**Healthway works in partnership with Western Australian (WA) schools to build a healthy and more active WA. The Healthy Schools Program aims to support schools to develop projects that promote the health of students through activities aligned with the Health Promoting Schools Framework.**

## Program toolkit

This toolkit is designed to support schools to implement a health promotion project in their school. The toolkit is based on best practice approaches aligned with the Health Promoting Schools Framework and has information, resources, and case studies to help you develop your school project.

Healthy Schools Program

### What is a health promoting school?

According to the World Health Organisation, a health promoting school is ‘a school that is constantly strengthening its capacity as a healthy setting for living, learning and working’. Schools can have a significant impact on the social, emotional, physical, and spiritual wellbeing of young people. The school setting provides a unique opportunity to promote health across demographic, cultural, religious, and social boundaries.

**Figure 1: The Health Promotion Schools Framework**

The Health Promoting Schools Framework is a comprehensive whole-school approach that works to promote student health and wellbeing and ensure sustainable improvements across the school community. An effective whole-school approach addresses school health needs by influencing three key components:

1. Curriculum – teaching and learning across subject areas.
2. School environment and ethos – the physical and cultural surroundings, policies, and procedures.
3. Partnerships – between students, families, staff, professionals and the wider community.

### For more information about Health Promoting Schools, please visit: <https://wahpsa.org.au/resources/what-is-a-health-promoting-school/>

### How do I implement a Healthy Schools project?

To ensure your project effectively impacts the whole school, Healthway encourages schools to design and implement a Healthy Schools project using these seven steps.

Step 1. Form a committee (tick box when complete)

The first step to implementing a Healthy Schools project is forming a committee. A committee provides a means to work together on school projects and policies, provides networks and contacts, and encourages discussion and sharing of ideas and workload.

Your school may already have a health and wellbeing committee, or you may need to set up a new committee. Ensure the committee represents interested students, teachers and parents and will take responsibility for developing the initiatives of this grant. We encourage teachers from different learning areas to be involved.

Step 2. Conduct a school assessment

Once a committee is formed, start an assessment by identifying what the school is currently doing, and any gaps or areas of concern.

Have discussions with the school community to identify what health needs are most prevalent amongst students. Engage with parents, staff, and students to determine areas of need, and discuss ideas on how this could be addressed at the school. You can conduct interviews, group discussions or surveys to understand the health needs and challenges of the school.

Step 3. Plan actions and outcomes

Using the findings from the school assessment, work with the committee to identify actions and outcomes for your project. If you are looking for ideas, speak to students and staff, as well as some of the health partners identified in this document (and see case study examples below). Consider the following items when planning your project:

* Create project objectives

The first step when planning your project is to create project objectives that are SMART (specific, measurable, achievable, realistic, and have a time frame). Your objectives should describe the changes the project will bring about.

* Develop strategies for these objectives

When designing strategies or actions, consider the three key components of the Health Promotion Schools Framework: curriculum, partnerships, and environment.

* How will you keep it going?

When designing the project, also consider how your school can ensure the project or some elements can be sustainable and continue beyond the Healthway funding period. You can think about:

* Revising or developing a school health promotion guideline or policy.
* Implementing education resources into school curriculum.
* Becoming a member of a WA school health promotion program.
* Develop partnerships

A key strength of any project is the partnerships that are developed. Consider the organisations or services you can consult with for your project. They may be able to support you with resources, in-kind support, or promotion and publicity of the project in the community.

There are also a number of school health promotion organisations in WA that can support your school during and beyond the project to assist. Consider reaching out to these organisations at any stage of your project.

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| --- | --- | --- |
| Health promotion organisations | **What do they do?** | **Contact details** |
| WA School Canteens Association | Healthy Food and Drink policy support and trainingStar Choice Program | wasca@education.wa.edu.au08 9264 4999 |
| Road Safety and Drug Education Branch | Changing Health Acting TogetherChallenges and Choices WraparoundDrug Talk: Body. Mind. Future. | sdera.co@education.wa.edu.au08 9402 6415 |
| Act Belong Commit | Mentally Healthy Schools Program | <https://www.actbelongcommit.org.au/contact/>08 9266 1705 |
| Telethon Kids Institute | Friendly Schools | FriendlySchools.SMB@telethonkids.org.au08 6319 1000 |
| Cancer Council WA | Crunch&SipParent Education Program | <https://www.crunchandsip.com.au/contact-us/questions-and-feedback> |
| Foodbank WA | Superhero FoodsSchool Breakfast ProgramFood Sensations for Schools | Wa.info@foodbankwa.org.au <https://www.superherofoodshq.org.au/> 08 9258 9277 |
| KIDDO | Fundamental Movement Skill (FMS) Teacher professional developmentTeacher programs and resourcesFMS incursions and assessment  | admin@kiddo.edu.au[www.kiddo.edu.au/activeschools](http://www.kiddo.edu.au/activeschools)08 6488 1378 |
| WAHPSA | Assists schools in implementing the Health Promoting Schools Framework | <https://wahpsa.org.au/contact-wahpsa/>  |
| Animal Fun | Play-based motor and social skills programTeachers and parents’ program and resources | sue@animalfun.com.au0409942182<https://animalfun.com.au/>  |

* Healthy Schools funding inclusion

When planning the project budget consider what your funding can and cannot be used for. A detailed outline is available in the [**Healthy Schools Program guidelines and application form**](https://www.healthway.wa.gov.au/our-funding/healthy-communities-program/apply-for-up-to-5000/). The budget should also consider contributions from the school and other partners.

Step 4. Implement

To implement a project effectively, we encourage you to nominate an enthusiastic project leader in the school. This person can be the key point of contact going forward for any project related inquiries. During this step, consider the following:

* Parent and community involvement

An effective project is one that engages the whole school community. Consider how you can engage with parents and the broader community within your health promotion activity. For example, conduct several interactive parent/child activities or community events based on the health issues.

* Spread the word to the school community

To effectively implement the project and engage with students, parents, and staff, the project needs to be promoted and published. There are many ways you can do this depending on your school and community context. For example, have an article in the school newsletter or school website, ask students and the health committee to write to contact the local media regarding the project, or engage with the community through social media channels.

Step 5. Monitor

As the project runs its course, continue monitoring the project and make any amendments and changes as required. While monitoring the project, think about:

* **Extension of classroom activities**

In conjunction with your usual lessons on health education with students, think about how you intend to conduct some extension activities. Consider how the project activities may be applied across other areas of the curriculum.

For example: Older students conducting health education activities with younger students and providing peer support, or increasing different physical activities, and setting personal health goals.

Step 6. Review

As the project is wrapped up, it is a great time to review and evaluate the project, what worked and didn’t work, how many students did the project reach, any successful outcomes, and ways to improve.

Step 7. Achieve outcomes and celebrate

An important part of every project is to reflect and celebrate the outcomes that have been achieved with the school community. Make sure you share the results of your project with the school and broader community.

Need funding support for your project? Please go to the [**Healthy Schools Program guidelines and application form**](https://www.healthway.wa.gov.au/our-funding/healthy-communities-program/apply-for-up-to-5000/) and contact Healthway to discuss your project on 133 777 or healthway@healthway.wa.gov.au.

### Case studies

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**Increasing healthy eating: Bush tucker community garden**

The school’s Health and Wellbeing Committee is concerned with the type of food their students are bringing to school. The school has a high proportion of Aboriginal students and would like to address healthy eating while celebrating Aboriginal culture and its knowledge through a school community garden.

They have asked the local Aboriginal Community Controlled Organisation (ACCO), and a dietician from the local health service to be involved in the program. They have engaged with the WA School Canteen Association to undertake a canteen menu assessment and implement changes to the food and drinks being sold. They have also contacted the Cancer Council WA for posters and brochures on the Crunch&Sip program and secured some other Aboriginal specific resources.

The principal and ACCO representative will be talking to all students at the next school assembly about healthy eating and give a tour of the new garden. A teacher will be nominated to lead this program and will be provided with two days of relief to coordinate with stakeholders. A healthy food day on NAIDOC week will be organised to celebrate with the school community. The students will be asked to research foods in Aboriginal culture and identify the healthy components to discuss with their classrooms. The local dietician and ACCO representative will attend two sessions with the students to educate students about a healthy diet and cook some recipes using bush foods.

*Healthway will contribute funding towards the community garden equipment, staff time to coordinate the project, cost to bring in an Aboriginal heritage coordinator and speak to the students, time to bring in a local gardener, and resources for classrooms.*

**Increasing physical activity (and improving mental health): Hip-Hop education program**

This school is concerned by the poor physical activity and lack of self-esteem in high school students. The school has a high number of students facing barriers to further their education through disengagement, with many coming from backgrounds involved in unhealthy behaviours. The school would like to run a Hip-Hop education program to build self-esteem and engage year 7 to 9 students using music and creative expression. The project will emphasise strength-based outcomes, group work, cooperation, and self-expression.

The key focus of the project is to create a safe space for disengaged youth to write and create music about their own lives, feelings, conflicts, goals, and barriers. Students will be taught skills in song writing, recording, performing (break dancing, popping, other hip-hop styles of dance), beat production, and the history and culture of Hip Hop. They will create their own music and dance routines, posters, and promotional materials within groups.

The school will host a concert at the end of the year where students will have the opportunity to perform in front of their peers, teachers, and parents, and celebrate with other students. The school will develop a partnership with Mentally Healthy WA and the Act Belong Commit message will be promoted across the school community. A mental health policy will be developed and endorsed by the school. The school will introduce the Act Belong Commit lesson plans in Maths and Science to ensure that mental health is also being further addressed throughout the curriculum.

*Healthway will contribute funding towards teacher relief, hiring a dancing instructor, arts resources for classroom, and hosting the school concert.*

**Improving mental health: Language club**

This school is aiming to improve mental health, reduce social harms such as bullying and build resilience and coping strategies. The school has a high population of refugee and migrant children, many of which come from distressed backgrounds. The school recognises the importance for students to connect with their cultural backgrounds and embrace diversity and will be employing a comprehensive range of strategies to address this issue with year 8-10 students.

A Friday afternoon language club will be created for the most common spoken languages at the school. A tutor for each language will be invited once each week to teach children the basic sentences that are underpinned by respect and kindness for each language. A teacher will be nominated to lead this program and will be provided with two days professional development on socioemotional wellbeing from the Friendly Schools Program. The teacher will work with the language tutor to teach positive, strengths-based language to students in different languages. A harmony week event will be hosted at the school at the end of the language club term to encourage children to celebrate and acknowledge the diversity in their school. Throughout the day, children will be encouraged to say ‘please’ and ‘thank you’ in another language.

Students from each year will be selected to form the health promoting school committee, along with teachers and parents. Health and wellbeing guidelines will be developed by this committee and distributed throughout the school community through the newsletter, and school assemblies. A parent evening event will be hosted by the school and parents will be informed about socioemotional wellbeing in the curriculum and ways to employ strategies at home.

*Healthway will contribute funding towards teacher professional development for socioemotional wellbeing training, hiring language tutors, hosting a parents evening event, and other resources for classrooms.*

**Preventing harm from alcohol: Parent education event**

This school is concerned about student’s exposure to unhealthy drinking habits and aims to normalise moderation in adult consumption. The school recognises the importance of creating a supportive environment across the school community that enables healthy lifestyles and reduces underage exposure to drinking and alcohol promotion. They have engaged with the Telethon Kids Institute (TKI) Alcohol program, and Road Safety and Drug Education Branch (RSDE) for ideas and resources to address this health issue in the school.

The school will host two parent and community evening events, and a RSDE consultant will be invited to talk about the harmful impacts of alcohol, and the role of parents in promoting healthy drinking habits. The event will be widely promoted through various communication channels that attract parents. With the support and assistance of TKI, the school will implement activities that engage fathers.

The physical education and health teacher will be offered professional development training by RSDE. The teacher will then create activities within the school and classrooms with high school students using the ‘Challenges and Choices’ resources. These activities and resources will be embedded into the school curriculum going forward. An alcohol policy will be developed by the health promotion committee, which will address using alcohol as prizes and fundraisers for teachers, and parent drinking at any school events. This policy will be distributed throughout the school community and to all staff and parents.

*Healthway will contribute funding towards teacher professional development and relief time, hosting parents evening session, and activities and other resources for classrooms.*

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**Increasing healthy eating: Bush tucker community garden**

The school’s Health and Wellbeing Committee is concerned with the type of food their students are bringing to school. The school has a high proportion of Aboriginal students and would like to address healthy eating while celebrating Aboriginal culture and its knowledge through a school community garden. They have asked the local Aboriginal Community Controlled Organisation (ACCO), and a dietician from the local health service to be involved in the program. They have engaged with the WA School Canteen Association to undertake a canteen menu assessment and implement changes to the food and drinks being sold. They have also contacted the Cancer Council of WA for posters and brochures on the Crunch&Sip program and secured some other Aboriginal specific resources.

The principal and ACCO representative will be talking to all the students at the next school assembly about healthy eating and a tour of the new garden. A teacher will be nominated to lead this program and will be provided with two days of relief to coordinate with stakeholders. A healthy food day on NAIDOC week will be organised to celebrate with the school community. The students will be asked to research foods in Aboriginal culture and identify the healthy components to discuss with their classrooms. The local dietician and ACCO representative will attend two sessions with the students to educate students about a healthy diet and cook some recipes using bush foods.

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**Increasing physical activity (and improving mental health): Hip-Hop education program**

This school is concerned by the poor physical activity and lack of self-esteem in high school students. The school has a high number of students facing barriers to further their education through disengagement, with many also engaging in unhealthy behaviours. The school would like to run a Hip-Hop education program to build self-esteem and engage year 7 to 9 students using music and creative expression. The project will emphasise strength-based outcomes, group work, cooperation, and self-expression.

The key focus of the project is to create a safe space for disengaged youth to write and create music about their own lives, feelings, conflicts, goals and barriers. Students will be taught skills in song writing, recording, performing (break dancing, popping, other hip-hop styles of dance), beat production, and the history and culture of Hip Hop. They will create their own music and dance routines, posters, and promotional materials within groups.

The school will host a concert at the end of the year where students will have the opportunity to perform in front of their peers, teachers, and parents, and celebrate with other students. The school will develop a partnership with Mentally Healthy WA and the Act Belong Commit message will be promoted across the school community. A mentally healthy policy will be developed and endorsed at the school. The school will introduce the Act Belong Commit lesson plans in Maths and Science to ensure that mental health is also being further addressed throughout the curriculum across different areas.

*Healthway will contribute funding towards teacher relief, hiring a dancing instructor, arts resources for classroom, and hosting the school concert.*

**Improving mental health: Language club**

This school is concerned about the level of bullying behaviours among students. The school has a high population of refugee and migrant children, many of which come from distressed backgrounds. The school recognises the importance for students to connect with their cultural backgrounds and embrace diversity and will be employing a comprehensive range of strategies to address this issue with year 8-10 students.

A Friday afternoon language club will be created for the most common spoken languages at the school. A tutor for each language will be invited once each week to teach children the basic sentences that are underpinned by respect and kindness for each language. A teacher will be nominated to lead this program and will be provided with two days professional development on socioemotional wellbeing from the Friendly Schools Program. The teacher will work with the language tutor to teach positive, strengths-based language to students in different languages. A harmony week event will be hosted at the school at the end of the language club term to encourage children to celebrate and acknowledge the diversity in their school. Throughout the day, children will be encouraged to say ‘please’ and ‘thank you’ in another language.

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*Healthway will contribute funding towards teacher professional development for socioemotional wellbeing training, hiring language tutors, hosting a parents evening event, and other resources for classrooms.*

**Preventing harm from alcohol: Parent education event**

This school is concerned about the drinking culture within the community, and the influence this may have on the high school students. The school recognises the importance of creating a supportive environment that enables healthy lifestyles and reduces underage exposure to drinking and alcohol promotion. They have engaged with the Telethon Kids Institute (TKI) Alcohol program, and School Drug Education and Road Aware (SDERA) for ideas and resources to address this health issue in the school.

The school will host two parent and community evening events, and a SDERA consultant will be invited to talk about the harmful impacts of alcohol, and the role of parents in promoting healthy drinking habits. The event will be widely promoted through various communication channels that attract parents. With the support and assistance of TKI, the school will implement activities that engage fathers.

The physical education and health teacher will be offered professional development training by SDERA. The teacher will then create activities within the school and classrooms with high school students using the ‘Challenges and Choices’ resources. These activities and resources will be embedded into the school curriculum going forward. An alcohol policy will be developed by the health promotion committee, which will address using alcohol as prizes and fundraisers for teachers, and drinking at any school events. This policy will be distributed throughout the school community and to all staff and parents.

*Healthway will contribute funding towards teacher professional development and relief time, hosting parents evening session, and activities and other resources for classrooms.*

### Resources

There are numerous resources that exist to support you as you develop health promotion initiatives at your school.

**Increasing healthy eating**

* [Refresh.ED](https://www.refreshedschools.health.wa.gov.au/)
* [Crunch&Sip and parent education program](http://www.crunchandsip.com.au/parents)
* [Food Sensations for Schools program](http://www.foodbank.org.au/WA/food-sensations-for-schools/?state=wa)
* [Superhero Foods](http://www.superherofoodshq.org.au/)
* [Star Choice program](http://www.waschoolcanteens.org.au/star-choice-program/registered-products/)
* [WA School Canteen Association](http://www.waschoolcanteens.org.au)
* [The Kitchen Garden Classroom program](http://www.kitchengardenfoundation.org.au/training-events)
* [SNAC](http://www.snacwa.com.au/)
* [EON Thriving Communities program](http://www.eon.org.au/our-work/)

**Increasing physical activity**

* [KIDDO](http://www.kiddo.edu.au/resources-and-training)
* [Your Move program](https://www.yourmove.org.au/schools/)
* [Blue Earth Active Schools program](https://www.bluearth.org/active-schools/)
* [Yogazeit](https://www.yogazeit.com.au/schools/)
* [Animal Fun](https://animalfun.com.au/program-benefits-for-children-old/)

**Improving mental health**

* [Be you program directory](https://beyou.edu.au/resources/programs-directory)
* [Act Belong Commit in Schools](https://www.actbelongcommit.org.au/resources/targeted-resources/schools)
* [Helping Minds in school program](https://helpingminds.org.au/schools-community/)

**Preventing harm from alcohol**

* [CHAT](https://www.sdera.wa.edu.au/programs/whole-school-approach/chat/)
* [Alcohol Think Again – Working with parents to reduce alcohol related harm among young people](https://alcoholthinkagain.com.au/media/51gpkh4w/160315_ata_schoolkit_online.pdf)
* [Alcohol Think Again - Parents, Young People and Alcohol 'I need you to say no'](https://alcoholthinkagain.com.au/campaigns/parents-young-people-and-alcohol-i-need-you-to-say-no/)

**Creating a smoke-free WA**

* [CCNSW e-cigarette resources for young people (Feb 2022)](https://www.cancercouncil.com.au/)
* [Challenges and Choices](https://www.sdera.wa.edu.au/programs/challenges-and-choices/)
* [Smoking and Lung Cancer education session](https://www.cancerwa.asn.au/resources/cancer-education-sessions/)

**General resources**

* [WAHPSA resources](https://wahpsa.org.au/resources/health-promoting-schools-toolkit-2/)