program www.foodsmart.vic.gov.au
Food Standards Australia New Zealand
http://www.foodstandards.gov.au

Fundraising Information
http://www.teatowels.com.au
http://www.pictureproduct.com
http://www.insignia.au.com
http://www.fundraiserexpress.com.au

Recipe and Newsletter Ideas
http://www.goforyourlife.com.au
http://www.heartfoundation.com.au
http://www.eatwelltas.com.au
http://www.marketfresh.com.au
http://www.freshforkids.com.au
Example of a Water Policy

Victorian Schools Reference Guide:
REFERENCES


Healthy Canteen Kit – Food Planner


Appendix B Action Plan

ACTION PLAN FOR PILOT OF THE FOOD@SCHOOL RESOURCE
## WORKERS

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Name</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>Boyd Swinburn</td>
<td>Deakin University - Project Manager</td>
</tr>
<tr>
<td>NR</td>
<td>Narelle Robertson</td>
<td>Deakin University – Research Assistant</td>
</tr>
<tr>
<td>LM</td>
<td>Louise Mathews</td>
<td>Deakin University - Research Fellow</td>
</tr>
<tr>
<td>KW</td>
<td>Kate Whitecross</td>
<td>Campaspe PCP – Project Manager</td>
</tr>
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## SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>SYMBOLS</th>
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<tr>
<td>Echuca Specialist School</td>
<td>✓ completed</td>
</tr>
<tr>
<td>Rochester Secondary College</td>
<td>➔ in progress</td>
</tr>
<tr>
<td>Rushworth P-12 College</td>
<td>□ not commenced as per schedule</td>
</tr>
<tr>
<td>Sacred Heart College</td>
<td>□➔ Commenced, ahead of schedule</td>
</tr>
<tr>
<td>Clonnard College</td>
<td>✗ not commenced, behind schedule</td>
</tr>
<tr>
<td>Maroondah Secondary College</td>
<td>○ on hold under review</td>
</tr>
</tbody>
</table>
AIM:
To pilot the Food@School model in 2 ‘Being Active, Eat Well’ communities – outcomes of the pilot testing of the Food@School model will be a model which has been validated and adapted for use in a variety of secondary school contexts, including schools in disadvantaged areas and with high CALD populations.

Objective 1: Pilot the Food@School resource in 2 ‘Being Active, Eat Well’ communities

Objective 2: Evaluate and disseminate the learnings to DHS, the communities and the stakeholders

Project Timeline

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<td>Task 2 Feedback</td>
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<td>Task 3 Pilot</td>
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<td>Task 4 Write Reports &amp; disseminate</td>
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<td>SCHOOLS</td>
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<tr>
<td>Echuca Specialist School</td>
<td>No Canteen</td>
<td>Maree Downey (Assist. Principal)</td>
<td>54822769 <a href="mailto:downey.maree.g@edumail.vic.gov.au">downey.maree.g@edumail.vic.gov.au</a></td>
<td>Phone &amp; email 5/3/09 Phone Interview 23/03/09</td>
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<tr>
<td>Rochester Secondary College</td>
<td>Have no vending machines</td>
<td>Jenn White (Teacher)</td>
<td>54841844 <a href="mailto:white.jennifer.a@edumail.vic.gov.au">white.jennifer.a@edumail.vic.gov.au</a></td>
<td>Phone 5/3/09- away left msg Spoke to Jenn 10/3/05</td>
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<tr>
<td>Rushworth P-12 College</td>
<td></td>
<td>Kerrie Raglus (Wellbeing Co-ord.)</td>
<td>58561230 <a href="mailto:raglus.kerrie.l@edumail.vic.gov.au">raglus.kerrie.l@edumail.vic.gov.au</a></td>
<td>Phone &amp; email 5/3/09</td>
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<tr>
<td>Sacred Heart College</td>
<td>Canteen out-sourced to Spotless</td>
<td>Kylie Lane Stacey Carmichael</td>
<td>5221 4211 <a href="mailto:klane@shcgeelong.catholic.edu.au">klane@shcgeelong.catholic.edu.au</a> <a href="mailto:scarmichael@shcgeelong.catholic.edu.au">scarmichael@shcgeelong.catholic.edu.au</a></td>
<td>Emailed 13/07/09</td>
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<tr>
<td>Clonard College</td>
<td></td>
<td>Eve Dawson Bronwyn Heiwett Leonie de Jong</td>
<td>5278 2155 <a href="mailto:dawse@clonard.catholic.edu.au">dawse@clonard.catholic.edu.au</a> <a href="mailto:barb@clonard.catholic.edu.au">barb@clonard.catholic.edu.au</a> <a href="mailto:dejol@clonard.catholic.edu.au">dejol@clonard.catholic.edu.au</a></td>
<td>Emailed 14/7/09</td>
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<tr>
<td>Moorandah Secondary College</td>
<td></td>
<td>Joanne Kirby</td>
<td>9870 4551 <a href="mailto:kirby.joanne.c@edumail.vic.gov.au">kirby.joanne.c@edumail.vic.gov.au</a></td>
<td>Emailed 18/08/09</td>
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</tbody>
</table>
Contacts

Project Officers

Leanne Denny  denny.leanne.m@edumail.vic.gov.au
Kerryn Fearnside  k.fearnside@ccg.vic.edu.au
Christine Green  green.christine.f@edumail.vic.gov.au
Sonia Kinsey  kinsey.sonia.l@edumail.vic.gov.au
Lauren Reading  reading.lauren.j@edumail.vic.gov.au
Lyndal Taylor  taylorl@ignatius.vic.edu.au

Campaspe PCP

Kate Whitecross  Health Promoting Communities Project Manager
Campaspe Primary Care Partnership
PO Box 164, Rochester VIC 3561
Ph: 03 5484 4490
Mobile: 0400 986 577
Fax: 03 5484 4484
Email: Kate.Whitecross@campaspepcp.com.au
<table>
<thead>
<tr>
<th>TASKS</th>
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<th>BY WHOM</th>
<th>TIMELINE</th>
<th>STATUS</th>
<th>ACTION OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Review resource</td>
<td>• LM provided me with V10</td>
<td>NR</td>
<td>NR</td>
<td>✓</td>
<td>Have reviewed resource, LM is currently working on version 11. Dec 2008 Resource Draft completed</td>
</tr>
<tr>
<td>1.2 Develop &amp; maintain action plan</td>
<td></td>
<td>NR</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td>1.3 Evaluation: Meet with Geelong project officers</td>
<td>• 1 Leanne Denny (Newcomb SC)</td>
<td>NR</td>
<td>Nov 2008</td>
<td>✓</td>
<td>Emailed project officers to arrange interviews 16/10/08 Leanne 28/10/08 9.30am Lauren 30/10/08 2pm Lyndal 11/11/08 9am Kerryn 21/11/08 11am</td>
</tr>
<tr>
<td></td>
<td>• 2 Kerryn Fearsides (Christian College)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
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<td></td>
<td>• 3 Christine Green (Geelong HS)</td>
<td></td>
<td></td>
<td>✓</td>
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<td></td>
<td>• 4 Sonia Kinsey (Geelong HS)</td>
<td></td>
<td></td>
<td>✓</td>
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<td></td>
<td>• 5 Lauren Reading (Bellarine SC)</td>
<td></td>
<td></td>
<td>✓</td>
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<td></td>
<td>• 6 Lyndal Taylor (St. Ignatius CRC)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>1.4 Establish contact with PCPs</td>
<td>• Kate Whitecross (Campaspe)</td>
<td>NR</td>
<td>November 2008</td>
<td>✓</td>
<td>Meeting with Kate 22/1/09. Kate will make initial contact with the principals in the next couple of weeks and give them a copy of the F@S resource. Have emailed Rita 15/12/08 Meeting with Rita 22/1/09 – cancelled. Meeting with Rita 4/2/09</td>
</tr>
<tr>
<td></td>
<td>• Rita Alvaro (Maribyrnong)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.5 Gain Ethics Approval</td>
<td>• DEECD</td>
<td>NR</td>
<td>Due Nov 3rd, 2008</td>
<td>✓</td>
<td>Have contacted DEECD to find out with they will accept Deakin’s expedited review process. Have said that they will 16/10/08 Have submitted to Deakin &amp; DEECD 3/11/08 Deakin approval: 22/12/08 DEECD approval: 15/1/09 Catholic approval: Sept 09</td>
</tr>
<tr>
<td>TASKS</td>
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<td>BY WHOM</td>
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<tr>
<td>1.9 Evaluation: Write up findings from interviews</td>
<td>• Have summarised the ideas and suggestions of the project officers</td>
<td>NR</td>
<td>Dec 2008</td>
<td>✓</td>
<td>Has given me valuable insight into the process of developing the Food@School resource.</td>
</tr>
</tbody>
</table>
| 1.10 Finalise Food@School Resource | • LM printed the final draft versions of the Food@School Resource  
• Send IYM implementation reports to Kate and Rita | LM, NR | Dec/ Jan 2008 | ✓ | LM has completed the final draft.  
Problems with the Curriculum content, LM looking into getting someone to rewrite it 21/1/09  
Implementation reports still in progress 29/1/09  
✓ | LM is putting in the references 13/3/09 |
List of Schools Approached LOG

Vivienne Tellefson Brunswick SC DECLINED
- emailed invitation 8/6/09
- called & left a msg 15/6/09
- forwarded to the health & PE co-ordinator, left a msg on message bank 25/6/09

Glenn White Banksia La Trobe (94973822) DECLINED
- emailed invitation 8/6/09
- called & left a msg 15/6/09
- called and left a msg 24/6/09
- Unable to participate, have too much on (involved in other programs) 24/6/09

Tammy Walsh Ballarat Murrup DECLINED
- emailed invitation 8/6/09
- called & left a msg 15/6/09
- Called and spoke to Tammy 25/6/09 did not want to participate.

Garry Schultz, Belmont High School DECLINED
- emailed invitation 8/6/09
- called & left a msg 15/6/09
- Paula (reception) called back, email has been forwarded to Debbie Aires, Health Co-ordinator
- 23/6/09 Debbie phoned, she is unable to take it on as she has agreed to do some surveys for the heart foundation. Will email it around to see if there is anyone else interested
- Called no one has put up there hand, has recommended contacting the principle again 16/7/09

Jennifer Hawkins, Matthew Flinders (5221 8288)
- emailed invitation 22/6/09
- Rang left a message with reception 14/7/09
- Rang left a message with reception 21/7/09
- Rang left a message with Cassandra at reception 28/7/09

Don Collins, Coburg Senior High School (9353 1700) DECLINED
- emailed invitation 23/6/09 (email bounced back)
- Re-sent email to new address: coburg.senior.hs@edumail.vic.gov.au 24/6/09
- rang 14/7/09 left a message with reception
- rang and left a message with Anne from reception 21/7/09
- rang 28/7/09 no one in the office
- rang 29/7/09 left a message with Anne in reception
Rod Ebbage, Box Forest Secondary College (9304 0400) DECLINED
- emailed invitation 24/6/09
- Phoned 14/7/09 didn’t receive email. Have address for the food tech teacher (shani). Emailed 14/7/09
- Rang and left a message on Shani Henderson’s voice mail 21/7/09
- Rang and left a message on Shani’s voice mail 28/7/09

Pauline Rice, Fitzroy High School DECLINED
- emailed invitation 24/6/09
- Phoned spoke to Susan in reception… thinks they won’t be interested because their canteen is as healthy as it can get.

Gus Napoli, Fawkner Secondary College DECLINED
- emailed invitation 24/6/09
- phoned left a voice mail 14/7/09
- Gus emailed saying he has forwarded it onto the middle years co-ordinator Agatha Diamandopulous to look at.
- Spoke to Agatha 17/7/09 are too busy to be involved at this time

Judith Crowe, Melbourne Girls College DECLINED
- emailed invitation 24/6/09
- unable to participate 14/7/09

Vincent Sicari, Eltham Secondary College (9430 5111) DECLINED
- emailed invitation 4/6/09
- re-sent invitation 13/7/09
- phoned and spoke to Vincent (Principal) will look at it and get back to me 13/7/09
- Rang and left a message with reception 21/7/09
- Rang and left a message with reception 28/7/09

Robert Lamb, Gladstone Park Secondary College
- Emailed invitation 5/8/09 gladstone.park.sc@edumail.vic.gov.au
- Phoned 12/10/09 Robert is on long service leave; Lyn is the acting principle. Left a message on her voicemail.

David Reynolds, Lakeside Secondary College (9460 6655)
- Emailed invitation 5/8/09 lakeside.sc@edumail.vic.gov.au
- Phoned 12/10/09 left a message on the voice mail.

Denise Veltre, Lalor North Secondary College (9401 3888)
- Emailed invitation 5/8/09 lalor.north.sc@edumail.vic.gov.au
- Phoned 12/10/09 spoke to Janette in reception, resending email.

John Conway, Greensborough Secondary College
- Emailed Invitation 5/8/09
TASK 2 – FEEDBACK FROM SCHOOLS

CONTACTS

Campaspe PCP
Kate WhiteCross

Schools:
Echuca Specialist School
Rushworth P-12 College
Rochester Secondary College
### Task 2 – FEEDBACK PHASE: CAMPASPE: ROCHESTER, RUSHWORTH, ECHUCA

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<th>TIMELINE</th>
<th>STATUS</th>
<th>ACTION OUTCOMES</th>
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<tbody>
<tr>
<td>2.1 Inform Regional Directors</td>
<td>Wrote a letter to each of the PCP’s regional education directors to inform them of the project as per DEECD ethics requirements</td>
<td>NR</td>
<td>Jan 2008</td>
<td>✓</td>
<td>22/1/09 To fax to Mr Ron Lake, Loddon Mallee &amp; Ms Katherine Henderson, Western Metro Region once I know which schools we will approach.</td>
</tr>
<tr>
<td>2.2 Contact schools</td>
<td>Spoke with Kate was Feb ’09 Kate is meeting with the principals and will give them a copy of the F@S resource. Emailed Kate 3/3/09</td>
<td>NR</td>
<td>Feb 2009</td>
<td>✓</td>
<td>4 schools have agreed to participate, 1 is catholic, so is unable to be included. The other 3 are <strong>Echuca Specialist School; Rushworth College and Rochester Secondary College</strong></td>
</tr>
<tr>
<td>2.3 Information Session</td>
<td></td>
<td></td>
<td>Feb 2009</td>
<td>✗</td>
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<tr>
<td>TASKS</td>
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<tr>
<td>2.4 Interview Principals</td>
<td>• Meet with Maree Downey, Assistant Principal, Echuca Specialist School</td>
<td>NR</td>
<td>March 20(^{th}), 2009</td>
<td>✓</td>
<td>Spoke to Maree 5/3/09, is happy to give feedback on the resource. Am sending a second copy of the resource to be given to a teacher. Needs to be done in first term as she is on long service leave 2(^{nd}) term. Unable to meet on the 20/3 phone interview 23/3/09 23/03/09 Phone interview conducted with Maree Downey, Echuca Specialist School.</td>
</tr>
<tr>
<td>2.5 Interview Canteen Managers</td>
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<td>Feb – April 2009</td>
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<td>2.6 Focus Group Teachers</td>
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<td>Feb – April 2009</td>
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<td>2.7 Interview Business Managers</td>
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<td>Feb – April 2009</td>
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<tr>
<td>2.8 Feedback from student ambassadors</td>
<td>• Send 5 copies of resource</td>
<td>NR</td>
<td>20/03/09</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Receive feedback</td>
<td></td>
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</tr>
<tr>
<td>2.9 Interview Jenny White</td>
<td>• Interview set for 9/09/2009 at 2pm</td>
<td>NR</td>
<td>September2009</td>
<td>✓</td>
<td>Gained feedback via Jenny from student ambassadors. Recorded session on a digital recorder, which failed to work. Information is from notes taken</td>
</tr>
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<tr>
<td>2.10 Interview Kerrie Raglus</td>
<td>• Interview set for 9/09/09 at 1130am</td>
<td>NR</td>
<td>August 2009</td>
<td>✓</td>
<td>Recorded on a digital recorder and transcribed.</td>
</tr>
<tr>
<td>2.11 Interview Canteen Manager</td>
<td>• Interview set for 9/09/09 at 1130am</td>
<td>NR</td>
<td>July 2009</td>
<td>✓</td>
<td>See Report for details</td>
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<tr>
<td>2.19 Contact Schools</td>
<td>• Emailed &amp; Phoned 22/5/09</td>
<td>NR</td>
<td>May 2009</td>
<td>✓</td>
<td>Agreed to participate</td>
</tr>
<tr>
<td></td>
<td>• phoned Maria and left a message 13/7/09</td>
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<td></td>
<td>• emailed principal (Regina Byrne) 14/7/09</td>
<td></td>
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<tr>
<td></td>
<td>• received a phone message from Maria Monea 15/7/09</td>
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<td></td>
<td>• Emailed and called Maria 15/7/09</td>
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<td></td>
<td>• Maria phoned. Is meeting tonight with some key people at the school. Are keen to participate but will let me know sometime this week what their answer is.</td>
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<td></td>
<td>NR</td>
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<tr>
<td>2.20 Information Session</td>
<td>• Speaking at a staff meeting</td>
<td>NR</td>
<td>July 2009</td>
<td>✓</td>
<td>Spoke at Staff meeting 29/7/09</td>
</tr>
<tr>
<td>2.21 Meet with key people</td>
<td>• Speak at taskforce meeting</td>
<td>NR</td>
<td>August 2009</td>
<td>✓</td>
<td>Meeting 11/8/09 The group have begun the process of developing their policy</td>
</tr>
<tr>
<td>2.22 Interview/ Focus Group</td>
<td>• Interview/focus group 7/9/09</td>
<td>NR</td>
<td>September2009</td>
<td>✓</td>
<td>Participants preferred to fill out feedback forms. Forms have been emailed to all participants.7/9/09</td>
</tr>
<tr>
<td>Key People</td>
<td>• Meeting 12/10/09</td>
<td></td>
<td></td>
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<tr>
<td>2.23 Interview Business</td>
<td></td>
<td>NR</td>
<td>2009</td>
<td>✗</td>
<td>The Business manager isn’t a part of the working group</td>
</tr>
<tr>
<td>Managers</td>
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<td>TASKS</td>
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| 2.24 Contact School | • emailed principal (Vicki Myers) 14/7/09  
• rang and left a message with Grace in reception 21/7/09  
• rang and left a message with Leslie in reception 28/7/09  
• Sent Vicki Information  
• Emailed Eve 17/08/09  
• Called Eve left a message 24/08/09  
• Met with Eve, Bronwyn & Leonie 31/8/09 | NR | 2009 | ✓ | Agreed to participate |
| 2.25 Interview Principal | | NR | 2009 | ✗ | |
| 2.26 Interview/ Focus Group Key People | • Meeting to be arranged for sometime early 4th term. Have emailed Eve, Leonie and Barb in order to set a date 14/9/09  
• Date set 26th Oct, 2009 | NR | 2009 | ✓ | See report for details |
<p>| 2.27 Interview Canteen Manager | | NR | 2009 | ✗ | |</p>
<table>
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<tr>
<th>TASKS</th>
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<th>ACTION OUTCOMES</th>
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<tbody>
<tr>
<td>2.24 Contact School</td>
<td>• Received an email from Jo Kirby via HEV</td>
<td>NR</td>
<td>2009</td>
<td>✓</td>
<td>Agreed to participate Discussions at the meeting went well, probably starting with water policy</td>
</tr>
<tr>
<td></td>
<td>• Emailed Jo Kirby</td>
<td></td>
<td></td>
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<td></td>
<td>• Meeting set for 3/09/09 with Jo and Liz Senior</td>
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<tr>
<td>2.26 Interview/ Focus Group Key People</td>
<td>• Set for Thursday15th October</td>
<td>NR</td>
<td>2009</td>
<td>✓</td>
<td>See report for details</td>
</tr>
<tr>
<td>2.25 Interview Principal</td>
<td></td>
<td>NR</td>
<td>2009</td>
<td>✗</td>
<td></td>
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<tr>
<td>2.27 Interview Canteen Manager</td>
<td></td>
<td>NR</td>
<td>2009</td>
<td>✗</td>
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<td>TASKS</td>
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<td>2.8  Contact schools</td>
<td>• Phone Rita &lt;br&gt; • Email School Contacts &lt;br&gt; • 4/3/09 Write a letter to be sent with the Resource, explaining the nature of the project.</td>
<td>NR</td>
<td>Feb 2009</td>
<td>✓</td>
<td>* Spoke with Rita 25/2/09 still attempting to set up meetings with the principals. &lt;br&gt; * 26/2/09 Emailed Brian Rogers, Maribyrnong Sec School &lt;br&gt; Maria Bawden-Footscray City &lt;br&gt; Carole Gilbert-Gilmore Girls &lt;br&gt; *Maribyrnong declined 26/2 &lt;br&gt; *Emailed Rita to suggest I go with her to meet the principals to explain the project 3/3 &lt;br&gt; *Emailed Rita cover letter for principals. &lt;br&gt; Called Carole Gilbert 16/3/09 and left a msg &lt;br&gt; *Spoke to Betty (FC) 18/3/09 to phone 25/3 to discuss their involvement. &lt;br&gt; Called 25/3, Betty wasn’t there, left a msg &lt;br&gt; Called Betty (Footscray) Left a msg 30/3/09 &lt;br&gt; Called Zoe (Gilmore Girls) Wasn’t at school 30/3/09 &lt;br&gt; Called Zoe 1/4/09, is not really interested, the school is focussing on numeracy and literacy, invited me to call back mid-term 2 to see where they are at. Has been passed onto the school nurse. &lt;br&gt; Called and left a msg for Betty 2/4/09 &lt;br&gt; Called and left a msg for Betty 23/4/09 &lt;br&gt; 8/5/09 Went to FC met Betty, was unable to get a commitment to the project &lt;br&gt; <strong>No longer pursuing Westbay Schools 22/5/09</strong></td>
</tr>
</tbody>
</table>
Contacts:

CMY (Centre for Multicultural Youth)
info@cmyi.net.au
http://www.cmy.net.au/Home

Culture Works
Barbara West & Francis Murphy
6/562 Little Bourke St
Melbourne, VIC 3000 Australia
ph +61 3 9670 9471
bwest@cultureworks.com.au
www.cultureworks.com.au
<table>
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<tr>
<th>TASKS</th>
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<th>STATUS</th>
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<tbody>
<tr>
<td>3.1 Contact Agencies</td>
<td>• Contacted CMY</td>
<td>NR</td>
<td>May 2009</td>
<td>✓ ✓</td>
<td>Emailed &amp; phoned CMY no response&lt;br&gt;Have spoken to Barb and Fran, need to send them the final resource and get a quote</td>
</tr>
<tr>
<td></td>
<td>• Contacted Culture Works</td>
<td></td>
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<tr>
<td>3.2 Get Feedback</td>
<td></td>
<td>NR</td>
<td>June 2009</td>
<td>×</td>
<td>It was decided in a meeting 1/6/09 not to proceed with external cultural feedback</td>
</tr>
</tbody>
</table>
Contacts:

Jane Hill
Professional Development Officer / Fruit + Veg Coordinator
Home Economics Victoria
Post: 3 Windsor Ave, Mount Waverley, VIC. 3149
Ph: (03) 9888 2240
Fax: (03) 9888 2241
Website: www.homeeconomics.com.au
Email: pd@hev.com.au
### TASK 4: FEEDBACK FROM OTHER SOURCES

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<tr>
<th>TASKS</th>
<th>ACTIONS</th>
<th>BY WHOM</th>
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<th>STATUS</th>
<th>ACTION OUTCOMES</th>
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<tbody>
<tr>
<td>4.1 Contact Home Economics Victoria</td>
<td>• emailed Jane Hill</td>
<td>NR</td>
<td>October 2009</td>
<td>✓</td>
<td>Jane agreed to meet with me and give feedback on the resource</td>
</tr>
<tr>
<td>4.2 Meet with Jane Hill &amp; Sally Lasslett</td>
<td>• Meeting was cancelled, had a phone interview instead 22/10/09</td>
<td>NR</td>
<td>End October 2009</td>
<td>✓</td>
<td>See report for details</td>
</tr>
</tbody>
</table>
Contacts

**Toni Collins**  
Senior Project Officer  
Physical Activity and Nutrition Team  
Health Development Unit  
Level 15, 50 Lonsdale Street  
Melbourne Vic 3000  
Phone: (03) 9096 5166  
Toni.Collins@dhs.vic.gov.au
## TASK 5: EVALUATION & LEARNING DISSEMINATION

<table>
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<tr>
<th>TASKS</th>
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<th>BY WHOM</th>
<th>TIMELINE</th>
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<th>ACTION OUTCOMES</th>
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<tbody>
<tr>
<td>5.1 Write Reports</td>
<td>• Incorporate feedback from schools</td>
<td>NR</td>
<td>End October 2009</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.2 Report back findings</td>
<td>• Send report and final resource to Toni (DHS) and other stakeholders</td>
<td>NR</td>
<td>End October 2009</td>
<td>✓</td>
<td>Emailed to: DHS; DEECD; Kate Whitecross; Rita Alvaro; Catholic Ethics; Echuca Specialist School; Clonard College, Geelong; Maroondah Secondary College; Rochester Secondary College; Rushworth P-12; Sacred Heart College, Geelong; Home Economics Victoria</td>
</tr>
</tbody>
</table>
Appendix C Focus Group and Interview Questions

Food@School Resource Feedback

1. What do you think of the amount of information in the Food@School Resource? E.g. too much? Not enough?
2. Are there any sections you feel are not useful?
3. Was it easy to use?
4. Is there anything you like to see added?
5. Are there any cultural considerations that should be addressed, e.g. types of food?
6. What do you think schools would need to implement a healthy food policy?
7. Are there any other comments you would like to make about the overall resource?

Food@School Resource Written Feedback

1. What do you think of the amount of information in the Food@School Resource?
   - [ ] Too much
   - [ ] Good amount
   - [ ] Not enough

2. Are there any sections you feel are not useful?

3. Ease of Use?
   - [ ] Easy
   - [ ] OK
   - [ ] Difficult

4. Is there anything you like to see added?

5. Are there any cultural considerations that should be addressed, e.g. types of food?
   - [ ] Yes
   - [ ] No
   
   If yes, what considerations?

6. What do you think, based on your experience of creating a policy, schools would need in order to create and implement a healthy food policy?

7. Are there any other comments?

Thank you!
If you have any concerns or questions, please contact:
Narelle Robertson
Public Health Research, Policy and Evaluation Cluster
Geelong Waterfront Campus, Deakin University, Geelong Victoria 3217
Phone: 03 5227 8442   Fax: 03 5227 8376
Email: narelle.robertson@deakin.edu.au
Appendix D School 1 Feedback

- Was concise and to the point
- Gave good starting point
- As a general overview was good
- Website links were good
- No, gives precise steps
- Some of the canteen sections were more relevant to primary schools, although possibly depends on the size of the school
- No, everything was useful
- Was very logical and easy to use
- Allergies are a bigger problem; cultural issues are not
- Needs to be more attractive
- Access to simple surveys would be helpful, put in as a part of the kit; have resources on a CD
- Lesson plans – linking it into the whole school
- Needs to be a whole-of-school job
- Not so much support outside the school but help within the school is important, teacher support, parental support, canteen manager etc.
- Perhaps could also aim the policy resource at sporting clubs because they use a lot of food fundraising, which is often brought into the schools by students to sell.
Appendix E School 2 Feedback

- Great resource
- Sample Policies were wonderful
- Great starting point, particularly the water policy section
- Love the recipes
- Perhaps include ideas for lunchboxes
- The parent surveys may be a bit intimidating but were a good idea
- Some schools don’t have an everyday canteen so perhaps a page for those schools that have occasional canteens, reminding them that they need to be in line with Department healthy eating directives (recognising them and their need to supply healthy foods as well.
- A greater emphasis on modelling by the teachers. In general find that modelling is quite poor
- Add a section to the recipes for those schools that are primary/secondary combinations
- Really liked the fundraising section
- The overriding issue is about what comes in the lunchbox
- Perhaps add some references in regards to the effect of food on brain chemistry and mood etc...
- Have some colour within the resource to make it more eye-catching
- Include recipes that are culturally diverse e.g. halals
- Sections that are vegetarian and gluten free; keep in mind that some schools are nut free
- When the resource is disseminated would need some professional development for teachers across the board in respect to the resource, include data as to why it’s necessary.
Appendix F School 3 Feedback

- I think the policy is good; personally I’m interested in these other things that are in...all the lessons plans, because you’ve got to make it really easy for the teachers.
- You’ve got to make it really easy
- The guidelines are good, that provide all the different aspects and I guess I’m just thinking if it’s an active document, so then any new guidelines are plugged in
- I think it depends on the school, on a school-by-school basis because I know the other school I’m at, I think what will happen that the health promoting schools committee will take bits and pieces of it and write in up and collate it into a usable document; the principal will say I want the water, the vending machine and something else, but I think if I just left it to the principal and the vice-principal they don’t have time to do it. I mean they have the expertise but again it’s the time.
- And in a secondary school with policies they will farm it out to someone who’s got so they’ll flick it to someone like me maybe someone who can coordinate it someone who has some knowledge in that area or interest or it’s a part of their responsibility.
- It needs a champion
- Would be helpful, to have the support available if needed, definitely
- We certainly won’t be doing them (guidelines) all at once.
- It’s very comprehensive and I’m sort of drawn to the social marketing aspect that’s what we want to do! The canteen needs support with that; they can’t just do it on their own for various reasons.
- Yes, yep it’s good; it helps with formulating your own policy.
- Translating it I guess, if that was needed and whether you’d need to make adaptations for the cultural mix in the school. You’d have to probably test that out.
- With the canteen guidelines include some commentary about cultural awareness
- Yea, I would definitely recommend it
- Look I think policy writing it’s probably all there
- It’s fairly comprehensive
- Probably to get all the clues we can on the social marketing process and that would be good to develop as lesson plans... because especially in secondary they have media where they can use all the equipment you know they can use movies and photos and all that sort of technology
Appendix G School 4 Feedback

- User friendly
- good resource
- Recipes at back were handy in terms of using them as newsletter supplements but were a bit time consuming for the canteen manager to use
- Would be good to have in the recipe section the estimated time and it would also need to be costed
- Perhaps could include hints for people with diabetes etc
- Information was helpful
- Original was too bulky
- Did not use the colour coding for the canteen; felt that people wouldn’t take much notice of it and that it wasn’t necessary for their canteen because it’s in pretty good shape.
- Have implemented the IYM! Ambassador style program
- Document could be used alone... wouldn’t need extra support
- Did not find anything that wasn’t useful
- The year 11s felt that the Occupational, health & safety section was outside their realm of control
- The resource was logical and well set out
- Would definitely recommend it’s use to other schools
- Only read what was necessary in relationship to the ‘Be your Best’ project.
Appendix H School 5 Feedback

- not as much information in the second version of the Food@School Resource
- There wasn’t as much in the second one...
- I think particularly from a starting point of view the first one had more information
- There was a lot of information I got a lot out of it.
- hardcopy of resource is useful because canteen manager doesn’t have access to a computer and doesn’t have the time within their allotment to do research
- The resource needs to get to the right people in the school
- Working it for the whole school, getting everyone involved.
- Didn’t actually use the policy template to develop your policies because already have one but would use it if they were starting from scratch
- Hard to comment because already...when that resource arrived, we’d already had 6-9 months in the project so there’s that bit of health promotion awareness going on but that wouldn’t be the same in every school. But it would be nice to think it could be.
- Found it really useful, have used a lot of the surveys from the first version as well as the recipes
- Probably could have taken more of that whole school stuff to staff but that’s time and other issues that are we need to keep up with as well but it’s not to say that we won’t continue to use it in the future.
- No, no... it sounds easy the way it’s explained it’s just a matter of getting everyone involved.
- No, have a very small cohort of Indigenous students
- Probably for some of those metropolitan areas and some of the bigger regional areas, you know Shepparton, quite a few schools over there have Sudanese and Iraqi and...huge populations
- Separate bits. It was good for me because I could see ideas that could be utilised throughout the school. It was good for me, because I didn’t have much...
- Yes, it’s very good and we’ll continue to hang onto that even after the end of the project, we’ll use it, it’s got some good ideas and thoughts.
- No, I think it complimented what we already knew and what resources are out there as well. Because you do have the Go for your Life kits and Australian Healthy Food Stuff.
- Well I think its well worth having; definitely it’s something I’ll keep referring back to.
Appendix I School 6 Feedback

Feedback 1

1. What do you think of the amount of information in the Food@School Resource?
   Good Amount
2. Are there any sections that you feel are not useful?
   No
3. Ease of use?
   OK
4. Is there anything you would like to see added?
   No
5. Are there any cultural considerations that should be addressed, e.g. types of food?
   No
6. What do you think, based on your experience of creating a policy, schools would need in order to create and implement a healthy food policy?
   A guideline booklet (like the one we have been using) to help start the process. It is very difficult to start something like this without any guides. Someone to help the process
7. Are there any other comments?
   The Food@School Resource has been very handy for us in developing our food guidelines. It would have been a much harder task without the help of this.

Feedback 2

1. What do you think of the amount of information in the Food@School Resource?
   Good amount
2. Are there any sections that you feel are not useful?
   No, all relevant and well set out
3. Ease of use?
   OK
4. Is there anything you would like to see added?
   Not that I can think of at this stage
5. Are there any cultural considerations that should be addressed, e.g. types of food?
   No
6. What do you think, based on your experience of creating a policy, schools would need in order to create and implement a healthy food policy?
   Time and clearer directions of the implementation process and how to best set up a committee, etc if this resource was there we didn’t use it.
7. Are there any other comments?
   The presentation to the staff body about the program didn’t explain things very well. It wasn’t prepared for the target audience. Can I suggest a clear PowerPoint to be developed that gives a brief overview about what the school is about to embark on, the parties involved and how they were working with the resources from yourself. Something brief and to the point to make staff aware that the process is about the happen, that they may be surveyed or come to for information about certain areas.

I just felt that staff was left wondering what the point of them being informed about it at a staff meeting because there wasn’t a clear point to the presentation.
Feedback 3

1. What do you think of the amount of information in the Food@School Resource?
   Good Amount
2. Are there any sections that you feel are not useful?
   (blank)
3. Ease of use?
   Easy
4. Is there anything you would like to see added?
   - Given the rise in numbers of students with food allergies, perhaps a section dealing with specific dietary needs.
   - A means by which parents can become informed, involved and educated as part of the process of changing the dietary culture of students.
5. Are there any cultural considerations that should be addressed, e.g./ types of food?
   No – there may be a minimal amount of students who have special dietary needs due to their cultural background.
6. What do you think, based on your experience of creating a policy, schools would need in order to create and implement a healthy food policy?
   - Support from the school administration, outside experts such as Deakin
   - Awareness raising campaign in the school community
   - A group of dedicated school staff to see the process through at a school level
   - The physical resources to implement the program
   - Time and patience to unfold the scheme
7. Are there any other comments?
   - It’s been very helpful to have Narelle’s input and to hear about how other school have gone about introducing a program promoting healthy eating
   - I’d like to see a two-pronged approach with healthy exercise regime introduced too, similar to SA where students engage in light exercises 30 minutes or so every morning
Appendix J Home Economics Victoria Feedback

- Needs to be distributed as a hard copy
- Need to make it visually appealing
- Teaching allotment, to gain principal support for policy to be developed need funding for time release for a teacher to champion the process.
- As an appendix having pro forma feedback surveys, etc
- Make the process as easy as possible. Limit the amount of stuff the schools need to do
- There is scope for lessons plans to be incorporated
- Provide a kit
- Include recipes and newsletter ideas (on a CD so they can be cut & paste easily) and web links
- Provide ideas, how easy change can be, make suggestions for healthy foods, water, vending machines. Ideas of simple changes. e.g. re-arranging vending machines to promote healthier options
- Suggestions like having water bottles on booklists; need to clean water bottles for hygienic purposes etc; benefits of tap water over bottled water; teachers to role model water consumption
- Appendix A – social marketing posters. Perhaps making it a competition
- Canteen: Second last dot point :Change from VHETTA to Home Economics Victoria
- Last dot point: reference canteen advisory service _ nutrition Australia
- Highlight that the school council or a member of should be a part of the working group
- Highlight the importance of why you need home economic classes and teachers etc.
- Catering section: examples of healthier meat
- BBQ: Change the words ‘all’ and ‘must’ change to ‘where’ and ‘possible’
- 3rd bullet point: all food bought ‘everyday and select carefully’ should be on CD or separate page so it can be sent home to parents
- Further information about correct canteen choices for students
- GIVE EXAMPLES AND IDEAS
- Student rewards: incentives in class, why it’s not a good idea
- No Food funding ideas...some food funding is good i.e. cherries, apples, mango drives. Have ideas and links’
- Mention sponsorship of sporting events, talk about alternatives and provide links to resources
- Needs to be self-contained and as flexible as possible. Make it as easy as possible to achieve
- There will be barriers to developing policy, perhaps have an appendix with a list of barriers and potential solutions e.g. developing good relationships with canteen managers; linking to the healthy canteen advisory group
- Cultural: Examples of food choices and issues; examples of diverse recipes and importance of being culturally inclusive
- Great resource and fills a need
References