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IT’S YOUR MOVE! SCHOOL ENVIRONMENT AUDIT EVALUATION DRAFT REPORT

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Natalie Virgo-Milton, Louise Mathews, Boyd Swinburn
Acknowledgements

It’s Your Move! Schools

Intervention Schools
Bellarine Secondary College
Christian College at Bellarine
Geelong High School
Newcomb Secondary College
Saint Ignatius College (formerly Catholic Regional College)

Comparison Schools
Baimbridge College
Bayview Secondary School
Casteron Secondary College
The Hamilton Alexandra College
Monivae College
Mortlake College
Portland Secondary College

The Principals, teachers and staff at each school.
The It’s Your Move! Student Ambassadors.
Louise Mathews project supervisor and honours student supervisor

Deakin University Support and Evaluation Team
WHO Collaborating Centre for Obesity Prevention and Related Research and Training
In particular Louise Mathews, Annie Simmons, Mary Malakellis, Lynne Millar and Melanie Nichols

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**Executive Summary**

Children and adolescents spend a substantial amount of time in school. Consequently schools have been identified as a key setting for influencing their nutrition and physical activity behaviour [1]. In the face of increasing obesity levels amongst children and adolescents, it is essential that the school environment is conducive to encouraging healthy eating and physical activity. Potentially, schools may lack nutrition and physical activity policies, provide access to energy dense foods from the canteen or food service 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.

*It’s Your Move! (IYM!)* was a 3-year community-based obesity prevention project conducted in secondary schools across the Barwon-South West region in Victoria. The program ran from 2005-2008. It was conducted within five secondary schools in Geelong and the surrounding Bellarine Peninsula (intervention) and a further seven schools across the Barwon-South West region of Victoria (comparison).

The results of this report showed that in contrast to comparison schools, intervention schools made more positive changes to their school environment to facilitate healthy eating and physical activity over the course of the *IYM!* project. Such changes included the development and implementation of healthy eating and physical activity policies, the removal of vending machines, changes to the school canteen, and improved areas for active play.

These findings demonstrate that population-based intervention programs such as *It’s Your Move!* have the ability to influence environmental changes within Victorian secondary schools that may help tackle childhood obesity.
Introduction

The prevalence of childhood and adolescent obesity has steadily increased in Australia [2] and around the world [3]. The negative impacts on health and psychological wellbeing have been well described and are substantial [4, 5]. Indeed, recent estimates suggest that the health impacts of obesity may be so great that today’s children will be the first generation for many centuries to experience a lower life expectancy than their parents [6]. In Australia, one fifth of children and adolescents are overweight or obese [2]. More recently, data from the Barwon-South Western region of Victoria found 27% of children aged 5-12 years were either overweight or obese [7]. It is clear that childhood overweight and obesity in Australia is increasing [2, 7, 8].

Overweight and obesity experienced during childhood and/or adolescence is more likely to track into adulthood causing both short-term and long-term health consequences. Some prevalent chronic conditions that have been linked to obesity include cardiovascular disease, certain forms of cancer, diabetes, osteoporosis, hypertension, and stroke [9, 10].

The environment can significantly influence the healthy lifestyle practices of adolescents and high school age children both positively and negatively [11]. In particular, the school environment can play a large role in determining the types of foods available for students, the advertisement and encouragement of healthy options, and the opportunity to participate in physical activity. This places schools in an ideal position to help target the issue of childhood obesity [12, 13].

Shepherd et al. [14] identified a number of potential barriers to healthy eating in adolescents including ease of access to, taste preferences for and usually reduced costs of fast foods. The school canteen may serve as the primary source of food consumed at school making it the ideal setting to promote healthy eating to students [12, 15]. It has been shown that the opportunity to sample new foods, the provision of attractive produce and increasing the proportion of low-fat foods in school
cafeterias, has improved students’ meal choices and has increased fruit consumption [15]. As well, providing opportunities for physical activity can influence a child’s daily activity levels. Unfortunately, due to concerns about risk management, many public schools have decreased physical education classes within their school curricula, reducing the opportunity for energy expenditure during the school day [10]. Recess and lunch times are also opportunities for students to be physically active, but if the environment is not conducive to active play then it is an opportunity lost [13].

Population-based prevention programmes, particularly interventions that address environmental determinants, have been found to have an impact on the prevention of overweight and obesity in children and adolescents and are able to be applied on a large scale [16]. Taking the whole-of-community approach to a school level has the potential to educate and influence knowledge, attitudes and desired behavioural traits required for lifelong healthy nutrition and physical activity patterns.

This report highlights the findings from the School Environmental Audit (SEA) conducted at baseline (2006) and follow-up (2008) for the IYM! project. This audit was administered to Principals, Canteen Managers and Teachers.
Methodology

In 2005, 3075 high school students participated in baseline measurements, which included outcome measures of body composition and waist circumference, as well as impact measures including behaviours, knowledge, attitudes and quality of life. One measure, the School Environmental Audit (SEA), was filled out by key informants (KIs) within the schools. The overall purpose of the SEA was to gain an understanding of potential barriers and enablers to healthy practices (e.g. policies relating to nutrition and physical activity, food and water availability/accessibility, and opportunities for physical activity). The SEA was given to either the Principal or the IYM! School Project Officer to distribute to KIs.

Part one was filled out by the Principal or a Senior Administrator and focused on elements of policy, food service, physical education/physical activity, facilities and staff professional development. Part two was filled out by the Canteen Manager and centred on the food service operation, food preparation, pricing and promotion and external facilities such as vending machines and water fountains. Part three comprised of 24 questions and was completed by up to three teachers at the school (see table 1 for baseline and follow-up response rates). The questions examined food, nutrition, physical education/activity practices in the curriculum. It also assessed the awareness of policies within the school to support healthy eating and physical activity and whether teachers complied/supported the policy. Questions were also asked about parental support, adequacy of indoor/outdoor space (including bicycle storage) and the strength of community links.

On completion, the surveys were either collected from the School Project Officer or were mailed back to Deakin University. The data was entered into the statistical package; STATA. Frequencies were generated to help with the interpretation of the data. At baseline, two fourth year health science students entered and analysed the data, which was corroborated by an independent researcher.
To detect any change in the school environment between intervention and comparison schools over time, the SEA was re-distributed to all schools at the end of 2008, and completed as above. Data was analysed to evaluate changes between baseline and follow-up audits, and between intervention and comparison schools. At follow-up, two honours students visited the schools and administered the surveys to key informants. All surveys were completed. Data was entered into STATA and analysed to determine change in the school eating environments over time. Data was corroborated by an independent researcher. Key questions were extracted and included in the following report. Due to the response rate from comparison schools at baseline limited assessment of change-over-time can be made and any interpretation of the data needs to be done with caution.

Figure 1 Response Rate

For Baseline, all of the intervention schools completed and returned the surveys; one each from the Principal (n=5), one each from the Canteen Managers (n=5) and from three teachers at each school (n=15). For comparison schools, four of the seven schools returned surveys (n=4). From those received, all had a survey from the Principal (n=4). One school was missing the survey from the Canteen Manager (n=3) and one from a teacher (n=11), but not all questions were necessarily answered. The n in each individual table indicates the number of responses for that particular question. At follow-up all surveys were completed.
Results and Discussion

Written School Policies Regarding Nutrition and Physical Activity

The Principals or Senior Administrators from intervention and comparison schools were asked a series of questions relating to healthy eating and physical activity policies. Responses included: ‘Yes, and fully implemented’; ‘Yes, but currently under development/process of being implemented’; and ‘No’. For the purpose of this analysis, we amalgamated the positive options to determine how many schools were developing or had written policies in place, compared with schools with no policies. Table 1 highlights the prevalence of written school policies and whether this had changed since baseline where n equals the number of responses from schools by Principles. Overall, all intervention schools had nutrition and/or physical activity policies implemented or under implementation at follow-up (up from one school with a positive response in relation to nutrition and healthy eating policies and two out of five schools who had physical activity policies written or under construction at baseline). This demonstrates a change since baseline amongst intervention schools and suggests that the IYM! project had a positive impact on policy development. This is compared with the negligible increase amongst the comparison schools for nutrition and healthy eating policies (an increase of one school at follow-up) and no increase for physical activity policies at follow-up.

Table 1 Written school policy prevalence at baseline and follow-up by Intervention and Comparison schools

<table>
<thead>
<tr>
<th>Type of Policy</th>
<th>Written School Policies Baseline (n)</th>
<th>Written School Policies Follow-up (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention (n=5)</td>
<td>Comparison (n=4)</td>
</tr>
<tr>
<td>Nutrition &amp; Healthy Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>(n=5)</td>
<td>(n=4)</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Distribution of Healthy Eating Information to Parents

The number of times that schools distributed information to parents regarding healthy food and eating e.g. at school events or in newsletters, (appendix B provides some examples of these school newsletter excerpts), was assessed as part of the Principal’s section of the SEA. The n value is the number of Principals who answered this question and consequently the number of schools. At baseline, no intervention schools were distributing information greater than six times per year, with the average frequency of distribution being 1-3 times per year. At follow-up, positive changes were observed, with all (n=5) of the five intervention schools distributing information more at least 4-6 times a year and two of the five distributing more than seven times per year. Three (n=7) of the comparison schools at follow-up distributed material more than four times per year. Table 2 summarises these results.

Table 2 Frequency at which schools distributed healthy eating information to parents

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention (n=4)</td>
<td>Comparison (n=3)</td>
</tr>
<tr>
<td>0-3 times</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-3 times</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4-6 times</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7-10 times</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&gt; 10 times</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Food and Drinks Available from the School Canteens**

Within the Canteen Managers section of the audit, school canteen menus were analysed to determine the types of foods and drinks that were usually available from the canteen and to determine if positive healthy changes had occurred on the menu from baseline to follow-up. The n number is the number of school food service providers that sell these items. Six food and drink items were selected for closer analysis, with both healthy (e.g. fruit, yoghurt and 100% fruit juice) and unhealthy (e.g. crisps, pies and sugar drinks) options included. The results are displayed in Table 3. An increase in healthy options (all three healthy options) and a decrease in the number of unhealthy options were observed in the intervention schools (n=5) at follow-up. Due to the poor response rate for comparison schools at base-line, no useful conclusions can be drawn with respect to the number of healthy and unhealthy food options changes- over- time. Of the twelve schools completing the audit, a canteen menu was obtained from 92% of the schools (Appendix C for an example).

**Table 3 Availability of a selection of foods from school canteen services**

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Baseline Food item usually available</th>
<th>Follow-up Food item usually available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention (n=5)</td>
<td>Comparison (n=3)</td>
</tr>
<tr>
<td>Healthy options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Yoghurt</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>100% Fruit Juice</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Unhealthy Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisps</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Pies</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Sugar Drinks</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
Canteen Food’s Nutritional Value

Within the Food and Nutrition section of the survey, teachers were asked to indicate their level of agreement/disagreement with the following statement: ‘in the 2008 school year, our school canteen (food service) mainly provided foods with high nutritional value’. The n value is the number of teachers who answered this question. (See Figure 1 for school response rates). Table 4 gives a summary of the results.

Table 4 Level of agreement/disagreement with the following statement: ‘in the 2008 school year, our canteen (food service) mainly provided foods with high nutritional value’.

<table>
<thead>
<tr>
<th>Response</th>
<th>Baseline</th>
<th></th>
<th>Follow-up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention (n=16)</td>
<td>Comparison (n=11)</td>
<td>Intervention (n=15)</td>
<td>Comparison (n=21)</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Neither Agree or Disagree</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

There was a shift in perception of the nutritional value of the food sold in the food services in intervention schools from baseline to follow-up. There were no positive responses at baseline in contrast to 10 out of 15 responses either strongly agreeing or agreeing with the statement. This could indicate that the IYM! project had a positive impact on the perception of the nutritional value of the food sold in the schools’ food services. The difference in the response rates means that a valid comparison cannot be made for comparison schools.

Vending Machines in Schools

Part two of the SEA was completed by the Canteen Manager or Food Service Operator. One intervention school went from having seven vending machines at baseline to none at follow-up, one school had three vending machines at both baseline and follow-up and the remaining schools did not have any. For one school, the removal of all vending machines was a great outcome. The IYM! project may have contributed to the removal of the vending machines by heightening the awareness of the impact of unhealthy food and drink sold to and consumed by their students. The school made the decision to get rid of the vending machines despite the revenue they brought in. Due to a poor response rate at baseline, change-over-
time comparisons were unable to be conducted for comparison schools.

**Advertisement and Encouragement of Healthy Food Choices**

The Canteen Manager was asked whether their school had a pricing policy that encouraged the sale of healthy food choices at a reduced cost. There was no change from baseline to follow-up with three of the five intervention schools confirming that they already had a pricing policy in place to encourage the sale of healthy food. In the comparison schools, two of the three schools thought healthy food was encouraged at baseline and three of the seven at follow-up. Due to the difference in the response rate from baseline to follow-up, no assessment of change over time can be made for the comparison schools.

**Figure 2 Healthy eating marketing**

Promotion and advertisement of healthy food choices (see Fig. 2 and 3 for examples) included but was not limited to highlighting healthy foods on the canteen menu and offering best position in food displays. At baseline only one of the five intervention schools routinely participated in the promotion of healthy foods. This is in contrast to follow-up where all five schools routinely participated in the promotion of healthy foods. This demonstrates that there was a positive change in healthy food advertisement. It would appear that the *IYM!* project had a positive influence on the
promotion and advertisement of healthy food choices in the canteen. Results in the comparison schools showed two of the three schools who answered this question at baseline and five of the six schools at follow-up promoted healthy foods in the canteen. The difference in response rate from baseline to follow-up in comparison schools means change-over-time is unable to be assessed.

**Figure 3 Examples of healthy food promotion and advertisement in school canteens**

Three teachers from each school (four from one school) (n=16) were asked to rate how effective their school was at promoting healthy eating among students. Their responses are summarised in Table 5. Responses ranged from, ‘very effective’, ‘moderately effective’ and ‘not very effective’. In intervention schools at baseline, only five respondents felt that their school fell into the ‘very effective’ or ‘moderately effective’ categories. At follow-up teachers were found to be responding more positively with 13 responses now falling into these two categories. Ostensibly, the *IYM!* project had a positive impact on the perception of the effectiveness of the school’s promotion of healthy eating among students. In the comparison schools, five
responses at baseline and 16 responses at follow-up fell into these positive categories; however the response rate from baseline to follow-up does not allow for meaningful analysis.

Table 5 Perceived effectiveness of school promotion of healthy eating among students

<table>
<thead>
<tr>
<th>Perceived effectiveness</th>
<th>Baseline n responses</th>
<th>Follow-up n responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention (n=16)</td>
<td>Comparison (n=8)</td>
</tr>
<tr>
<td></td>
<td>Intervention (n=15)</td>
<td>Comparison (n=20)</td>
</tr>
<tr>
<td>Very effective</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Moderately effective</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Not very effective</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Accessibility of water during the school day**

At baseline, four out of five Principals answered this question. Three of the four intervention schools allowed students to drink water during class times. At follow-up all five schools were allowing students to drink water in the classroom, indicating a healthy change. One hundred percent of comparison schools at baseline (n=3) and follow-up (n=7) allowed water bottles in the classroom.

The number of water fountains or drinking taps was another aspect of the school environment that was analysed to determine how accessible water was for students during the school day. At baseline only two of the five intervention schools had more than ten fountains or taps. A positive change was found at follow-up, with all five intervention schools reporting more than ten drinking fountains. (Figure 3. shows an example of water promotion and water accessibility in different schools).
Teachers acting as good role models

As a part of the teachers’ audit, they were asked to report on the proportion of teachers at their school whom they believed acted as good role models by eating healthy foods and being physically active. The possible response options were ‘all’ or ‘almost all’, ‘most’, ‘about half’, ‘some’ and ‘very few’. For analysis, ‘all’ or ‘almost all’ and ‘most’ were grouped together as a positive response. ‘About half’ was the next category and ‘some’ and ‘very few’ were grouped together as a negative response. Table 6 gives a summary of the results with respect to role-modelling physical activity. For intervention schools, from baseline to follow-up, there was a positive shift. The number of respondents who felt that teachers acted as good role models by being physically active during the school year increased. At baseline none of the responses were in the ‘all’ or ‘almost all’ categories this jumped to seven respondents feeling that ‘all’ or ‘almost all’ were good role models and seven feeling that at about half were good role models for physical activity. The difference in response rates for comparison schools means that change-over-time cannot be assessed; however, it would appear that there was a more positive view of teachers being good role models for physical activity, even at baseline.
Table 6 Number of teachers acting as good role models by being physically active during the school year

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention</td>
<td>Comparison</td>
</tr>
<tr>
<td>All or Almost all/Most</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>About Half</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Some/ Very Few or None</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

There was a more positive view on the number of teachers viewed as being positive role models for healthy eating at baseline among intervention schools, but again there was a positive shift over the course of the three year project with 13 respondents feeling that ‘most’ or ‘all/almost all’ were good role models. Again, comparison schools seemed to have a positive view of teachers being good roles models, even at baseline. Table 7 summarises healthy eating.

Table 7 Number of teachers acting as good role models by eating healthy foods

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention</td>
<td>Comparison</td>
</tr>
<tr>
<td>All or Almost all/Most</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>About Half</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Some/ Very Few or None</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>11</td>
</tr>
</tbody>
</table>
Adequacy of Indoor and Outdoor Play

The SEA asked about the adequacy of the school’s indoor and outdoor play-areas. At baseline, responses from teachers in intervention schools revealed that the majority thought their outdoor area for play was adequate and the indoor play area was inadequate. Table 8 shows that teacher perceptions have changed during the three years of intervention. Within intervention schools at baseline, four out of fifteen schools rated the indoor facilities as 'adequate’ or ‘very adequate’; while at follow-up this figure had risen to nine out of 15. In respect to the outdoor play areas, at baseline, 11 out of 15 teachers rated the facilities as ‘adequate’ or ‘very adequate’, edging up to 12 out of 15 at follow-up. At both baseline and follow-up for comparison schools, the indoor and outdoor facilities were rated highly. Due to the poor response rate for comparison schools at baseline no change-over-time analysis can be conducted.

Table 8 Perceptions on the adequacy of indoor and outdoor play areas at baseline and follow-up

<table>
<thead>
<tr>
<th>Responses</th>
<th>Baseline Intervention (n=15)</th>
<th>Baseline Comparison (n=8)</th>
<th>Follow-up Intervention (n=15)</th>
<th>Follow-up Comparison (n=20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indoor</td>
<td>Outdoor</td>
<td>Indoor</td>
<td>Outdoor</td>
</tr>
<tr>
<td>Very adequate</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Adequate</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Neither adequate or inadequate</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Inadequate</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Very Inadequate</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Project Outcome Summary

There was a positive shift in the perception of the nutritional value of the food sold in the food services in interventions schools from baseline to follow-up. As well, positive changes in the development of policies regarding healthy eating and physical activity were demonstrated. All intervention schools had nutrition and/or physical activity policies implemented or under-going implementation at follow-up. This was compared to the negligible increase of policies among the comparison schools. The number of vending machines had decreased in one intervention school, and the intervention schools were promoting healthy eating and distributing information to parents more frequently than comparison schools. There was no perceptible change in use of pricing policy for intervention schools, with three out of the five schools already having a pricing policy in place. Teacher responses indicated that their perception of the school environment, over the course of the three year project, had become more conducive to physical activity. Furthermore, responses showed that teachers more aware of themselves as healthy role models for students, with greater changes demonstrated in the intervention schools. Water availability and accessibility also improved. Additionally, all intervention schools at follow-up allowed drinking water in classrooms and all five intervention schools reported more than ten drinking fountains within the school grounds. At follow-up, intervention schools had implemented a greater number of healthy changes to school canteens with an increase in healthy options and a decrease in unhealthy options.

Limitations

The three parts of the survey were primarily comprised of multiple-choice questions. Occasionally when questions stated, “If no, go to question 7”, the subsequent question/s were answered regardless. However; protocols were developed to ensure consistency in addressing this issue.

It was not specified which teachers were to complete the audit, hence the respondents varied between schools. In some cases, the same teachers completed the survey at baseline and follow-up. This would be the ideal situation to gain an understanding of the changes in those schools. Unfortunately this was not always
possible in the schools due to staff unavailability or staff turnover. All questions were answered by current and active staff members and this problem wasn’t limited to any one individual school.

At baseline, only two out of the seven comparison schools completed all three components of the SEA, compared to all comparison schools completing it at follow-up. This makes interpreting the data from two different time points difficult.

Within the structure of the canteen, some of the comparison schools were found to have implemented healthy changes independent of IYM! strategies. It is possible that within these schools there was a driver for change. This may have come in the form of a motivated, health conscious staff member, parent or school associate. There have also been some large changes mandated by the Victorian Government over the course of the IYM! project including the removal of all high-calorie soft drinks from the menu and the ban of lollies and chocolates at the end of 2008, which may impact on food and drink availability in canteens.
Conclusion

This project enabled an overall picture of school policies and practices relating to nutrition and physical activity to be obtained. The results have demonstrated that the *IYM!* project had a positive effect on the school environment, with intervention schools making more positive changes within their school environment. The findings suggest that improvements to the school eating and physical activity environment can be achieved. Children are exposed to a number of obesogenic environments during their life and this exposure represents major challenges to maintaining a healthy weight for life. The results from this audit contribute to existing evidence and practice, which address environmental determinants that have the potential to create sustainable and contribute to large scale changes. Despite the limitations of the study, the findings clearly show that community-based interventions like, *It’s Your Move!* can facilitate positive change in the secondary school environment. As children spend a good proportion of their time at school, it can be a significant setting to encourage and support young people in making healthy lifestyle choices.
References


Appendices

Appendix A School Environmental Audit

Secondary School Environmental Audit

Instructions

Schools can influence students’ nutrition and physical activity behaviours in a lot of ways (policies, curriculum, role modelling, etc). The purpose of this audit is to attain a picture of your school’s policies and practices relating to nutrition and physical activity.

There are three parts of this audit:

Part 1 (this part) is to be filled out by the Principal or a Senior Administrator. It is expected as part of this audit to attach copies of relevant policies or documents (where defined).

Part 2 is to be filled out by the Canteen Manager or food service operator; and Part 3 is to be completed by at least 3 Teachers from your school.

It will take approximately 15 minutes to fill out each part. All parts of the audit are self-administered.

Answer the questions honestly; your answers will remain confidential. Where research related to this information is reported, your name and your school will not be identified.

Thank you for taking the time to complete this audit.

Please return completed audits to: __________________
Secondary School Environmental Audit - Part 1

To be filled in by the Principal/ Senior Administrator/ or other senior person who has access to the school policies.

School Name: ____________________________________

Your Name: ______________________________________

Your phone number: _______________________________

(In case a member of the research team would like to contact you to clarify any of your responses).

Date of Completion of the audit __________________________

What is your position?

☑ Principal
☐ Deputy Principal/ Senior Administrator
☐ Other ______________________

Initials of administrator of audit: _________________________
Food Availability

1. In the 2008 school year, which students were allowed to leave school grounds during the school day? (Without special permission) Choose all that apply

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- None of the students are permitted to leave (go to question 3)

2. At what times during the day were the students permitted to leave the school grounds? (Without special permission) Choose all that apply

- During lunch
- During morning and afternoon tea/intervals
- Other times

3. How close is the nearest milk bar/dairy to your school?

- Within 100 metres
- 100m to 500m
- 500m to 1000m
- More than 1000m

4. How close is the nearest takeaway/ fast food outlet to your school?

- Within 100 metres
- 100m to 500m
- 500m to 1000m
- More than 1000m

School food service

5. In the 2008 school year, was there a food service (food service means canteen, tuckshop, or lunch order system, breakfast clubs etc) operating at your school?

- Yes
- No (go to question 9)
6. Who operated the food service?

- Canteen manager employed by the school **(go to question 8)**
- Volunteers (students, parents, etc) coordinated by school staff **(go to question 8)**
- External food company (eg, local shop, food service organisation)
- Other ____________________________

7. If an external food service company operated the school food service was it covered by a written contract?

- No
- Yes, and it is up for renewal within 2 years
- Yes, and it is not up for renewal within 2 years

8. In the 2008 school year, was the school food service an important source of funds for the school?

- Yes
- No

9. Did your school food service provider have a contract with a soft drink bottler or other food manufacturer giving the company exclusive rights or preference to sell soft drinks or other foods at your school in 2008?

- Yes
- No

**Food and nutrition**

10. At the beginning of 2008, did your school have a written policy (or policies) relating to promoting and supporting nutrition and healthy eating at school?

- Yes **(If yes, please attach a copy/ copies)**
- No **(If no, go to q12)**
11. Did the policy (or policies) include:  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>What foods are available in the canteen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The availability of drinking water for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vending machines at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foods used for fundraising?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using food as a reward? (e.g. chocolate fish)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food associated with school events? (e.g. sports days, parent evenings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching food and nutrition in the curriculum?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff acting as role models for healthy eating?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. About how often in the 2008 school year did your school give information to parents about healthy food and eating (at school events, in newsletters, etc) *(If possible, please attach some examples)*?  

- 0 times
- 1-3 times
- 4-6 times
- 7-10 times
- More than 10 times
- I don’t know

13. About how often in the 2008 school year, did you have sporting, social or cultural events in your school be sponsored by soft-drink, fast food or confectionary companies?  

- 0 times
- 1-3 times
- 4-6 times
- 7-10 times
- More than 10 times

14. In 2008, were students allowed to drink water in the classroom during class time?  

- Yes
- No
- Not sure
15. In 2008, were students allowed to eat in the classroom during class time?

- Yes
- No
- Not sure

16. In 2008, did your school have a school vegetable garden?

- Yes
- No

Physical education, sports and physical activity

17. In 2008, did the school have a written policy / policies relating to promoting and supporting physical activity at school?

- Yes (If yes, please attach a copy / copies)
- No (If no, go to q18)

18. Did this policy include:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of school grounds ‘out of school hours’?</td>
<td></td>
</tr>
<tr>
<td>Providing access to sports equipment outside of formal sport or P.E?</td>
<td></td>
</tr>
<tr>
<td>Promoting cycling and/or walking to school?</td>
<td></td>
</tr>
<tr>
<td>Encouraging participation in sports or other active programs (eg. Dance, aerobics)</td>
<td></td>
</tr>
</tbody>
</table>

19. On average in 2008, how many periods a week were devoted to formal physical education (PE) for the following year levels? If PE was not compulsory for a year level, please tick the box for either ‘Optional PE or equivalent’ or ‘No option for PE or equivalent’

<table>
<thead>
<tr>
<th>Periods</th>
<th>1/week</th>
<th>2/week</th>
<th>3/week</th>
<th>4/week</th>
<th>5/week</th>
<th>6/week</th>
<th>7/week</th>
<th>Optional PE or equivalent</th>
<th>No option for PE or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. On average, how often are the school grounds utilised by external clubs and other groups for supervised sports?

- ☐ 0 days a week
- ☐ 1 day a week
- ☐ 2 days a week
- ☐ 3 days a week
- ☐ 4 days a week
- ☐ 5 days a week
- ☐ 6 days a week
- ☐ Every day of the week

21. In the 2008 school year, how many different clubs or community groups utilised the school grounds for sports and other recreational activities?

_________________ Number of clubs/groups

22. In the 2008 school year, could students access the school’s outdoor facilities at any time outside of school hours (i.e. Weekends and holidays)?

- ☐ Yes
- ☐ No

23. Were there indoor facilities for physical activity in 2008 (e.g. a gym, basketball court)?

- ☐ Yes
- ☐ No

24. Do most teachers participate in professional development / continuing education at least once a year?

- ☐ Yes
- ☐ No

25. Do staff have the opportunity for professional development training regarding the health benefits of nutrition and physical activity?

- ☐ Yes
- ☐ No

Thank you for taking the time to complete this audit.
Secondary School Environmental Audit

Instructions

Schools can influence students’ nutrition and physical activity behaviours in a lot of ways (policies, curriculum, role modelling, etc). The purpose of this audit is to attain a picture of your school’s policies and practices relating to nutrition and physical activity.

There are three parts of this audit:
Part 1 is to be filled out by the Principal or a senior administrator;
Part 2 (this part) is to be filled out by the canteen manager or food service operator; and
Part 3 is to be completed by teachers at the school.

It will take approximately 15 minutes to fill out this part. All parts of the audit are self-administered.

It is important to keep in mind that when filling out the audit to answer the questions honestly; your answers will remain confidential. Where research related to this information is reported, your name and your school will not be identified.

Thank you for taking the time to complete this audit.

Please return the completed audit together with a copy of your canteens current price list (including all items for sale) to______________________________.
Secondary School Environmental Audit - Part 2

This part of the audit is to be completed by someone who has a close working knowledge of the school food service.

Thank you for taking the time to complete this audit. This should be answered by someone who has a close working knowledge of the school food service such as a canteen manager or food service operator. Please answer the questions as best as you can. The contents of this audit will remain confidential to the research team and to your school. Where research related to this information is reported, your school name will not be identified.

School Name _________________________________

Your Name _________________________________

Your phone number ____________________________

(In case a member of the research team would like to contact you to clarify any of your responses.)

Date of Completion of the audit: _________________

What is your position?

☐ Canteen manager

☐ Other: _________________________________

Initials of administrator of audit: ________________________________
Food and nutrition

1. In the 2008 school year, how many days per week did the school food service operate?
   - 0 days (go to question 8)
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 days

2. Which of the following times during the day was the school food service open to students? *(Check all that apply)*
   - Before school starts
   - Intervals/ breaks
   - Lunch time
   - After school
   - It’s open the entire school day

3. How adequate was the space at school for food preparation in 2008?
   - Very adequate
   - Adequate
   - Inadequate
   - Very inadequate
   - Not applicable

4. In 2008, were the following foods and beverages usually (usually meaning most days of the week) available from the school food service?  

<table>
<thead>
<tr>
<th>Food</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salad options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk (including flavoured milk)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoghurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filled rolls/ sandwiches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lollies/ chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot Chips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sausage rolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% fruit juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar drinks (soft drinks, sports drinks and fruit cordials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice blocks, ice poles, or ice creams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Did the school food service have a pricing policy that encouraged the sale of healthy food choices at a reduced cost in 2008?

☐ Yes
☐ No
☐ Don't know

6. In the 2008 school year, did the school food service routinely promote and advertise healthy food choices (e.g., highlight healthy foods on menu, offer taste testing opportunities for new food, have best position in food displays)?

☐ Yes
☐ No
☐ Don't know

7. How often did the schools food service review the food and drinks available in 2008?

☐ Never
☐ Less than once a year
☐ About once a year
☐ About once every 6 months
☐ About once a term
☐ Once a month or more

8. How many vending machines did your school have in 2008?

___________ (number of machines) (If none, answer 0 and go to qn 11)

9. How many of these vending machines sold drinks alone?

___________ (number of machines) (if none, answer 0)

10. How many vending machines were accessible for staff alone?

___________ (number of machines) (if none, answer 0)

11. How many water fountains or drinking taps were in your school in 2008?

☐ 0
☐ 1-3
☐ 3-6
☐ 7-10
☐ More than 10

12. Please attach a copy of your canteens current price list including all items for sale

Thank you for taking the time to complete this audit
Secondary School Environmental Audit - Part 3

This part of the audit is to be completed by a teacher

Thank you for taking the time to complete this audit. This part of the audit contains a number of personal ratings and judgements about the effectiveness of policies at your school.

Please answer the questions as best as you can. The contents of this audit will remain confidential to the research team and to your school. Where research related to this information is reported, your name and the name of your school will not be identified.

School Name: _________________________________
Your Name: _________________________________

(In case a member of the research team would like to contact you to clarify any of your responses)

Date of Completion of the audit: ________________

Person 1: What is your position?

☐ Teacher
☐ Nurse
☐ Other _______________________
☐ Tick box if you are a health or PE teacher

Initials of the administrator of the audit: _____________________
1. Indicate your level of agreement/disagreement with the following statement, 'In the 2008 school year, our school canteen (food service) mainly provided foods with high nutritional value'

- [ ] Strongly agree
- [ ] Agree
- [ ] Neither agree nor disagree
- [ ] Disagree
- [ ] Strongly disagree

Questions 2, 3, 4 and 5 relate to a written policy that promotes healthy eating.

2. Does your school have a written school nutrition or healthy canteen policy?

- [ ] Yes  (If Yes, go to Q 4)
- [ ] No  (If no, go to Q 7)
- [ ] Not sure

3. What proportion of teachers do you think were aware of this policy in 2008?

- [ ] All or almost all
- [ ] Most
- [ ] About half
- [ ] Some
- [ ] Very few or none
- [ ] School doesn’t have a written policy

4. What proportion of parents do you think were aware of this policy(ies)?

- [ ] All or almost all
- [ ] Most
- [ ] About half
- [ ] Some
- [ ] Very few or none
- [ ] School doesn’t have a written policy
5. How good was the School’s compliance with the school nutrition/ healthy canteen policy(ies) in 2008?
   - [ ] Very good
   - [ ] Good
   - [ ] OK
   - [ ] Poor
   - [ ] Very poor

6. How would you rate the level of support for healthy eating provided by parents at your school in 2008?
   - [ ] Very high
   - [ ] High
   - [ ] Moderate
   - [ ] Low
   - [ ] Very low

7. What proportion of teachers at your school acted as good role models by eating healthy foods in the 2008 school year?
   - [ ] All or almost all
   - [ ] Most
   - [ ] About half
   - [ ] Some
   - [ ] Very few or none

8. Overall, how effective was your school at promoting healthy eating among students in the 2008 school year?
   - [ ] Very effective
   - [ ] Moderately effective
   - [ ] Not very effective
   - [ ] Not effective at all
Physical education, sports and physical activity

Questions 8, 9 and 10 relate to a written policy that promotes sport and other physical activity

9. Does your school have a written school sport or physical activity policy?
   - Yes (If Yes, go to Q.....)
   - No (If no, go to Q.....)
   - Not sure

10. In 2008, what proportion of teachers do you think were aware of this policy?
    - All or almost all
    - Most
    - About half
    - Some
    - Very few or none
    - School doesn't have a written policy

11. What proportion of parents do you think were aware of this policy?
    - All or almost all
    - Most
    - About half
    - Some
    - Very few or none
    - School doesn't have a written policy

12. How good was the Schools' compliance with this policy in the 2008 school year?
    - Very good
    - Good
    - OK
    - Poor
    - Very poor
13. How adequate was the area for outdoor play at your school in 2008?

- Very adequate
- Adequate
- Neither adequate nor inadequate
- Inadequate
- Very inadequate

14. How adequate was the area for indoor play at your school in 2008?

- Very adequate
- Adequate
- Neither adequate nor inadequate
- Inadequate
- Very inadequate

15. How adequate was the sporting and active play equipment (eg bats, balls) at your school in the 2008 school year?

- Very adequate
- Adequate
- Neither adequate nor inadequate
- Inadequate
- Very inadequate

16. How accessible was the sports equipment to all students outside of PE periods and sport in 2008?

- Almost unlimited access
- Moderate access
- Limited access
- Very limited access

17. Rate the strength of the links that the school had with community sporting and recreation organisations and facilities in 2008.

- Very strong
- Strong
- Moderate
- Weak
- Very weak
18. What proportion of teachers at your school acted as good role models by being physically active in the 2008 school year?

- All or almost all
- Most
- About half
- Some
- Very few

19. What proportion of parents at your school supported school-based physical activity programs in 2008 (i.e. by attendance at events, supervision, volunteering etc)?

- All or almost all
- Most
- About half
- Some
- Very few or none

20. To what degree had your school implemented programs or strategies to reduce traffic congestion around the school by the end of the 2008 school year?

- Strategies/Programs have been fully implemented
- Strategies/Programs have been partly implemented
- Strategies/Programs have not been implemented
- Not applicable as traffic congestion was not a problem

21. How adequate was the cycle storage facilities at your school in 2008?

- Very adequate
- Adequate
- Inadequate
- Very inadequate
- No students cycle to school

22. In the 2008 school year, how much did nutrition and physical activity classroom assignments encourage students to make changes at home?

- Strongly encouraged
- Somewhat encouraged
- Slightly encouraged
- Didn’t encourage
23. In 2008, the school encouraged participation by ALL students in sports and other physical activities (e.g. not allow highly skilled students to dominate activities and games):

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

24. Overall, in 2008, how effective was your school at promoting physical activity among students?

- Very effective
- Moderately effective
- Not very effective
- Not effective at all

Thank you for taking the time to complete this audit.
## BELLARINE SECONDARY COLLEGE
### OCEAN GROVE CAMPUS

**CANTEEN PRICE LIST 2007**

### CANTEEN MENU

<table>
<thead>
<tr>
<th>SANDWICHES</th>
<th>HOT FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROLLS 30c EXTRA</strong></td>
<td><strong>$2.00</strong></td>
</tr>
<tr>
<td>Chicken</td>
<td>$2.00</td>
</tr>
<tr>
<td>Chicken &amp; Salad</td>
<td>$3.00</td>
</tr>
<tr>
<td>Chicken, Lettuce &amp; Cheese</td>
<td>$3.00</td>
</tr>
<tr>
<td>Chicken &amp; Lettuce</td>
<td>$2.00</td>
</tr>
<tr>
<td>Egg</td>
<td>$2.00</td>
</tr>
<tr>
<td>Egg &amp; Lettuce</td>
<td>$2.00</td>
</tr>
<tr>
<td>Cheese</td>
<td>$2.00</td>
</tr>
<tr>
<td>Cheese &amp; Tomato</td>
<td>$2.00</td>
</tr>
<tr>
<td>Cheese &amp; Salad</td>
<td>$2.00</td>
</tr>
<tr>
<td>Ham &amp; Cheese</td>
<td>$2.00</td>
</tr>
<tr>
<td>Ham &amp; Tomato</td>
<td>$2.00</td>
</tr>
<tr>
<td>Ham &amp; Salad</td>
<td>$3.00</td>
</tr>
<tr>
<td>Jnr Salad Roll</td>
<td>$2.00</td>
</tr>
<tr>
<td>Super Salad</td>
<td>$3.00</td>
</tr>
<tr>
<td>Tuna</td>
<td>$2.00</td>
</tr>
<tr>
<td>Tuna &amp; Salad</td>
<td>$3.00</td>
</tr>
<tr>
<td>Vegetarian Roll</td>
<td>$1.00</td>
</tr>
<tr>
<td>Peanut Butter Roll</td>
<td>$1.00</td>
</tr>
<tr>
<td>Salad in Cheese &amp; Bacon roll</td>
<td>$3.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXTRA/OPTIONAL Fillings

<table>
<thead>
<tr>
<th>Mustard</th>
<th>Free</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayo</td>
<td>Free</td>
</tr>
<tr>
<td>Butter</td>
<td>Free</td>
</tr>
</tbody>
</table>

### DRINKS

| Pump Water | $2.00 |
| Mt Franklin | $1.00 |
| Up & Go-Strawberry | $1.50 |
| Big M 600ml | $2.50 |

### SALADS

| Big M 300ml | $1.50 |
| Milo | $0.80 |
| Daily Juice 500ml | $1.50 |
| Beni Juice 500ml | $1.20 |
| Just Juice 250ml | $1.00 |

### TOASTED SANDWICHES

| Chicken & Cheese | $2.00 |
| Ham & Cheese | $2.00 |
| Tomato & Cheese | $2.00 |
| Focaccias | $3.00 |

### COOL TREATS

| Frozen yoghurt | $1.70 |
| Quench smoothie | $0.40 |
| Quench fruit stick | $0.40 |
| Ice cream | Various |

### ALSO AVAILABLE

| Fruits in Season (apples, grapes, watermelon etc.) | $1.00 |

### VARIOUS

| Pop Corn | $0.80 |
| Red Rock Chips | $1.70 |
| Pringles | $0.80 |
| Nibble Bag, Nuts | $1.20 |
| Liquorice | $0.60 |
| Fruit Pastilles-Joys | $0.50 |

### Cakes

| Low Fat Yoghurt with Honey & Strawberry or Passionfruit Coulis | $2.00 |
| Custard Tarts | $1.60 |
| Muffin - blueberry, choc chip | $1.60 |
| Carrot Cake | $1.60 |

LUNCH ORDERS TO BE PLACED AT RECESS

PRICES MAY VARY AT CAMPUSES AND MAY CHANGE DUE TO AVAILABILITY AND INCREASES IN COSTS
IT'S YOUR MOVE NEWS

Last week saw the YM Ambassadors attend the final session of their training for the Certificate II in Event and Sport Management. The students reported on their organization of the Year 7 Roller day last term. They created a PowerPoint presentation and concluded with an evaluation. The majority of students should attain their certificate. Well done.

As we are now experiencing colder weather I would like to encourage students to make a commitment to include soup in their lunch selections. Better still, make some at home and bring it to school in a thermos! I find Pumpkin is very cheap this week and I made some pumpkin soup on the weekend. The recipe is as follows:

**Ingredients:**
- 3/4 whole Pumpkin, chopped
- 1/2 packet of Red Curry paste
- 1 Onion, chopped
- 1 litre of vegetable stock
- 2 tbsp of oil
- Mastic and mix onion, oil and curry paste
- Add pumpkin and stock, bring to boil, simmer for 30 mins
- Blend/simmer until smooth
- Add sour cream if necessary. **Enjoy**

Lee Denny
It's Your Move Co-ordinator

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**Bellarine Daily Bulletin**
Friday 2nd May 2008

**Seek To First The Kingdom Of God**

This week Staff Duties:
- Mon. - Year 11
- Tues. - Year 9
- Wed. - Year 12
- Thurs. - Year 10
- Fri. - Year 8
- Mon. - Year 11
- Tues. - Year 9
- Wed. - Year 12
- Thurs. - Year 10
- Fri. - Year 8

Staff Room Duties: H. Tindal, T. Gods & S. Goddard

Yard Duty: Year 5 & Barrows

<table>
<thead>
<tr>
<th>TIME</th>
<th>DUTY IN CHARGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Music**
- Bellarine Stage Band Today 8.00 – 8.45am in Music Classroom.
- Cyril’s Band 1.00 pm Monday in Music Classroom.
  New members welcome
- Bellarine Middle School Choir Monday 3.45-5.15 pm in the Music Classroom.

Could all students be aware not to call or feed the dog from the house at the corner of the Junior School and Middle School ovals.

**Canteen Today**
Spare Canteen Menus, are available from the Student Office

This week is Fruit and Vegetable meals - choose me and 2 servings of fruit and 3 servings of Vegetables every day.
It's Your Move

Saint Ignatius College is extremely privileged to have been invited to be part of an international project ‘It’s Your Move’ set up by Deakin University to investigate the health and well being of adolescents, and to promote healthy eating patterns, regular physical activity and healthy bodies amongst youth. The project also aims to improve the capacity of families, schools and community organisations to sustain the promotion of healthy eating and physical activity. The project is supported by the Victorian Government ‘Go For Your Life’ Campaign.

Our school ambassadors: Lauren Dempsey, Jeremy Cummings, Cruz Almeida, Georgia Cowdrey, Stephanie Cowdrey, Christina Hosi, Matt Bayden, Charlie Pidd and Elizabeth Johnston along with last years ambassadors Cara Anderson, Krystal Barton, Daniel Jubb and Alexander Bauer, have been wonderful in creating change within the school. They give up their lunchtimes, attend functions after school and give talks to staff, students and the community on It’s Your Move. Well done to these students.

To encourage greater water consumption we have installed a water cooler for the students outside the VCE centre and in the middle school. Students now have their own water bottle that they are encouraged to carry with them throughout the day.

Last year Saint Ignatius had an opportunity to safely and sensitively open the topic of body image within the realm of our ‘It’s Your Move’ community. Curriculum was developed and our year 9 and 10 students completed a unit of work on Body Image and Healthy Eating. At the end of this unit our year 9 and 10 students attended Costa Hall along with students from the five intervention schools to hear ‘Why Fad Diets Don’t Work’.

The year 11s enjoyed the Health and Wellbeing Day again this year. On this day students had the opportunity to participate in a whole range of activities including belly dancing, yoga, meditation, self-defence and bead making amongst others. These activities gave students a taste of fun, relaxation and alternative lifestyle activities.

The year 7, 8 and 9 students enjoyed a ‘Market Fresh’ day at the end of last year. They had the opportunity to see and taste a range of different fruit and vegetables. The team from Go For Your Life Educaton Van visited the year 7 students to reinforce the importance of healthy eating and physical activity. Our IYM ambassadors ran a tabloid sports afternoon for the year 7 students, which was very successful.

The year 9, 10 and 11 Food Technology students produced a fantastic 15 Minutes of Food Cookbook in conjunction with the ‘It’s Your Move’ project and the Geelong Advertiser. This was a great way to emphasize the healthy eating message to the school and wider community. Many other areas within the school curriculum have developed programs to reinforce healthy eating and regular physical activity messages. Mr. Paul O’Brien’s media classes have created some great advertisements on the importance of breakfast. The Art students have created posters on healthy eating and the English department has looked at issues such as drinking water.

The canteen now uses the traffic light colours to identify foods that can be eaten every day to those foods that should only be eaten on the odd occasion.

The Ambassadors and myself attended the two day ‘It’s Your Move’ conference at the Mercure Hotel. I was very proud of our ambassadors who gave a very impressive speech on what Saint Ignatius has achieved and where we are heading in our promotion of healthy eating and regular physical activity.

Lyndal Taylor, Food Technology Domain Leader
## Appendix C Example of School Canteen Menus

### Christian College Geelong

#### Canteen Day: Bellarine—Friday

Order bags available from canteen for $0.10. Please enclose correct money. Ensure your name and homeroom is on the bag. Canteen is open each Friday (except first & last week of term). A selection of snacks will be available at recess.

### Green Foods are Great Foods

<table>
<thead>
<tr>
<th>HOT FOODS</th>
<th>Sandwiches &amp; Roll</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn Cob</td>
<td>Vegemite</td>
<td>Water (600 ml)</td>
</tr>
<tr>
<td>$0.80</td>
<td>$1.50</td>
<td>$2.00</td>
</tr>
<tr>
<td>Vegie Burger with Mayo &amp; Lettuce</td>
<td>Cheese</td>
<td>$0.70</td>
</tr>
<tr>
<td>$3.50</td>
<td>$1.50</td>
<td></td>
</tr>
<tr>
<td>Vegie Burger &amp; Salad</td>
<td>Salad</td>
<td>$0.30</td>
</tr>
<tr>
<td>$4.00</td>
<td>$2.50</td>
<td></td>
</tr>
<tr>
<td>Jaffles</td>
<td>Ham &amp; Salad</td>
<td>Low fat yoghurt—Strawberry</td>
</tr>
<tr>
<td>Baked Beans, Savoury Mince, Spaghetti</td>
<td>Egg &amp; Lettuce or Tuna</td>
<td>$1.50</td>
</tr>
<tr>
<td>$2.50</td>
<td>$2.00</td>
<td>$1.50</td>
</tr>
<tr>
<td>Ham, Tomato, Cheese</td>
<td>Ham</td>
<td>$0.70</td>
</tr>
<tr>
<td>$2.50</td>
<td>$1.50</td>
<td></td>
</tr>
<tr>
<td>Fruit Salad In Tub (In season)</td>
<td>Roast chicken</td>
<td>Chicken &amp; Salad</td>
</tr>
<tr>
<td>$2.50 lge</td>
<td>$2.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Watermelon, cantaloupe, grapes</td>
<td>$1.50 sml</td>
<td></td>
</tr>
<tr>
<td>strawberries, pineapple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Snacks

- Eggy Pop—hard boiled egg on stick: $0.70
- Snack Pack: $0.30
- Low fat yoghurt—Strawberry: $1.50
- Apple Slinky: $0.70

#### Sandwiches Roll

- Vegemite: $1.50
- Cheese: $1.50
- Salad: $2.50
- Ham: $2.70
- Egg & Lettuce or Tuna: $2.00
- Roast chicken: $2.00
- Chicken & Salad: $3.00

#### Baked Potato

- Savoury mince: $2.00
- Cheese, corn kernels, baked beans: $0.50
- Tomato, spring onion, carrot, salsa: $0.20

#### Wraps

- Chicken or Tuna or Ham & Salad: $1.80
- Salad: $1.25
- Chicken Noodle, Tomato, Minestrone: $1.80
- Flavoured Milk 250ml Choc, Straw: $1.80
- Hot Milo: $1.00

#### Drinks

- 100% Fruit Juice: $1.00
- Orange, Apple/Blackcurrant, Tropical: $1.20
- Rush Fat Free Milk (600 ml) Choc, Iced Coffee, Vanilla: $2.80
- Cup of Hot Soup & Roll: $1.20
- Sandwiches in a Tub: $1.10
- Snacketa's - rice crackers: $0.80
- Popcorn: $0.80
- Red Rock Deli Chips: $0.80

### Amber Foods are ok, but Not Everyday

<table>
<thead>
<tr>
<th>HOT FOODS</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Burger</td>
<td></td>
</tr>
<tr>
<td>Aussie (with Mayo &amp; Lettuce)</td>
<td>100% Fruit Juice</td>
</tr>
<tr>
<td>$3.20</td>
<td>$1.00</td>
</tr>
<tr>
<td>Works (with Mayo and Salad)</td>
<td>Orange, Apple/Blackcurrant, Tropical</td>
</tr>
<tr>
<td>$3.70</td>
<td></td>
</tr>
<tr>
<td>Hawaiian (with Lettuce, Pineapple, Cheese)</td>
<td>Rush Fat Free Milk (600 ml) Choc, Iced Coffee, Vanilla</td>
</tr>
<tr>
<td>$3.50</td>
<td>$2.80</td>
</tr>
<tr>
<td>Spaghetti Bolognaise</td>
<td>Cup of Hot Soup &amp; Roll</td>
</tr>
<tr>
<td>$2.50</td>
<td>$1.20</td>
</tr>
<tr>
<td>Dim Sim (steamed)</td>
<td>Chicken Noodle, Tomato, Minestrone</td>
</tr>
<tr>
<td>$0.80</td>
<td>$1.80</td>
</tr>
<tr>
<td>Vegetable Samosa</td>
<td>Flavoured Milk 250ml Choc, Straw</td>
</tr>
<tr>
<td>$0.30</td>
<td>$1.80</td>
</tr>
<tr>
<td>Dominos Ham and pineapple Pizza Slice</td>
<td>Hot Milo</td>
</tr>
<tr>
<td>$2.50</td>
<td>$1.00</td>
</tr>
<tr>
<td>Hot Chicken Roll</td>
<td></td>
</tr>
<tr>
<td>$2.00</td>
<td></td>
</tr>
</tbody>
</table>

### Red Foods in moderation, Only on the odd occasion

#### Snacks

- Licence: $0.50
- Roy tells: $0.80
- Jelly Cup: $0.70

#### Muffins

- Small: Choc Chip, Apple/Cinnamon Muffins: $1.00

### Before you buy, Think about why?
Canteen Price list 2008

Green Foods are great foods!

<table>
<thead>
<tr>
<th>Rolls &amp; Sandwiches Wholesmeal</th>
<th></th>
<th>Fresh Food</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td></td>
<td>Fresh Fruit Cups</td>
<td>$1.30</td>
</tr>
<tr>
<td>Roast Chicken &amp; Salad</td>
<td>$4.20</td>
<td>Yoplait Lite Yogurt Varieties</td>
<td></td>
</tr>
<tr>
<td>Cheese &amp; Salad</td>
<td>$2.70</td>
<td>Fruit: Apple, Orange, Pear</td>
<td>$1.00</td>
</tr>
<tr>
<td>Ham, Cheese &amp; Salad</td>
<td>$3.20</td>
<td>Salad Plate (Large)</td>
<td></td>
</tr>
<tr>
<td>Roast Chicken &amp; Mayo</td>
<td>$2.70</td>
<td>Ham, Lettuce, Cheese, Eggs, Tomato</td>
<td></td>
</tr>
<tr>
<td>Egg &amp; Lettuce</td>
<td>$2.20</td>
<td>Carrot, Beetroot &amp; Crackers</td>
<td>$4.20</td>
</tr>
<tr>
<td>Cheese</td>
<td>$1.50</td>
<td>Above with Roast Chicken</td>
<td>$4.70</td>
</tr>
<tr>
<td>Peanut Butter / Vegemite</td>
<td>$1.00</td>
<td>Salad Plate (Small)</td>
<td></td>
</tr>
<tr>
<td>Tuna &amp; Salad</td>
<td>$3.00</td>
<td>Cheese, Egg &amp; Salad</td>
<td>$2.50</td>
</tr>
<tr>
<td>Buttered Roll</td>
<td>$0.75</td>
<td>Drinks</td>
<td></td>
</tr>
<tr>
<td>Chicken &amp; Lettuce</td>
<td>$2.60</td>
<td>Water (350ml)</td>
<td>$1.60</td>
</tr>
<tr>
<td>Chicken &amp; Cheese</td>
<td>$2.70</td>
<td>Water (600ml)</td>
<td>$1.50</td>
</tr>
<tr>
<td>Chicken &amp; Avocado</td>
<td>$3.00</td>
<td>Sushi Day (Date to be advised)</td>
<td></td>
</tr>
<tr>
<td>Ham &amp; Cheese</td>
<td>$1.80</td>
<td>Sushi Various</td>
<td>$2.50</td>
</tr>
<tr>
<td>Cheese &amp; Tomato</td>
<td>$1.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham, Cheese &amp; Tomato</td>
<td>$2.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken &amp; Salad Pizza (Half)</td>
<td>$2.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese &amp; Salad Pizza (Half)</td>
<td>$2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese &amp; Bacon Roll</td>
<td>$1.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toasted Sandwiches Wholesmeal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham, Cheese &amp; Tomato</td>
<td>$2.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham &amp; Cheese</td>
<td>$2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese &amp; Tomato</td>
<td>$1.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td>$1.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken &amp; Cheese</td>
<td>$3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham &amp; Tomato</td>
<td>$2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken &amp; Avocado</td>
<td>$3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baked Beans or Spaghetti</td>
<td>$1.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese &amp; Bacon Rolls</td>
<td>$1.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amber foods are okay, but not every day

<table>
<thead>
<tr>
<th>Hot Food</th>
<th></th>
<th>Frozen Treats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wholemeal Veg Pastie</td>
<td>$3.30</td>
<td>Icey Pops (Water)</td>
<td>$0.50</td>
</tr>
<tr>
<td>Pizza Singles</td>
<td>$2.20</td>
<td>Golden Circle Fruit Ice</td>
<td>$0.75</td>
</tr>
<tr>
<td>Chicken Burgers</td>
<td>$3.20</td>
<td>Juices, Fruit Juice Varieties</td>
<td>$0.50</td>
</tr>
<tr>
<td>Lasagne (Single Serve)</td>
<td>$3.00</td>
<td>Bulla Yogurt Cups</td>
<td>$1.70</td>
</tr>
<tr>
<td>Spaghetti Bolognais (Single)</td>
<td>$3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steamed Dim Sams</td>
<td>$0.50</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Red foods in moderation, only on the odd occasion

<table>
<thead>
<tr>
<th>Hot Food</th>
<th></th>
<th>Drinks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puff Pie</td>
<td>$3.30</td>
<td>Quench Various</td>
<td>$2.00</td>
</tr>
<tr>
<td>Sausage Roll</td>
<td>$2.20</td>
<td>Frozen Treats</td>
<td></td>
</tr>
<tr>
<td>Party Pie</td>
<td>$1.00</td>
<td>Icey Pops (Water)</td>
<td>$0.50</td>
</tr>
<tr>
<td>Hot Dog with Sauce</td>
<td>$2.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sausages</td>
<td>$3.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donuts</td>
<td>$2.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slices, Assorted</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

It's your move!
Providing healthy options in the canteen for youth

48
**GREEN**

They are good food choices because they are:
- High in nutrients and fibre (or water)
- Low in saturated fats and sugar and salt.
- Do not contain an excessive amount of kilojoules.

**EVERYDAY FOOD & DRINK:** “Green Foods are great foods”

Foods in the green section include:
- Breads, grains, rice, pasta, noodles, breakfast cereals
- Fruit and vegetables
- Reduced or low fat dairy foods such as cheese, milk and yoghurt
- Lean meats and poultry, fish, eggs and legumes
- Water

---

**AMBER**

SELECT CAREFULLY FOOD & DRINK: “Amber Foods are ok but not every day”

It is recommended that these foods are selected carefully because they:
- Are mainly processed
- Only contain some valuable nutrients.
- Contain a reasonable amount of fat, sugar or salt.
- Are a larger serving size that could contribute an excess amount of energy.

**EVERYDAY FOOD & DRINK:** “Green Foods are great foods”

Foods in the amber section include:
- Full fat dairy products
- Processed meats
- Commercially prepared hot foods
- Margarines, oils, spreads, sauces and gravies
- Snack food bars such as breakfast, cereal and fruit bars
- Some cakes, muffins, sweet biscuits and slices
- Low or reduced fat ice creams

---

**RED**

**OCCASIONAL FOOD & DRINK:** “Red Foods in moderation, only on the odd occasion”

The intake of these foods should be limited as they:
- Are the least healthy foods.
- Are low in essential nutrients.
- Contain lots of saturated fats, sugar, salt, or additives
- Usually have excess kilojoules.

**EVERYDAY FOOD & DRINK:** “Green Foods are great foods”

Foods in the red section include:
- Sugar-sweetened drinks-Sports drinks, cordial, fruit-flavoured drinks
- Pastry-based or crumbed hot foods
- Savoury snack foods like chips or biscuits
- Confectionery
- Full fat ice creams and icy poles
- Some cakes, danishes, croissants

---

**5 Ingredients that make up a healthy lunch**

- Colourful: use a diversity of vegetables and fruits
- Fresh: Eating fresh food (Fruit, vegetables, meat, and cheese) are best to fuel your body in essential nutrient.
- Low in sugar: snacks, chocolate can be a part of the enjoyment of eating but not an essential part of the lunch boxes because they contain a huge amount of sugar.
- Friendly: take your time to eat slowly and enjoy the food, chat with your friends.
- Sustaining: It gives you enough energy to be active during the afternoon

---

**What is a balanced diet? Why do we need it?**

A balanced diet is a diet which contains all the different categories of foods. It contributes to keep the body healthy and fuel it for the day. Foods can be classified in six categories:

<table>
<thead>
<tr>
<th>Bread, cereals, rice, pasta, noodles and alternatives</th>
<th>Vegetables, legumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra food (snacks, chocolate bars, cakes, lollies, chips.)</td>
<td>Fruit</td>
</tr>
<tr>
<td>Meat, Fish, Poultry, Eggs, Nuts, Legumes and alternatives</td>
<td>Milk, Yogurts and cheese</td>
</tr>
</tbody>
</table>

Everyday we need energy intake through foods. It is necessary to eat foods from each category.