

# WESTERN GATEWAY HEALTH PROMOTING SCHOOLS GRANT SCHEME



## FINAL REPORT JULY 2004



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**ACKNOWLEDGEMENTS**

- Funding organisation:** Community Renewal
- Participating schools:** Bremer State High School  
Bundamba State School  
Claremont Special School  
Durack State School  
Inala State School  
Ipswich State High School  
Raceview State School  
Redbank Plains State High School  
Redbank State School  
Riverview State School
- Steering committee:** Natalie Baig  
Sue Cooke  
Shirley Dougal  
Jodi McDonald  
Deanne Olsen  
Patti Paul  
Fiona Rowe  
Don Stewart  
Helen Walker
- Authors:** *West Moreton Public Health Unit*  
Natalie Baig  
Jodi McDonald  
Alanna Stewart
- Queensland University of Technology*  
Fiona Rowe

**For further information about the Western Gateway Health Promoting Schools Grant Scheme contact the West Moreton Public Health Unit on (07) 3810 1500.**

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## **1.0 EXECUTIVE SUMMARY**

The Western Gateway Health Promoting Schools Grant Scheme was a three-year project coordinated by the West Moreton Public Health Unit in partnership with Education Queensland between 1999 and 2002.

The Grant Scheme provided an opportunity for ten schools in the Inala-Ipswich corridor (an area of disadvantage in Brisbane's west) to implement the health promoting schools (HPS) framework within their school. The project aimed to have students feel more confident in their ability to contribute to the school community and therefore feel a sense of belonging to the school (referred to as school connectedness). School connectedness has been shown to be a protective factor for emotional health, reducing violence, substance abuse and healthy sexuality in adolescents (Resnick et al, 1997).

A funding grant of \$28,000 was allocated to each of the ten schools – six primary, three secondary and one special school. The West Moreton Public Health Unit provided the grants on a yearly basis (commencing October 1999) and each school was responsible for the management of this budget. The Program Manager from the Public Health Unit supported schools to plan, implement and evaluate their program through professional development workshops, visits to the schools, telephone and email consultation.

The use of the HPS approach ensured that all ten schools considered the broad health needs of the whole school community, and addressed these needs in the context of curriculum, teaching and learning; school organisation, ethos and environment; and school partnerships and services. The HPS approach provided a systematic but flexible guide by which each school community identified its own priority health issues and developed its own action plans and strategies as appropriate.

Each of the schools progressed through the project in different ways and used a consultative process to determine the health needs of their individual school community. They involved a wide range of staff, students and in some cases parents, in decision-making and the development of strategies to address a range of different issues. It was encouraging to watch each of the schools move through a process of change within the school over the three years and achieve such positive outcomes.

The activities implemented in the schools ranged from the development of comprehensive curriculum programs through to breakfast & lunchtime programs, cultural days, health weeks, parent information sessions, smoke-free toilet blocks, health-related policies, healthier tuckshops and increased participation in physical activity within the school. Importantly, the process used to achieve each of the above mentioned outcomes was significant and has now been entrenched within the culture of each school. Each school attempted to involve a wide range of people from within the school community, particularly students, in all stages of the process. Some of the schools had more success engaging people than others however, generally there was an increase in participation by a wide range of members within the school communities. This also added to an increased sense of ownership of projects and activities by members of the school communities.

The outcomes of the project demonstrated that the HPS approach increased school connectedness. The approach did this through its whole of school structures and processes that were based on the elements of being economically inclusive; positive; fun; social and celebratory; based on real-life activity that is owned by the community and that involved the community working together. The evaluation of this project confirmed that key support factors provided by the West Moreton Public Health Unit, such as funding and network support structures, facilitated the adoption of the HPS approach which in turn led to the development of school connectedness.

## **2.0 PROJECT AIM**

The Western Gateway HPS Grant Scheme aimed to increase the self-esteem of children and adolescents attending ten schools within the Western Gateway Area through increasing one of the recognised protective factors for self-esteem, school connectedness (Resnick et al, 1997).

## **3.0 PROJECT BACKGROUND**

The Western Gateway Health Promoting Schools Grant Scheme was a three-year project that provided an opportunity for ten schools in the Inala-Ipswich corridor to make use of the HPS framework within their school. The HPS framework was selected as the preferred model of practice for addressing health issues as it has been recognised internationally, by the World Health Organization (WHO, 2002), nationally (NHMRC, 1996) and statewide (Queensland Health, 2004), by the education and health sectors, as a model of best practice when addressing health issues in school communities.

The aim of the Western Gateway project was to increase school connectedness. School connectedness is defined in this project as a person's sense of belonging or attachment to the school community. In order to achieve this goal, a number of strategies were used to upskill school communities in the HPS process, including the provision of individual school support, professional development workshops and resources. Whilst the project targeted school communities as a whole, including staff, students and parents, a particular focus was the involvement of students in worthwhile decision-making and action-oriented processes within the school.

The schools received a three-year grant of \$28,000 each in three instalments. This allowed for the schools to ensure that health-related activities (including teacher release time) within the school had an allocated budget and in some cases, assisted schools to employ a project coordinator to get things up and running. The three instalments were provided to schools in November 1999, June 2000 and December 2001, to allow the schools the opportunity to work through until the end of the 2002 calendar year. Only state government schools were permitted to apply for the funding. The ten schools involved in the project included:

1. Ipswich State High School
2. Bremer State High School
3. Redbank Plains State High School
4. Claremont Special School
5. Redbank State School
6. Raceview State School
7. Bundamba State School
8. Riverview State School
9. Durack State School
10. Inala State School

## **4.0 PROJECT BUDGET**

The majority of the budget for the Western Gateway HPS Grant Scheme was provided by the Community Renewal Program (see Appendix 1). The Community Renewal program was established in December 1998 to improve the quality of life of Queensland communities experiencing significant social and economic stress.

Delivered through the Department of Housing, the program actively engages residents from targeted communities to identify local issues and develop grassroots solutions which meet the communities' needs. Community Renewal works closely with state, local and non-

government agencies in each renewal area, ensuring efforts are coordinated and resources directed towards locally-identified issues.

The program has the flexibility to provide the solutions the community needs most, ranging from health and well-being, economic development, community safety, and employment and training initiatives to arts and cultural development, sport and recreation, and neighbourhood amenity improvements.

The West Moreton Public Health Unit received the funding from Community Renewal in two instalments. This was also supplemented by Unit funds towards the end of the project. Public Health Services also funded the development of the video, 'Health promoting schools ... creating healthy places to learn, work and play', in the final year of the project.

## **5.0 PROJECT OUTCOMES**

In order to increase school connectedness, the Western Gateway HPS Grant Scheme also aimed to incorporate, or institutionalise, the HPS framework in participating schools.

The factors that influence the sustainability of specific health promotion programs have been widely researched and models for the dissemination of innovation and research have been developed. The importance of internal, interpersonal factors within organisations, such as schools, is noted in these models. In summary, to institutionalise a program the following is required:

- the presence of top administrative support
- the presence of practitioner support
- agency practitioners must learn to use 'the innovation' and use it frequently as part of regular agency practices rather than as a special project
- use of the innovation for a core application.

This usually requires an innovator or innovator team who develop agency support and establish the appropriate skills and resources for initially operationalising it.

The important stages of the Western Gateway HPS Grant Scheme were:

- the establishment of the 'innovator team' for the project as a whole (project steering committee) and for each individual school (HPS committee), and their work in establishing the conditions for sustainability (process)
- the successful implementation of the HPS framework in each school (impact)
- the evaluation of the increase in school connectedness through the implementation of the framework (outcome).

The following describes these stages and presents the key learnings for each.

## **6.0 PROCESS**

### **6.1 Recruitment of schools**

A total of 34 schools were eligible to apply to participate in the project and 14 applications were received. The principal at each of the 34 schools was contacted by the West Moreton Public Health Unit to inform them that an application package would be sent to their school and to offer support in the preparation of a submission. Each school was required to complete the application package within 4 weeks, addressing a series of questions that would identify 'how' they would go about becoming a HPS (see Appendix 2). A selection panel was formed to review the school applications and included representation from Education Queensland and Queensland Health. The panel developed and used a set of criteria to assess each application

and also discussed in detail each proposal (see Appendix 3). Ten schools were selected to participate in the project and the four schools that were not successful were offered support by the West Moreton Public Health Unit including access to a number of different resources, and were encouraged to link in with the local HPS Cluster.

### ***Reasons why schools did not apply for funding***

All schools that were eligible but had not applied for funding were contacted by phone to determine the reasons for not applying. The schools gave a variety of reasons, the majority of which were related to the school itself. Five reasons were given relating to the grant application process. The change in key personnel, lack of time, too busy and other priorities formed the majority of reasons for not applying. There were also a number of schools who intended to apply in clusters with other schools. They were unable to complete the application process due to issues partnering with these schools.

## **SCHOOL SUPPORT**

### **6.2 Role of the Project Manager**

#### ***Description***

The role of the Project Manager involved the following responsibilities:

- organisation of annual workshops with the ten schools
- management of the steering committee
- provision of support to the ten schools including meetings twice a year at each school
- financial management of the project
- coordination and collation of bi-annual reports from each school
- preparation of reports to the Community Renewal Program.

The Project Manager was also responsible for the day-to-day support provided to the participating schools. This involved liaising with a central contact person in each school to provide access to resources, professional development, referral to other services and so on. The time involved in providing this support fluctuated depending on what was happening in each school at the time, whether a workshop was being held involving the schools, and other major activities happening within the project, eg. reports due from schools. Generally the hours invested by the Project Manager each week were between 20 and 25 hours. The Project Manager also provided the schools with resources to address issues of concern within the school eg. nutrition, bullying, head lice, smoking and so on. A health promoting schools library was established within the Public Health Unit and the schools were able to borrow copies of resources not otherwise available.

#### ***Support provided to schools***

The type of support provided by the Project Manager to the participating schools was identified in the evaluation as a key factor in the successful implementation of the approach. The manager's willingness to work with the schools and to provide support, particularly personal support, and her ability to link schools with appropriate personnel greatly assisted in the school community's capacity to implement the approach (Rowe, 2004). Qualities of the program manager such as her enthusiasm and good organisational skills were also highlighted as critical success factors in this process (Rowe, 2004).

### *Further support for schools*

Various other types of support provided by the West Moreton Public Health Unit were also identified in the evaluation across all school communities as key factors that supported the implementation of the HPS approach. The Ipswich and West Moreton HPS Cluster was identified across all school contexts as providing opportunities for schools to network with other schools and in assisting schools to link with other health and community agencies that were able to support them (Rowe, 2004). This network of government and non-government organisations works with school communities in the West Moreton District and was established prior to the implementation of the Western Gateway project. It is a continuing support system in the District.

## **6.3 Workshops**

### *Description*

A series of workshops were coordinated during the course of the project. These workshops provided professional development opportunities and focused on the six stages of the HPS process for representatives from the participating schools. Staff, students, parents, school-based youth health nurses and other support staff were encouraged to attend and each school was invited to bring 8-10 representatives to each one. The project steering committee also attended the workshops to support the facilitation of group work. Most workshops were coordinated by an external facilitator with expertise in the particular topic area. The workshops were all held for a full school day ie. 9:30am-2:30pm, and involved a range of different activities for the students.

### *Learnings*

An evaluation was completed by all participants after each workshop and the feedback was generally very positive, with people identifying that they really appreciated the opportunity to network with other schools and to have some allocated time for planning with their school's HPS group. These workshops also re-energised the schools and helped to keep things moving along. The workshops allowed the school to go away with something completed that added value to their HPS strategies and processes.

The project evaluation demonstrated that the workshops provided the schools with good support as they could network and share ideas with other schools (Rowe, 2004). The schools were particularly interested in learning how others had addressed similar health issues, for example, learning about others' strategies, experiences, what worked/didn't work and how others schools involved parents and students. The importance of including all members of the school community at each stage of the HPS process was strongly emphasised throughout these workshops. A number of parents, students and teachers were present at each workshop with increasing numbers of students attending the latter workshops (see Appendix 4).

The specific content and evaluation reports for each workshop are available in Appendix 5.

## **6.4 Funding**

All ten of the schools that participated in the Western Gateway HPS Grant Scheme identified the importance of the funding grant as a key factor in ensuring the success of HPS within their school community (Rowe, 2004).

### ***Purpose of funding***

Funding for the implementation of the HPS approach in the school communities had four main purposes: to support the organisational change process occurring in each school; to add meaning to the HPS approach in each school; to support the implementation of the HPS approach; and to ensure sustainability.

### ***Learnings***

#### ***1. support for the organisational change process***

Funding was important for the introduction of new programs and special targeted programs in the school communities. This was particularly relevant for schools in low socio-economic and high need areas where funding is often allocated to essentials such as literacy, numeracy and human resources. The funding also allowed the school communities to build programs into their unique culture, addressing the specific needs of their school. The funding, while not seen as essential by some, was important as a trigger for the adoption of the HPS approach within the school community.

#### ***2. addition of meaning to the HPS approach***

The HPS approach gained validity and credibility in school communities through the funding that was provided to the schools. The funding helped to do this by covering the cost of a range of strategies that were identified as needs by the school community, and that would not have otherwise been possible. The funding assisted in the success of projects which helped to develop a credible base from which to operate. Further credibility was also gained by things such as catered lunches to celebrate successes. Having the program funded also helped to keep schools on track in terms of their commitment to the program.

#### ***3. support for the implementation of the HPS approach***

The funding helped to support the implementation of the HPS approach by providing school-based resources; physical infrastructure such as school facilities; staff training and development; time for school staff to plan, research and review; and for the employment of personnel. Funding helped the schools to make contacts, for example, with Indigenous Elders and Samoan groups as well as to build cultural awareness to meet the unique needs of the school. The funding was described as allowing flexibility, security, instant action, creativity and trial and error in the implementation of the approach and making the implementation easier.

#### ***4. sustainability***

The sustainability of the HPS approach was supported by the funding which enabled the purchase of resources that could be used by schools in the long term and the ongoing development of the approach within each school. The funding also assisted in the development of organisational processes, such as behaviour management systems, which were built into the foundations of the school, ensuring long term sustainability.

Appendix 6 outlines the reasons that funding was necessary as identified by the schools. Appendix 7 highlights the types of strategies and items that the funding was used for.

## 6.5 Development of the HPS video and other promotional opportunities

A sub-project that took place during the Western Gateway project was the development of the video, *'Health promoting schools ... creating healthy places to learn, work and play'*. The purpose of this video is to provide an educational and promotional tool for use in schools to raise awareness about HPS. The video has been designed to complement the 'toolbox for creating healthy places to learn, work and play' and is now being promoted and distributed through the Health Promoting Schools Association Queensland (HPSAQ) Inc. Six of the ten schools were involved in the filming of this video, which involved interviews with students, staff and parents about HPS initiatives within their school. The video is now being used in health and education sectors nationally and internationally and approximately 130 copies have been sold through the HPSAQ.

Several other promotional opportunities arose during the Western Gateway project such as school visits by international delegates from New Zealand and China; presentations and attendance at state & national conferences (keynote presentation at the 6<sup>th</sup> National HPS Conference and numerous other concurrent session presentations, Middle Years of Schooling Conference, 18<sup>th</sup> World Conference on Health Promotion and Health Education); the official opening of the 6<sup>th</sup> National HPS Conference on the Gold Coast in May 2002 by some students from one of the schools; hosting of official launches such as the School Nutrition Action Coalition (SNAC) website and the HPS Association Qld Inc. website; local newspaper articles; and a channel 7 news story. A student from one of the participating secondary schools is also now studying public health at university after developing her interest in this area through participating in HPS processes and activities.

## 7.0 IMPACT

As stated previously, a HPS consists of six steps: preparation; create a shared vision; select and prioritise issues; develop an action plan; put the plan into action; and review, reflect and plan for the future.

The schools involved in the project provided documentation throughout the three years demonstrating how they addressed each step (see Appendix 8). At the preparation and visioning stage of the HPS process, nine out of the ten schools created a HPS committee that involved student (represented in six schools), staff (represented in every HPS committee), parents (represented in seven schools) and wider community (represented in two schools) representation. The most common strategies used in the preparation and visioning stages were consultations with the whole school and surveys that were conducted with students, staff and the wider community. Other common strategies included providing staff with an overview of HPS, presenting a HPS information session to the P&C Association and providing information in the school newsletter.

The whole school community was provided an opportunity to identify priority issues in every school. The most common strategies used to identify priority issues were focus/discussion groups (all schools), surveys (eight schools), scans (four schools), where staff observe issues in the school community, and audits (three schools).

Again, the whole school community was involved in developing an action plan (eight schools), although there were different levels of consultation and joint planning throughout the schools. Generally, action plans were developed by the HPS committee which included representation from throughout the school community. Plans were usually then presented at school forums such as staff meetings, P&C Association meetings and student council meetings. Action plans usually outlined a series of activities that were subsequently planned

throughout the school year with different members of the school community being responsible for conducting tasks within negotiated timeframes.

The most common issues that were addressed by the schools were nutrition (every school conducted at least one nutrition activity) and mental health eg. bullying, behaviour management and staff stress (nine schools). Physical inactivity was another area of identified need as was hygiene and alcohol, tobacco and other drug use. Schools generally addressed these needs in the context of the three essential and interrelated components of the HPS framework: curriculum, teaching and learning; school organisation, ethos and environment and school partnerships and services. Approximately half (49%) of the total number of strategies implemented addressed all components of the HPS framework. Of the total number of strategies, 70% addressed curriculum, teaching and learning, 85% addressed school organisation, ethos and environment and 91% addressed partnerships and services. Students, staff, parents and other organisations were involved in activities as appropriate.

Schools have since identified factors for sustainability such as the continuation of successful activities/programs to enable longevity of health messages and HPS committees remaining active. Continual liaison with all members of the school community has been identified as essential to sustainability (see Appendix 8).

### **7.1 The institutionalization and sustainability of the HPS framework**

At the end of the project, all schools had completed the HPS process (see Appendix 8). Interviews were recently conducted with key HPS staff members in the schools involved in the project to assess the level of utilisation of the HPS approach, 18 months after completion of the project. Every interviewee displayed high levels of enthusiasm regarding the promotion of health in this way. All of the schools continue to have commitment from a HPS committee, the student council and/or the P&C Association. New issues are being addressed by the whole school community, and many issues identified initially continue to be addressed through sustainable strategies.

The school communities continue to enhance their environments and policies, and to integrate health issues into the curriculum using a student centred learning approach.

The overwhelming dedication and belief in this approach to addressing health issues pertaining to the school community, has led every key HPS staff member in each of the ten schools to devote time to Stage 2 of the Western Gateway HPS Grant Scheme.

The overall aim of the Western Gateway Stage 2 project is to test the concept and practice of mentoring in a health promoting school. Mentoring will be used as a strategy for supporting the uptake and implementation of the HPS approach by engaging existing health promoting schools as mentors for ten new schools, five in the West Moreton District and five in the Brisbane Southside District (Inala/Carole Park/Darra).

Evidence for institutionalization (Goodman et al, 1993) includes:

- the program survives changes of key personnel
- the school budget includes an allocation for HPS
- the HPS processes are built into the core business practices of the schools.

The following success factors were identified by the schools as important or very important for the ongoing implementation of the program (see Appendix 9):

- formation of a HPS committee
- development of their vision/goal

- HPS a joint approach and not driven by one person
- all school community members aware of HPS
- identification of the health needs of the whole school community
- development of a plan
- health issues incorporated throughout the curriculum at all year levels
- policies developed to support issues
- working in partnership with a wide range of organisations in the local community
- ensuring students are always involved and feel some ownership of HPS
- building HPS into schools annual budget.

These findings were reinforced by the outcome research learnings, particularly the learnings regarding the institutionalisation process as outlined below (Rowe, 2004).

- *the innovator/innovator team*

The evaluation demonstrated the need for, and the success of the innovator or innovator teams in institutionalizing the HPS approach. A significant school-based factor that contributed to the adoption of the approach included an internal person co-ordinating HPS in the school setting (Rowe, 2004). Characteristics of this person were that they were empathetic with all school community members including students, parents, school staff and health and community agencies, that they ‘pushed the right buttons’ and gave their ‘heart and soul’ into their role. Being a teaching school staff member was also beneficial (Rowe, 2004).

- *practitioner support – the HPS model as regular agency practice*

The innovator/team were able to gain practitioner support by demonstrating how the HPS activities could be embedded within the curriculum frameworks and contribute to learning outcomes through the previously discussed activities. Other important skills of the HPS co-ordinator were being well-organised and demonstrating the effectiveness of the HPS activities, ie. the process of getting the micro system working well (Rowe, 2004). Through this process, other school staff begin to see the benefit of the activities, and support the activities within the school (Rowe, 2004). This is demonstrated by a quote from a school staff member who says, ‘as the leader of the school has seen the success over the last few years, he’s made a commitment to keep it as a priority’. Another strategy successful in gaining support from school staff was to use staff well-being activities as a buy-in for HPS. This is illustrated by the following quote.

“Staff well-being was used as a strategy as a ‘buy-in’ to health promoting schools. We started off with staff and then we bridged down into other things...and we’re not really asking much of them...just their input every now and then.” (staff member)

Ongoing whole staff support for these activities is essential for the sustainability of the HPS approach.

- *top administrative support*

Although it was observed that leadership or principal support was important for the adoption of the HPS approach, this finding was a notable exception in the research findings (Rowe, 2004). Whilst this finding was not identified, there was already a substantial level of leadership and principal support in the schools under investigation as a result of the schools being selected due to their commitment to the implementation of the HPS approach. Another reason why it may not have been identified was due to the research questions asked. These focussed on factors supporting the implementation of the HPS approach that impacted on the

development of school connectedness as opposed to an investigation of only the factors that support the adoption of HPS principles (Rowe, 2004).

- ***school budget for HPS***

Substantial funding provided to the school communities to assist with the implementation of the HPS approach was a key factor in supporting the adoption, implementation and sustainability of the approach in all school contexts. The flexible nature of the funding and the process by which school communities applied for the funding whereby the school was able to determine priorities and not an external body, supported the adoption of the HPS approach by giving the school community ownership of the funding and the project in the school (Rowe, 2004). These important elements relating to funding are illustrated by the following examples.

“You need funding to get it off the ground.” (school administration)

“I think if it had been a program with no funds, we would’ve just run our normal HPE programs through the classroom...we would not have done it to the extent that we did ... we would have run our normal HPE program with our PE teacher just organising a few little things.” (staff member)

“It is surplus to teaching and learning...you can’t buy anything unless it’s for teaching and learning purposes but this gives you another source of funding so you can do stuff that is superfluous.” (staff member)

“The funding has been very important because otherwise we couldn’t have done the things that we’ve done. We just don’t have any other bucket of money that we can go into for that sort of thing...and because it’s been flexible we’ve been able to use this for such a variety of supportive projects...and I think it’s been important that we’ve identified them [and developed] a sense of ownership for the stuff we’ve been doing.” (school administration)

The provision of funding substantially assisted in the implementation of the HPS approach within each school. The funding aided in providing extra personnel and creating time for people to work on HPS initiatives within the school community. This reduced stress, particularly on school staff members, in the initial stages of the implementation of the approach (Rowe, 2004). The substantial funding and resources from an external organisation to the school was critical for the development of physical infrastructure in the school to support HPS programs and to sustain them in the long term (Rowe, 2004). The funding was particularly important given the social and economic disadvantage of the school communities involved in the project. This is one of the key reasons that funding was identified as being critical to the adoption of the approach.

“It was very important in our school. I mean if you know how we struggle. We talked about even classroom children donating...like at the beginning of the year most schools have a \$20 contribution to their booklets... we can’t even do that in our school...so the funding was extremely important...it would never have gotten off the ground unless we had the funding.” (staff member)

- ***core activity/embedding the HPS approach into the culture of the school***

School-based factors that contributed to the adoption, implementation and sustainability of the HPS approach included the key factor of embedding the processes and the way things are done into the culture of the school. This was achieved in schools by embedding the activities into school organisational structures such as curriculum frameworks and into the physical infrastructure in the school, such as a Living Skills Centre or a Kids Kafé. School community members being flexible and open to new strategies and ideas also contributed to the ongoing

maintenance of programs in the school (Rowe, 2004). Excellent processes of communication and understanding between school staff, students and parents were also critical for the ongoing satisfaction with HPS activities (Rowe, 2004).

## **7.2 Barriers**

Several barriers to the implementation of the HPS approach were reported. Student participation in committee meetings was identified as a difficulty in some schools with too many staff and not enough students at meetings. Barriers to student involvement in meetings included the times that meetings were held ie. outside of school hours, the formal meeting process with inadequate time for discussion and students not being able to understand what was being discussed (“needing a qualification to participate”, year 11 student). Staff simply not listening to students was another difficulty in this process.

Other barriers to the implementation of the HPS approach included the coordinating staff member being transferred from the school (although this often meant that they were able to introduce HPS to a new school); initiating links with the parent community; being overloaded with projects; volunteer burnout; the perception of the school as a caring environment (leading to children with high level behavioural problems being transferred to the school) and time.

## **8.0 OUTCOME**

### **8.1 Methodology**

#### *Evaluation purpose and methods*

The purpose of the outcome evaluation was to establish whether the implementation of the HPS approach increased school connectedness. The specific question of the evaluation was to investigate *how* the HPS approach increased school connectedness.

Through the synthesis of a conceptual framework that was developed from the existing limited evidence in this area, these questions were investigated using a qualitative case study methodology in the ten school communities participating in the Western Gateway project. Data was collected in all schools at two time periods, separated by approximately one year. Seven of the ten schools were investigated using a key informant interview and a student focus group at each time period. Three diverse school community settings, one secondary, one primary and one special school were investigated in depth at each time period for approximately 6 weeks. In the three schools, data was collected through in-depth interviews with school staff, parents, students and health service and community agency staff; two student focus groups; documentation such as school reports and planning documents; and observations of school-based HPS activities.

Informants in each school were selected by a purposeful sampling method where ‘information-rich’ sources were interviewed. This had implications for selecting school community members most involved in HPS activities.

Data was collected from informants around the concepts identified in the conceptual framework that guided the research. Specific HPS activities that were considered were HPS structures and processes at the *broad school level*, HPS structures and processes at the *classroom level* and various indicators of school connectedness based on indicators of social capital (Onyx and Bullen, 2000) and ecological indicators, or community level indicators of school connectedness such as bullying and absenteeism.

## 8.2 Data constructs

### *The HPS approach*

HPS structures and processes at the broad school level that were investigated included the following:

- School policy structures and processes of policy development eg. did the process involve students, parents and school staff.
- School organisational structures eg. anti-bullying programs, and the processes of development eg. did students have a say in how programs were developed.
- School physical environment structures eg. development of areas for social interaction, and the processes of development eg. was the school community involved, were there links with outside agencies.
- School-community partnership structures eg. relationships between school staff and parents, school staff and students, and the processes or characteristics of these relationships eg. do people feel valued, do people feel free to 'have a say'.

HPS structures and processes at the classroom level that were investigated included the following:

- Class policy structures eg. behaviour management procedures, and process of development eg. rules negotiated with students.
- Class organisational structures or activities eg. student centred and real-life learning activities, and the processes of development eg. did students have a say in how activities were developed.
- Class physical environment structures eg. grouped desk arrangements, and the process of development eg. students having a say in the arrangement of the classroom.
- Class-community partnership structures eg. links between classes and community members, and the processes or characteristics of these partnerships eg. community members worked with a class in an activity.

### *School connectedness*

Indicators of school connectedness were based on the concepts of social capital (Onyx and Bullen, 2000) such as trust, safety, tolerance of diversity (acceptance of difference in the school such as cultural difference), perceptions of being valued, mutual reciprocity (do people get on well, do people help each other, care for each other, free to have a say) and participation.

Ecological indicators of school connectedness are characteristics of the school community and include school satisfaction; student friendship groups that span social divisions; bullying; student's stepping in for others being bullied; absenteeism; vandalism; littering; a fair behaviour management system; a well-functioning committee (committee that works well together and people feel free to have a say) and other ecological indicators such as school pride.

### 8.3 Data analysis and theory development

The analysis and synthesis of the data from this investigation contributed to the development of theory that illustrated the structural and process mechanisms of the HPS approach, at the broad school and classroom level that increase school connectedness.

### 8.4 Results (Adapted from Rowe, 2004)

#### 8.4.1 HPS structures and processes – broad school level

##### 1. School policy

Behaviour management policies and safety procedures, such as lock-down procedures, contributed to the perceptions of safety and bullying in the school environment, and were indicators of school connectedness. Processes around policy development also contributed to school connectedness. Processes of school staff and parents working together to develop a school tuckshop policy contributed to parents feeling valued in the school community.

##### 2. School organisation

- *multi-strategic approaches to prevent and address bullying*

School organisational structures such as multi-strategic approaches to prevent bullying impacted on several indicators of school connectedness, specifically through reducing bullying and increasing perceptions of safety in the school. Specific strategies identified as impacting on these indicators were: increased teacher supervision in the playground; increased awareness about bullying (by school staff, students and parents); the ‘peacekeepers’ program; lunchtime activities; praise cards; changed lunchtime timetables; provision of more play equipment; the high five program; resilience programs; reporting and monitoring systems; contact with parents; and supervised eating programs. Changes in bullying and safety in schools are illustrated by the following quotes.

“I know when I first came here there was 168 serious assaults. Last year it was down to about 90. Last count here I’ve got 70. The thing about the 70 was that they were minor... the fighting that used to go on, the absolute punch-up, just doesn’t happen as much now. Very rarely.”  
(school administration)

“There’s been a big decrease in bullying at our school...not the high incident stuff we had.”  
(staff member)

- *a fair behaviour management system*

A fair behaviour management system is, in itself, an indicator of school connectedness and also impacts on other indicators of school connectedness such as the perception of the school as a caring environment (an indicator of mutual reciprocity).

A fair behaviour management system was described as a system that is based on a process for resolving disputes that involves a process of investigation and/or discussion. A fair system is also one that recognises the impact of the school environment on behaviour as well as student responsibility for their own behaviour. It is also one where students have a say in the consequences of their behaviour and where students are dealt with consistently and where rules are clear. Other characteristics of a fair system was one where student behaviour is

managed by a school staff member who knows the student; where there is a supportive, less punitive behaviour management philosophy; where there are proactive strategies for ‘nipping [poor behaviour] it in the bud’; and where issues are dealt with and not ‘swept away’.

Processes related to a fair behaviour management system that impacted on school connectedness were processes for resolving disputes where school staff listen to students and where school staff, students and parents work together to resolve issues.

The impact of a fair behaviour management system on the perceptions of a caring school environment as an indicator of school connectedness is illustrated by the following quote.

“Smokers themselves found it very good because they actually got to talk to somebody who seemed interested in what they were doing. They were actually getting some sort of counselling and it wasn’t punitive, it was supportive”...one of the best things that came out of what all staff said was they felt they were building positive relationships outside of the classroom, that they probably wouldn’t have done.” (staff member)

- ***peer support programs***

Peer support programs, where multi-age student groups conduct activities together were found to contribute to school connectedness by encouraging the development of student friendships across different age groups. This program was also identified as contributing to the perceptions of students being valued in the school environment through school staff recognising student’s skills outside of the academic curriculum.

- ***extra-curricular activities***

Extra-curricular activities that are fun, social activities; that meet students’ needs and wants; and where students and school staff participate together, eg. student-teacher games contributed to school connectedness through promoting student participation in the school community; student’s sense of satisfaction at school and decreased bullying. These outcomes are demonstrated in the following quotes.

“The school chaplain started up a choice program, every Friday during the lunch hour and they always do a fun activity and sometimes you can get a hundred kids down there.” (staff member)

“75 students attended a lunchtime activity!” (staff member)

“In health week there’s so much going on that I don’t see any bullying happening... I think there’s so much to see and do...” (student)

- ***support structures for students***

Support structures for students were shown to impact on school connectedness. Structures such as a support group for pregnant and parenting students, uniform changes, a retreat area for students and flexible timetables were found to impact on two indicators of school connectedness, bullying and harassment and school completion. The impact of these structures on school completion is reinforced by the following quote.

“Girls were thinking of leaving school or had already left... all graduated at the end of the year.” (student)

- *support structures for parents*

Support structures for parents, such as workshops based on their needs was shown to promote a sense of support for parents as an indicator of mutual reciprocity and school connectedness and is demonstrated by the following quote.

“It gives you an awareness of opportunities out there, resources available. I found with the anger management, that you hear other parents talking, it makes you realise that, well lots of other people are going through similar things... and it reduces your isolation... your sense of isolation.” (parent)

- *support structures for school staff*

Structures to support school staff were important in promoting their sense of support and mutual reciprocity in the school community as well as their satisfaction at school. Structures such as professional support structures, opportunities for staff to work together and staff well-being activities resulted in changes in the school environment that was reflected in improvements in school opinion surveys as shown in the following quotes.

“Staff opinion surveys have never been higher.” (school administration)

“Teachers are above state and/or school means on staff morale, relationships, support, resources and training and improvements in physical work environment.” (staff member)

“Morale went up significantly from the process of focussing on the well-being of everyone was given priority.” (staff member)

- *a welcoming school environment*

A welcoming school social and physical environment promoted school connectedness. Support for school community members of different cultures and a social environment where the principal and staff are positive and friendly; happy; always say hello; call parents by their first name and don't brush people off was identified as contributing to indicators such as tolerance of diversity, participation and perceptions of being valued. A school physical environment that is well-signed and is easy to find your way around also contributes to these indicators.

- *characteristics of the school principal*

Qualities of the school principal were important in promoting school connectedness. A principal who values and recognises the work of school staff; is fair; open and approachable and positive towards behaviour management were identified as impacting on several indicators of connectedness.

### **3. School physical environment**

Structures in the school physical environment were important in promoting school connectedness. Structures to support less bullying such as separate play areas; ‘cool-down’ seats; ‘safe areas’ such as lunchtime activities in the school library; and multi-age play areas impacted on several indicators of connectedness such as bullying, safety and student friendship groups that bridge social divisions. The physical boundaries of the school environment were important in promoting safety in the school as an indicator of school connectedness, for example, by preventing outsiders from entering the school. Improvements

in school physical infrastructure also led to increases in school satisfaction by students and staff.

Processes of student ownership and responsibility for improvements in the school physical environment were particularly significant in promoting indicators of school connectedness such as an enhanced school ethos; reduced vandalism; decreased suspension rates; reduced bullying and harassment; and decreased detentions. These outcomes are illustrated in the following quotes relating to the upgrade of school toilet facilities by students at a secondary school.

“Students know that it’s safe to enter the toilet.” (student)

“The school seems to be calm, you know, we’ve had a less detention rate, I know it was going down at the end of last year, last year was less than the year before.” (staff member)

Processes of parent ownership and responsibility also impacted on the school connectedness indicator of increased parent participation in the school community. This is shown in the following quote.

“The parents have come in and unfortunately the parents take over, they would paint all day! It is quite beautiful, the one [down there] was done by an Indigenous parent and relative, and the kids, some of the Indigenous kids did it, but the families were so involved that they painted while the kids were in school.” (school administration)

#### **4. School-community partnership structures and processes**

- ***HPS committees***

HPS committees were identified as contributing to school connectedness by being a well-functioning committee and being a committee where members are included, respected and feel free to have a say. The following quotes illustrate these outcomes.

“The convenor comes to the meetings and is a keen supporter now. At first it seemed a bit daunting for the tuckshop because two other ladies were involved and they felt like there were attacks on them... but I know they feel very supported now and communication has opened up a lot.” (staff member)

“Parents feel free to have a say... it depends on the person, whether they’re willing to do it but... very friendly, very comfortable which is what we’re about... and that’s what we expect basically. You expect that it is going to be discussed and you will raise your view.” (parent)

- ***whole-school community activities***

The whole-school community activity was also found to have a powerful impact on school connectedness. Activities such as a launch that celebrates the school community; that recognise students’ achievement or work; that are fun and social; that are informal; that allow school community members to get to know each other and that are based around school community members cultural background impacted on the ethos of the school community; decreased behavioural problems and bullying; and promoted parent participation and tolerance of diversity. These range of outcomes are described in the following excerpts.

“Health week last year was really successful. You know it was a week of high excitement and real positive feelings around the school... there was such a buzz in the school that week in August.” (staff member)

“Behavioural problems drop off...quite noticeably, there’s less of it when you’re doing it, which is why we really need to have a four week lead into cultural events now.” (school administration)

“A lot more people are coming to the cultural days from other cultural groups”.

“I’ve got a Samoan parent, he doesn’t even come to our school anymore, coming up on Friday night to do the sound for us, for the fancy dress ball. Can you believe this? They don’t ever leave!” (school administration)

“You wouldn’t believe it’s the same school today, they [students] all get on really, really well.. I don’t find we have any of the race issues we had.” (staff member)

Processes related to whole-school community activities were also important in promoting indicators of school connectedness. Giving students a say and giving them ownership and responsibility led to students’ sense of school satisfaction shown by the following.

“Other times, school just has nothing going on. Now the kid’s kafé started we have something going on, but half the other time it’s just a school where we go to learn, but now we’ve got kid’s kafé with heaps going on, it’s good.” (student)

Whole of school processes of interaction arising from whole school community activities was also significant in promoting a tolerance of diversity in some cases leading to less bullying. This is illustrated by the following quotes.

“They’re up there, eating next to the other kids... to start off with it was, “Oh, I’m not sitting next to him, he dribbles”, and things like that, but now, they don’t seem to notice it quite as much...they were up there this morning and they were sitting next to a boy who does an awful lot of crying... but they were sitting there talking...it’s not something that you see, I mean out in the playground or anywhere else around the school. They just don’t do it.” (staff member)

“We’re always trying to find opportunities to encourage kids to get along with each other. There’s one boy who often waits at his bus. He goes on the same bus as this girl who’s in a wheelchair, and he had alot of problems initially, with her and was saying ‘uhh spastic’ and all this sort of thing. So we tried to get him around and how he is at the point where it is like ‘oh hi, how are you’ to the student. So he is actually talking to her in a really nice way. So he actually sees that she is a person and her feelings can get hurt.” (staff member)

- ***partnerships with health services and community agencies***

School community partnerships with health services and community agencies were important in allowing schools to feel supported in implementing HPS projects as well as other indicators of school connectedness such as trust and reduced exclusions. These outcomes are illustrated by the following quotes.

“We’re actually spreading our tentacles and so some of those issues are no longer just school issues... the relationships that were built are such that now we can ring Mission Australia and say ‘Look we’ve got a family that has nowhere to live’ or this housing situation is intolerable... and because [parents] they trust us and we have got that bond now.. we are often parent’s first step.” (school administration)

“We wouldn’t survive without them [health services and community agencies]. I would be doing things like exclusions rather than maintaining kids within the school where they are comfortable, where there support structures... I would be moving to exclude these high level kids.” (school administration)

- *partnerships with parents*

Partnerships with parents as members of the school community contributed to several indicators of school connectedness such as mutual reciprocity and a sense of support for parents; parents' perceptions of being valued; and parent participation in the school community. Giving parents the opportunity to have a say with the community willing to listen and not dismiss their opinions, and where the school acted on their suggestions where they could, led to school connectedness. Recognition of parent involvement and commitment by the school was also important in the relationship between parents and the school. The development of connectedness between parents and the school had other benefits such as directly leading to employment opportunities for parents (as was the case in one school). This is demonstrated in the following quote from a parent liaison officer.

“We needed to build up our bank of casual teacher aides in our school this year. The principal came to me and asked me ‘Are there any members in our parent reference group who have probably attended a classroom helper workshop that could be on the casual list of teacher aides’... We had about six parents there and four of them have got long term casual work and one of our reps now works as a full time teacher aide at another school.” (parent liaison officer)

- *partnerships with school staff*

Partnerships with school staff in HPS activities also led to the participation of staff in the school community and strengthened their commitment to these types of activities in the school community. Staff supported HPS activities when they saw outcomes from their ideas; when the activities were managed well and when the activities were incorporated into everyday learning. Characteristics of the partnership with staff that led to the perceptions of being valued in the school community included staff who offer lots of educational opportunities; who change their teaching methods to suit students; who teach all students and not just part of the class and those who help and support students. School staff having their efforts in the school community recognised by parents also led to staff perceptions of being valued.

- *school staff–parent partnership*

Partnership processes between staff and parents in HPS activities impacted on various indicators of school connectedness such as parent participation in the school community, mutual reciprocity, perceptions of being valued, trust and decreased absenteeism and suspensions of students. A partnership characterised by staff and parents working together; strong, positive communication; trust; staff support for parents and respect for their values leads to school connectedness and decreased absenteeism and suspensions of students as demonstrated in the following.

“It’s developed a better trust because the relationship we have, we’re not ringing up dumping. When kids are naughty we’re not dumping them on their parents and saying “You’re kid has done such and such today, we need you to come down and talk to us about that. It is looking like a suspension, if something doesn’t happen.. Have you done this? Have you done that?... Is he taking his medication? So those personal needs... one of the first things that teachers say to our kids when they’re playing up, “Did you have breakfast today mate?” “Have you got anything to eat today”... Often they are hungry; it’s basic needs.” (school administration)

- *school staff–student partnership*

Characteristics of the staff–student partnership or relationship contributed to various indicators of school connectedness including school satisfaction, perceptions of value, trust

and bullying. School staff who have qualities such as being able to relate to students; being 'young and cool'; being fun and enjoyable; valuing students for who they are; understanding students; listening to students; respecting students; and being caring and supportive of students, impact greatly on school connectedness. Male school staff were particularly identified as impacting greatly on the sense of belonging of male students in the school particularly male students of single parent households. School staff that show 'human' qualities such as having a joke with students or showing emotions to students were also highly valued by students. Common interests between staff and students and a shared understanding between staff and students were also important in creating a connection between these school community members.

## **8.4.2 HPS structures and processes – classroom level**

### **1. Class organisation**

- *'whole of class', student-centred and real-life learning activities*

Whole-of-class activities based on student-centred and real-life learning experiences impacted on school connectedness by enhancing student participation in the curriculum, student perceptions of being valued and student's sense of school satisfaction. Student-centred activities were particularly significant in promoting these outcomes, such as activities where students have a say in their learning; that are 'hands-on'; where students have ownership over the activity; where students learn in different ways; and where students have fun while they are learning. The relationship between these types of activities and school connectedness is demonstrated in the following quote from a student.

"I love it ... this is my favourite school OK ... because you learn in so many different ways, and when a student's having fun, they're actually learning in different ways, instead of always being stuck down in books which is a total bore, we like activities where we learn stuff in a fun way, it's always hands on which I like." (year 7 student)

- *co-operative learning activities and activities where school staff and students work together*

Activities where students were encouraged to work together, particularly as a whole class and activities where students and staff worked together were important in promoting connectedness. Indicators of this connectedness included mutual reciprocity, student friendship groups bridging social divisions and perceptions of being valued. The process of a group of students working together and becoming more connected is demonstrated in the following quote.

"The group participation was something we were continually working on but it was amazing how closer drawn the group became... We were sitting up at the breakfast tuckshop and suddenly the teacher aide and I looked up and thought 'they're communicating', they're actually talking to each other, and some of them were playing 'Uno'...it was amazing to see that participation, they were actually working together, and doing things together, because when we started the class, at the start of the year they hated each other and we had so many behavioural problems, it was a real challenge...I guess it's those small things like trying to achieve something as a group." (staff member)

## 2. Class physical environment

- *grouped seating arrangements*

Arranging the classroom into grouped seating contributed to school connectedness by supporting student-centred activities where students had a say in the activity. This consequently made students feel valued in the classroom. The following quote from a year 9 student illustrates this relationship.

“Sometimes we re-arrange the seats and sit in a circle...everyone feels valued and you can contribute your opinion.” (year 9 student)

## 3. Class-community partnerships

Partnerships within the school community between classes and between classes and other school community members such as other school staff, parents and community members contributed to school connectedness in many ways. Shared curriculum planning between classes and shared class activities contributed to mutual reciprocity through school staff supporting and sharing with each other as well as the perception that the ‘community belongs together’ (school staff member). These types of activities also contributed to students getting to know students in other classes, in one school contributing to a tolerance of diversity of students of different abilities and the perception of less bullying of those students who are ‘different’. Partnerships between classes and other school community members were particularly important in contributing to mutual reciprocity and perceptions of being valued through school community members supporting each other. These partnerships, particularly around the area of support for curriculum activities also contributed to student’s sense of school satisfaction as illustrated by the following quote.

“When we did the Polynesian unit, I sent invitations to members of the community to come up and actually sit on the panel and answer questions my children had written for them to learn more about their culture... the students enjoyed it, the kids really enjoyed it and learnt a lot...I learnt a lot.” (staff member)

### 8.4.3 General outcomes of school connectedness

Many outcomes of school connectedness were reported as a result of the implementation of the HPS approach, however these were difficult to attribute to any particular structure or process. The following outcomes reflect school connectedness and have resulted generally from the implementation of the HPS approach.

- *improvements in the results of school opinion surveys*

“20% more students than the year before say it’s a good school.” (school report)

“15% more [students] say that behaviour has improved.” (school report)

“In 1999 the discipline according to the parent opinion survey was woeful. 28% of our parent community were satisfied with the discipline. As a result, I believe of the 3 years working, using the health promoting school approach, we now have a satisfaction rating of 60% so we’ve come a long way.” (school administration)

- ***improved staff morale***

“Morale did go up significantly from when the process of focusing on well-being of everyone was given priority. I believe we've always tried to do that but it really just sort of raised people's consciousness that that's what we were doing and there was this visible place to it where they're involved in saying what they wanted a health promoting school to do. And then they got input and then they got washed with affection.” (school administration)

“In the school opinion survey - 'work dimensions', teachers are above state and/or school means on such dimensions as: staff morale, relationships, support, resources and training and improvements in physical work environment.” (school administration)

- ***improved student participation***

“It's like you've been a contributing factor...because it was our committee that year that helped with the toilets and the shade and whatever...you know you can come back in like three or four years and go 'I did that, oh, I did that too!' (student)

- ***improved partnerships with parents***

“We certainly have had an increase in parent-teacher interviews this year. Huge, doubled I think we did, 210 interviews we had. Whereas it was 112 or something the year before. So that may be a sign of trust, where families feel comfortable enough to come up and talk” (school administration).

“[The school] listens to parents, they love parents...kids need to be treated nicer like the parents.” (year 7 student)

- ***change in school culture***

“I think the main result and it's an ongoing one is that the culture of the school is changing...our school used to be recognised by the community as a place that was pretty unsavoury and not a really good place to get an education but that culture has changed, I've been at the school for 6 years, and even in that time the culture has changed and we can really hold our heads up and the students can hold their heads up in the community as a result of the change. We are told constantly by community leaders and by parents and other people that our school is a really good place to be and these girls will tell you that it feels good to belong there...and we hope to go on changing the culture at our school to an even better more positive place.” (school staff member)

- ***student satisfaction***

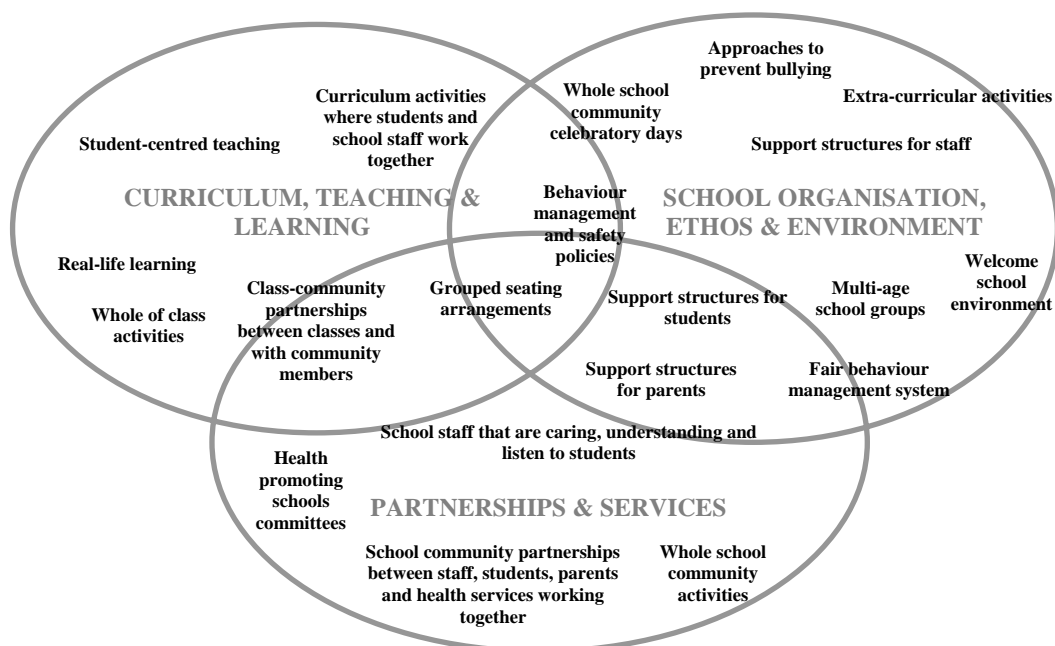
“The best thing about health promoting schools is that teachers listen to your comments.” (student)

## **8.5 Key elements of HPS activities that promoted school connectedness**

Key elements of HPS structures and processes that contributed to the development of school connectedness included activities that were positive, fun and celebratory; social and informal; economically inclusive, for example activities that were free or low in cost; well-managed; involved food and eating together; based on a real-life activity owned by the school community and that they had had a say in; and where the school community worked together. These types of activities resulted in the initiation of various mechanisms that led to school connectedness.

## 8.6 Summary of results

The results of the evaluation have been summarised into the HPS framework, adapted from the National Health and Medical Research Council (1996).



## 8.7 Conclusions

In conclusion the project evaluation research has provided evidence that the HPS approach does increase school connectedness.

In summary, the HPS approach does this through its structures and processes that are based on the elements of being economically inclusive; positive; fun, social and celebratory; based on a real-life activity that is owned by the community; and that involves community members working together.

The findings of this evaluation research demonstrate the effectiveness of the Western Gateway HPS Grant Scheme and have contributed significant theoretical developments to several bodies of knowledge including the understanding of the HPS approach and its impact on a significant protective factor for children and young people's health and well-being, school connectedness.

## 9.0 Recommendations for future direction

The recently released Queensland Health Position Statement and Practice Framework, *'Working Together for Healthy Schools'* states that, 'Queensland Health considers that a comprehensive, integrated approach to working with schools is a key imperative in improving the health of Queenslanders' (Queensland Health, 2004). It goes on to say that, 'Queensland Health adopts the health promoting schools framework which is recognised internationally as best practice.' The findings from the Western Gateway HPS Grant Scheme provide evidence for this statement which endorses HPS as the preferred model of practice when working together with school communities to address health issues. It is important to note that this document also includes a statement of support from the three education sectors, and should therefore guide future practice when working with Queensland schools.

The Western Gateway HPS Grant Scheme has provided a strong foundation in demonstrating the successful adoption of the HPS approach in the West Moreton District. The success of this three-year project has prompted a further investment in this area and planning is currently underway for Stage 2 of the project. The importance of the key supporting factor of funding demonstrated in the Western Gateway project has shaped the development of the Stage 2 initiative with grant funding being allocated for this project. A new support strategy of mentoring is also being trialled in Stage 2 and all ten schools from stage 1 have expressed an interest in mentoring ten new health promoting schools. Expert mentoring facilitators will be engaged to work with these school communities to ensure they have the best opportunity of experiencing the benefits of the mentoring process. This project will further enhance practice in line with the key direction of the Queensland Health Position Statement and Practice Framework.

To ensure the sustainability of HPS in the West Moreton District, support strategies identified as critical to the success of HPS in the Western Gateway evaluation will continue. These include the maintenance of the Ipswich and West Moreton HPS Cluster and the numerous strategies undertaken by this network each year including a local HPS newsletter; professional development opportunities for all schools in the district; network meetings for professionals from a range of organisations working with school communities in the district; and the annual HPS and Child Care Expo. Further support will be provided to schools in the West Moreton District through the ongoing allocation of a full time Senior Health Promotion Officer dedicated to working in the setting of schools. This person will continue to be a resource for local schools and will coordinate initiatives such as stage 2 of the Western Gateway HPS Grant Scheme.

It has been a pleasure for the West Moreton Public Health Unit to work with the ten school communities involved in the Western Gateway HPS Grant Scheme. Each school should be congratulated on their innovation and commitment in identifying and addressing health issues of concern to their community. The passion, commitment and enthusiasm of so many people within the project and in the school communities was the most critical success factor in this project. As mentioned earlier, the work of these schools has laid the foundation for HPS in the West Moreton District and we are now hopeful that the achievements of these schools can be used to inspire and encourage many others to become involved.

## APPENDIX 1

### Project budget

RECEIPTS			EXPENDITURE		
DATE	DETAILS	AMOUNT	DATE	DETAILS	AMOUNT
1998/ 1999	First instalment	\$245 000	Nov 1999	First grant to each of the 10 schools (\$8000 each)	\$80 000
2000/2001	Second instalment	\$162 000	June 2000	Second grant to each of the 10 schools (\$10 000 each)	\$100 000
			June 2001	Third grant to each of the 10 schools (\$10 000 each)	\$100 000
			1 <sup>st</sup> July 1999 – 30 <sup>th</sup> June 2002	0.5 FTE Project Manager Project manager on costs	\$75 000 \$18 000
			1 <sup>st</sup> January 2000 – 31 <sup>st</sup> Dec 2002	Evaluation by PhD student from QUT	\$45 000
			1 <sup>st</sup> July 1999 – 31 <sup>st</sup> June 2002	Administration costs (including workshops, catering etc.)	\$5 000
			1 <sup>st</sup> July 1999 – 31 <sup>st</sup> June 2002	Unit operational costs	\$4 500
			1 <sup>st</sup> July 1999 – 31 <sup>st</sup> June 2002	Transport	\$7 200
	<b>TOTAL</b>	\$407 000		<b>TOTAL</b>	\$434 700

- **NOTE:** \$27 700 additional direct funding was supplied by the West Moreton Public Health Unit. Costs for other staff time not included.

## APPENDIX 2

### Selection criteria for schools

Schools applying for grants **must** address each of the following criteria.

#### Essential

1. The health promoting schools model must be used as a framework for the program.
2. Wherever possible, the program should be incorporated into the curriculum.
3. The school must be willing to involve:
  - staff
  - students
  - parents
  - wider communityin the program.
4. The school must be willing to participate in the program over 3 years.
5. The school must be willing to enter into a service agreement with the West Moreton Public Health Unit.
6. The school must be willing to collect pre & post evaluation data which will be supplied to the West Moreton Public Health Unit.
7. The school must be willing to complete quarterly report proformas that will be forwarded to the West Moreton Public Health Unit, identifying progress and expenditure. These reports will be collated and forwarded to the Manager of the Community Renewal project.
8. The school must appoint a Project Coordinator (eg. staff member, student, parent) and it is expected that this person and all relevant people (eg. representatives of staff, parents, students) attend an introduction and planning workshop.
9. The school must be willing to contribute to the overall Community Renewal project through the provision of information on community needs they have identified in this program.

#### Desirable

10. It is strongly recommended that the Project Coordinator attend local Health Promoting Schools Cluster meetings once a month.
11. Is the school willing to, on completion of the grant period, be involved in supporting one other school to become a health promoting school?

## APPENDIX 3

### Selection criteria for assessment of school applications

#### Essential

1. The Health Promoting Schools model must be used as a framework for the program.  
**(20 points)**
  - whole of school approach
  - reflects 3 dimensions of the HPS model
  - demonstrate how these are interrelated
  - coordinated
  - logical
  - track the strategy from needs
  - how is or will the program involve everybody
  - processes to be used
2. Wherever possible, the program should be incorporated into the curriculum.  
**(10 points)**
  - included in 1 KLA (HPE – personal development) – adequate
  - included in 2 or more KLAs – better
  - willing to adapt and implement the new years 1-10 HPE syllabus
  - recognise HPS syllabus in development – better
  - recognition of student involvement (inquiry approach) – desirable
  - recognition of numeracy, literacy, lifeskills, future perspective – desirable
  - recognition of gender, SES, location and cultural background – desirable
3. The school must be willing to involve staff, students, parents and the wider community in the program.  
**(10 points)**
  - establishment of a committee - who is on this?
  - must be a dedicated process
  - must have made attempts to involve everyone
  - identification of meaningful role for parents
  - letters of endorsement from staff, students, parents etc.
4. Is the school willing to participate in the program over 3 years?  
**(2 points)**
5. Is the school willing to enter into a service agreement with the West Moreton Public Health Unit?  
**(2 points)**
6. Is the school willing to collect pre and post evaluation data which will be supplied to the West Morton Public Health Unit?  
**(2 points)**
7. Is the school willing to complete quarterly report proformas that will be forwarded to the West Moreton Public Health Unit, identifying progress and expenditure?  
**(2 points)**

8. Is the school willing to appoint a Project Coordinator (eg. staff member, student, parent) and allow this person, and all relevant people (eg. representatives of staff, students, parents) to attend an introduction and planning workshop?  
**(2 points)**
9. Is the school willing to contribute to the overall Community Renewal project through the provision of information to the Project Manager on community needs they have identified in this program?  
**(2 points)**

**Desirable**

10. Is the school willing to appoint a Project Coordinator to attend local Health Promoting Schools Cluster meetings for 2 hours once a month?
11. Is the school willing to, on completion of the grant period, be involved in providing advice to, and sharing information with (eg. conducting needs assessment, planning, developing strategies) one other school to assist them to become a Health Promoting School?

## APPENDIX 4

### Summary of workshop attendances

<b>Workshop</b>	<b>Total No. Attended</b>	<b>(%) Staff</b>	<b>(%)Students</b>	<b>(%)Parents</b>	<b>(%) Supporting Organisation</b>
<b>1</b>	<b>26</b>	77	7.6	15.4	N/A
<b>2</b>	<b>31</b>	58	3.2	6.5	32.3
<b>3</b>	<b>74</b>	25.7	47.3	9.5	17.5
<b>4</b>	<b>61</b>	54.2	13	18	14.8
<b>5</b>	<b>68</b>	38.2	42.6	11.8	7.4
<b>6</b>	<b>127</b>	24.4	41.4	6.3	28.3

## APPENDIX 5

### Content and evaluation of workshops

#### **WORKSHOP 1: *Introduction to the Western Gateway Health Promoting Schools Grant Scheme 'visioning & goal setting' (30<sup>th</sup> November 1999)***

This initial workshop provided an opportunity for people involved in the project to meet the steering committee members. The school representatives attending the session were introduced to the group and discussions ensued regarding each representative's role and each school's vision/goal/objectives of implementing the project. There were a high percentage of school staff members at this workshop (77%). The discussion was carried out in groups and brainstorming and prioritising of ideas/issues of the schools were undertaken based on the following points:

- any particular topics/issues that your school would like further assistance with, or that may be a good topic for a workshop?
- any problems or barriers that you have experienced to date?
- any other thoughts about the project, comments that you would like to make or issues that you would like to discuss?

The evaluation of this workshop indicated that this professional development initiative provided the opportunity to share ideas and solutions to problems, and provided a wonderful opportunity to network i.e. meeting people they may need to talk to, meeting the steering committee. Other benefits highlighted by the group were the opportunity to hear about different projects and gaining a better understanding of the program.

#### **WORKSHOP 2: *Organisational change and creating a shared vision within the school environment (22<sup>nd</sup> February 2000)***

This workshop entailed discussions around:

- organisational change & creating a shared vision within a school environment
- program planning, management & sustainability
- conducting a needs assessment including case studies from Raceview SS & Inala SS.

The feedback from this session was very positive and most people felt energised and excited about the new ideas gained. The positive aspects of the workshop outlined by participants included the opportunity to share ideas and interact/network with other school personnel and professionals, listening to other schools' experiences, clarifying issues and hearing about how schools have gone about things/strategies, modifying others' ideas, plenty of opportunities for input, active format, time to plan our schools action plan (6), reflecting and discussing plans with professionals, opportunity to broaden vision. Time was identified as an issue, as well as generalisation of session.

From the results outlined in Appendix 3, it appears that approximately 58% of the attendees were school staff members, the highest percentage of attendees. Students and parents made up less than 10% of the attendees.

#### **WORKSHOP 3: *How to involve students in a health promoting school (22<sup>nd</sup> August 2000)***

The aim of this workshop was to provide practical and realistic strategies for involving students in a health promoting school. The outline considered the following areas.

1. Why do we want to encourage student participation?
2. Focus group discussion on different school community groups (students, parents, staff)

3. Presentations on student participation – information and strategies for primary and secondary schools. Presented in two groups.
4. Group discussion/sharing of ideas - What is your school doing to encourage student participation? Presentation of successful student participation model.

The evaluation indicated that most attendees had gained ideas/information to effectively involve students, teachers and parents into school activities. Group discussions, hearing other schools ideas and networking were again identified as positive aspects of the workshop. Time was acknowledged as an issue as well as content for students by some attendees.

The number of attendees at this workshop was almost triple the number of people who attended the previous workshop (26 vs 74 attendees). Approximately 50% of the attendees were students, a vastly different statistic in comparison to the number of students that attended workshops 1 and 2.

**WORKSHOP 4: *Celebrating the achievements of Western Gateway Health Promoting Schools – successes, barriers and ideas for the future (31<sup>st</sup> August 2001)***

This workshop provided an opportunity for the 10 schools to celebrate their successes to date. They had been involved in the project at that time for 18 months and had developed some strategies to address the needs of their school communities. The program outline entailed:

- school capacity building
- discussion – what is your school doing to be a ‘healthy’ school?
- facilitated discussion in groups on current HPS activity in each school - barriers, successes, what you are doing & what could be done better (spokesperson to feed back to the large group)
- develop a way to present ideas about how their school is addressing health issues eg. drawing, song, poem, play or skit
- presentation of HPS Toolbox to each school
- optional activities for final session: ie. develop a HPS plan for your school, work on the development of further strategies to address identified needs within your school, talk to other schools to share ideas on how to address specific health issues, talk to members of the steering committee to gain further ideas.

Approximately 54% of the attendees were school staff members. Positive aspects of the workshop identified by the attendees was again the opportunity to share ideas on what schools are doing, gaining new ideas to take back to their school, sharing successes, working in groups, networking/interaction, input from students, positive atmosphere. Timing was again identified as a negative aspect of the workshop, alongside a lack of visual reinforcement.

**WORKSHOP 5: *Reviewing, reflecting and planning for the future (6<sup>th</sup> August 2002)***

This session by Andrew Fuller was considered by most of the attendees as fun! The majority of attendees were staff and students (38.2% staff, 42.6% students). The session provided practical group activities for the differing groups in the school community ie. staff, students and parents.

Positive feedback obtained from the attendees included the chance to meet with other schools, hearing about others ideas, what is happening elsewhere, good ideas to take back to school, motivational, hands on, enjoyed group activities, informative, hearing student ideas, and fun!

Negative feedback from the session was that students may have felt intimidated by adult participation, there could have been more student involvement.

**WORKSHOP 6: *Celebrating success and where to from here, and the official launch of the video 'Health promoting schools ... creating healthy places to learn, work and play' (November 2002)***

Approximately 130 people attended the final workshop with approximately 41% of the audience being students. The final workshop for the project provided the back-drop for the official closing of the Western Gateway Health Promoting Schools Grant Scheme and launch of the video, 'Health promoting schools ... creating healthy places to learn, work and play'. It also involved each school presenting on their involvement in the program over the three years.

## APPENDIX 6

### Importance of funding

<b>COMMENTS ON THE IMPORTANCE OF FUNDING</b>	
<b>School-based resources</b>	<ul style="list-style-type: none"> <li>• most of our activities needed funding to assist in actioning the plans</li> <li>• without the funding we would not have been able to support the changes in facilities, staff training, running costs and consultants used in social skills programs</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• in order to sustain the program, funding needs to be allocated to the ongoing development of HPS – this may be difficult due to the nature of the school community</li> <li>• we bought resources we will use for years to come</li> </ul>
<b>Low socio-economic area</b>	<ul style="list-style-type: none"> <li>• the grant was particularly important at our school as we are in a middle to low SES area where we are restricted by the amount of money we collect from families, even for essentials such as our textbook hire scheme</li> <li>• provision of a grant was very important in allowing the school to fund projects not normally considered in our school budget, as our school is situated in a low SES, high need area – money given to essentials such as literacy, numeracy &amp; human resources stretches our budget</li> </ul>
<b>Development of new and/or specially targeted programs ie. funding that can be used beyond the education basics of numeracy &amp; literacy</b>	<ul style="list-style-type: none"> <li>• funding to spend on enhancement programs can only come from funding applications for funding associated with special programs such as Western Gateway or for specific targeted groups of students</li> <li>• the funding was extremely important in the extension and introduction of existing and new programs &amp; activities</li> <li>• provision of a grant was very important in allowing the school to fund projects not normally considered in our school budget, as our school is situated in a low SES, high need area – money given to essentials such as literacy, numeracy &amp; human resources stretches our budget</li> <li>• the projects that we have been able to develop would not have been possible without the funding grant</li> <li>• with an increased number of programs available at our school, we received positive feedback from all members of our school community ie. parents, students, staff &amp; the wider community</li> <li>• the funding was fantastic as it let us try things that we would not have been able to otherwise ie. run health programs that have an initial outlay eg. ‘red hats’, toothbrushing, cultural days</li> <li>• the best part is the swimming program – our children do not have pools so they cannot swim – more children are now water safe as a result – the school is committed to continuing to fund &amp; support this initiative</li> <li>• the funding was not essential but it made it easier and a good trigger</li> </ul>
<b>Physical infrastructure</b>	<ul style="list-style-type: none"> <li>• most of the activities which resulted in physical changes to the school environment would not have been completed without the grant money</li> </ul>
<b>Commitment to the program</b>	<ul style="list-style-type: none"> <li>• the funding also kept us on track as far as commitment to the program</li> </ul>
<b>Build into school culture to meet the schools’ unique needs</b>	<ul style="list-style-type: none"> <li>• funding ensured that we were able to build a behaviour management program into the foundations of the school – program was tailored to meet our needs and staff were provided with an in-service – this would not have been possible without the funding</li> <li>• it enabled our school to run Health Week as one of our major events every year</li> <li>• we have not spent all of the funding but have focused on lots of little things to help in-school projects</li> </ul>

<b>Flexibility/networking/creating links and partnerships</b>	<ul style="list-style-type: none"> <li>• the funding allowed for flexibility, security, instant action, creativity, trial &amp; error, networking to continue, and availability of resources both human &amp; material</li> <li>• the funds also helped us to make contacts eg. indigenous elders, samoan groups etc. which has now paid off</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• we got a lot of support from the school community if they had a health promoting idea and we were able to give them some money for it</li> </ul>
<b>Validity/credibility</b>	<ul style="list-style-type: none"> <li>• the funding gave the project validity and helped pay for a range of items and needs - we were also able to do things that would not have been possible otherwise</li> <li>• the success of our projects up to this point means that we have a credible base from which to operate – we have been able to give our activities a high profile within the school by having the funds to release teachers for appropriate training, research &amp; review</li> <li>• further credibility has been created from such things as being able to provide catered lunches &amp; morning teas to celebrate our successes</li> </ul>
<b>Employment of personnel</b>	<ul style="list-style-type: none"> <li>• able to employ Community Liaison Officer on a casual basis (the school then saw the importance of this position and included it as a permanent position)</li> </ul>

## APPENDIX 7

### Use of funding

<b>WHAT WAS THE FUNDING USED FOR?</b>	
<b>Wages</b>	<ul style="list-style-type: none"> <li>• teacher release time</li> <li>• teacher aide wages</li> <li>• wages for Community Liaison Officer</li> <li>• collation of surveys by administration staff</li> </ul>
<b>Administration expenses</b>	<ul style="list-style-type: none"> <li>• printing</li> <li>• stationery</li> <li>• photocopying</li> <li>• cartage and freight</li> </ul>
<b>Training and development</b>	<ul style="list-style-type: none"> <li>• course registration fees for staff</li> <li>• course registration fees for students</li> <li>• staff training by organisations such as Family Planning, Nutrition Australia, You Can Do It Education and Andrew Fuller</li> <li>• conference registration fees</li> <li>• staff training for implementation of Peacebuilders program</li> <li>• accommodation &amp; meal expenses for facilitators working with teachers</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• equipment</li> <li>• appliances</li> <li>• resources such as books, videos, computer software etc.</li> <li>• workbooks for use in Peacebuilders program</li> <li>• school activities &amp; events such as Mini Olympics, Health Week</li> <li>• coaching clinics</li> <li>• healthy 'days' such as nutrition day, healthy food &amp; lifestyle expo</li> <li>• lunchtime activities program</li> <li>• colour printer for community learning centre</li> </ul>
<b>Catering</b>	<ul style="list-style-type: none"> <li>• catering/hospitality for events and meetings</li> </ul>
<b>Physical infrastructure</b>	<ul style="list-style-type: none"> <li>• materials and services eg. trial toilets, shade sails, murals, breakfast tuckshop facilities</li> <li>• landscaping</li> <li>• development of canteen area ie. concreting, seats, lattice etc.</li> <li>• contribution towards building of Kidz Kafe ie. purchase &amp; laying of pavers, making of shade sails &amp; general construction</li> <li>• contribution towards development of safe bus turnaround area</li> </ul>
<b>Travel costs</b>	<ul style="list-style-type: none"> <li>• travel</li> <li>• swimming program (bus for transportation)</li> </ul>
<b>Incentives</b>	<ul style="list-style-type: none"> <li>• incentives</li> <li>• promotions</li> </ul>
<b>Subscriptions and professional association memberships</b>	<ul style="list-style-type: none"> <li>• subscriptions and professional association memberships</li> </ul>

## APPENDIX 8

### Impact table

SCHOOL	WHO WAS INVOLVED	STRATEGIES/STRUCTURES	STAGE OF THE HPS PROCESS
Secondary school 1	HPS committee (deputy principal, home economics Head of Dept (HOD), Health & Physical Education (HPE) HOD, 4 teachers, youth support worker, School-based Youth Health Nurse (SBYHN), guidance officers, 3 students, 2 parent reps).	<ul style="list-style-type: none"> <li>Through HPS committee – everyone involved in development of shared vision.</li> </ul>	Preparation & visioning
Primary school 1	All staff and a cross-section of students and parents.	<ul style="list-style-type: none"> <li>Professional development on the HPS concept with staff using powerpoint presentation.</li> <li>Parent &amp; student opinion was canvassed in developing a vision through a written survey.</li> </ul>	Preparation & visioning
Special school 1	HPS committee (principal, 3 teachers, parent).	<ul style="list-style-type: none"> <li>Developing and writing submission for funding.</li> <li>Monitoring of programs running in the school.</li> <li>Audit of school resources, facilities, skills, surveys.</li> </ul>	Preparation & visioning
Primary school 2	Staff, parents, tuckshop convenor and community members.	<ul style="list-style-type: none"> <li>Development of HPS committee.</li> <li>Shared vision was created through a workshop/consultation with staff and parents in 1999.</li> <li>A plan/overview of events was then established.</li> </ul>	Preparation & visioning
Primary school 3	HPS committee (principal, deputy principal, 2 teachers, 2 parents, 2 students).	<ul style="list-style-type: none"> <li>Development of HPS committee.</li> <li>Goals are as per PeaceBuilders program and have been incorporated into existing school goals.</li> </ul>	Preparation & visioning
Secondary school 2	HPS committee (deputy principal, 2 teachers, parent, SBYHN, youth support co-ordinator, guidance officer, students).	<ul style="list-style-type: none"> <li>Committee used HPS manual to develop philosophy.</li> <li>School doing major curriculum review at the time and to ask for school input would have resulted in 'vision overload'.</li> </ul>	Preparation & visioning
Primary school 4	HPS committee (2 deputy principals, HPS coordinator, 10 staff, 3 parents, 4 students) and the whole school community.	<ul style="list-style-type: none"> <li>Presentations to staff and P&amp;C meetings.</li> <li>Notes in newsletter, personal contacts and consultations.</li> <li>Overall vision developed</li> </ul>	Preparation & visioning

		through consultative process.	
Secondary school 3	HPS committee (HPE HOD, senior schooling HOD, 2 guidance officers, 5 teachers, 3 students, special needs HOD), year 12 health class, all staff, all student council reps – leading to other student involvement and P&C members.	<ul style="list-style-type: none"> <li>Staff exposure to HPS power-point in-service.</li> <li>Staff visioning activity and follow up questionnaire.</li> <li>Student questionnaire via student council reps (all student council reps attended power-point about HPS and in-serviced on how to deliver questionnaire.</li> </ul>	Preparation & visioning
Primary school 5	HPS committee (HPS co-ordinator, principal, 3 parents, tuckshop representative, 1 teacher, administration officer, police officer, 3 students, Community Access Schools (CAS) officer), students, school staff and parents.	<ul style="list-style-type: none"> <li>HPS committee worked with students to develop surveys for the whole school.</li> <li>School staff discussion groups.</li> <li>P&amp;C asked to draw or discuss a vision.</li> <li>Students asked to draw a vision for their ideal school.</li> </ul>	Preparation & visioning
Primary school 6	HPS committee (principal, Special Needs Teacher (STLD), 3 teachers), student council – leading to other student involvement, parents and staff.	<ul style="list-style-type: none"> <li>Conducted surveys.</li> </ul>	Preparation & visioning
Secondary school 1	Whole school community.	<ul style="list-style-type: none"> <li>Staff, student &amp; parent scans and informal discussion by HPE &amp; Home Ec classes.</li> </ul>	Identify priority issues
Primary school 1	Whole school community.	<ul style="list-style-type: none"> <li>Responses from parent reference group, completion of HPS audit and staff, student &amp; parent surveys.</li> <li>HPS committee examined the audit and agreed on priorities through consensus decision-making processes. This was linked with small group discussion involving all staff identifying priority issues.</li> </ul>	Identify priority issues
Special school 1	Whole school community.	<ul style="list-style-type: none"> <li>Parent, staff and student discussion groups.</li> <li>P&amp;C meetings.</li> <li>Monitoring student health needs as part of Individual Education Plan (IEP) process.</li> </ul>	Identify priority issues
Primary school 2	Whole school community (students, staff, parents, health workers, community agencies).	<ul style="list-style-type: none"> <li>Anecdotal information gathered from teachers, students, parents, health workers and voluntary workers to ascertain health needs.</li> <li>Discussion at staff meetings, P&amp;C Association meetings,</li> </ul>	Identify priority issues

		<p>Aboriginal Student Support Parents Association (ASSPA) committee meetings.</p> <ul style="list-style-type: none"> <li>• Individual meetings between coordinator and health workers and specialist staff.</li> <li>• Utilization of information from parent, teacher and student opinion surveys.</li> <li>• Accessing of information gathered by Inala Child Friendly Community Project.</li> <li>• Data gathered from health &amp; dental screenings, STLD reports and guidance officer reports.</li> </ul>	
Primary school 3	School administration, teachers, students and parents on the HPS committee.	<ul style="list-style-type: none"> <li>• Focus discussion groups with parents and students.</li> <li>• Informal surveys of staff and students.</li> <li>• Feedback from school opinion surveys.</li> </ul>	Identify priority issues
Secondary school 2	Whole school community and HPS committee.	<ul style="list-style-type: none"> <li>• Student and staff surveys and focus groups.</li> <li>• Parent telephone interviews.</li> <li>• Audits of physical environment, policies and procedures and partnerships in curriculum and with support services.</li> </ul>	Identify priority issues
Primary school 4	Whole school community.	<ul style="list-style-type: none"> <li>• Extensive consultation.</li> <li>• Data gathering and analysis of data.</li> <li>• Examination of current programs.</li> <li>• Demographic information.</li> </ul>	Identify priority issues
Secondary school 3	HPS committee, year 12 health class, all staff, all student council reps – leading to other student involvement and P&C members.	<ul style="list-style-type: none"> <li>• Discussion groups.</li> <li>• Questionnaires.</li> <li>• Visioning activities.</li> <li>• Surveys.</li> </ul>	Identify priority issues
Primary school 5	Whole school community.	<ul style="list-style-type: none"> <li>• After surveys undertaken and vision created, the HPS committee determined priorities.</li> </ul>	Identify priority issues
Primary school 6	HPS committee (principal, STLD, 3 teachers), student council – leading to other student involvement, parents and staff.	<ul style="list-style-type: none"> <li>• Observations of school community.</li> <li>• Outcomes of survey results.</li> </ul>	Identify priority issues
Secondary school 1	Whole school community.	<ul style="list-style-type: none"> <li>• Plan was developed by writing a draft (3 members of committee wrote this) and then consulting with a range of people 2within the school</li> </ul>	Develop an action plan

		community and modifying where required.	
Primary school 1	Whole school community.	<ul style="list-style-type: none"> <li>• First stage of the plan identified a series of workshops aimed at increasing parent knowledge and skills in a variety of health areas affecting school performance.</li> <li>• Planning for the second stage addressed identified concerns of bullying and self-esteem.</li> <li>• The whole school staff, relevant education advisors, guidance officer, parents &amp; students had the opportunity to input into the planning through formal and informal discussion and surveys.</li> </ul>	Develop an action plan
Special school 1	Plan not developed.	<ul style="list-style-type: none"> <li>• Plan not developed.</li> </ul>	Develop an action plan
Primary school 2	Whole school community (students, staff, parents, health workers, community agencies).	<ul style="list-style-type: none"> <li>• The plan was developed alongside the consultation process.</li> <li>• A series of activities were subsequently planned across the school year.</li> <li>• As each activity involved different members of the school community, they were all approached to develop individual plans for their activity.</li> </ul>	Develop an action plan
Primary school 3	Staff, students and parents.	<ul style="list-style-type: none"> <li>• Working through an action plan proforma in small group meeting involving at least one representative of each of the stakeholder groups represented on the committee.</li> </ul>	Develop an action plan
Secondary school 2	HPS committee, project co-ordinator.	<ul style="list-style-type: none"> <li>• Plan developed as part of the original funding submission.</li> </ul>	Develop an action plan
Primary school 4	Whole school community.	<ul style="list-style-type: none"> <li>• Plan forms part of the overall school plan (partnership agreement).</li> </ul>	Develop an action plan
Secondary school 3	Whole school community.	<ul style="list-style-type: none"> <li>• The plan was developed alongside the consultation process.</li> <li>• As each activity involved different members of the school community, they were all approached to develop individual plans for their activity.</li> </ul>	Develop an action plan

Primary school 5	HPS committee with assistance from health and community agencies.				<ul style="list-style-type: none"> <li>Plans for HPS integrated into other school projects related to links with home, school and community.</li> </ul>	Develop an action plan			
Primary school 6	Whole school community.				<ul style="list-style-type: none"> <li>Resulted from observations and surveys in collaboration with all stakeholders.</li> <li>Project coordinator put plan into action with the support of staff, students and parents.</li> </ul>	Develop an action plan			
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Secondary school 1				✓	Nutrition (staff development)	✓	✓	✓	Put plan into action
	✓		✓		Nutrition (tuckshop)	✓	✓	✓	
	✓	✓	✓	✓	Health week	✓	✓	✓	
	✓	✓	✓	✓	Youth Action Panel (YAP)	✓	✓	✓	
			✓	✓	Mental health (MindMatters)	✓	✓	✓	
	✓	✓	✓		Mental health (bullying)	✓	✓	✓	
	✓	✓	✓	✓	Spiritual health	✓	✓	✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 1			✓		Review of behaviour management policy	✓	✓		Put plan into action
	✓	✓	✓		Responsible choice room	✓	✓	✓	
	✓		✓		Games factory	✓	✓		
	✓		✓	✓	Lunchtime activities program		✓	✓	
	✓		✓		Peer support program	✓	✓		
	✓		✓	✓	Year 6 personal development course	✓		✓	
	✓			✓	Drug education	✓		✓	
	✓		✓	✓	Preparing children for puberty	✓		✓	
		✓	✓		Parent forums		✓	✓	
		✓	✓	✓	Regular articles in school publications & newsletters (parenting, family matters,		✓	✓	

					behaviour management & nutrition)				
	✓	✓	✓	✓	Healthy food & lifestyle expo	✓	✓	✓	
		✓	✓		BEAT (better eating at tuckshops)		✓	✓	
			✓	✓	Massage & morning/ afternoon teas for staff		✓	✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Special school 1	✓	✓		✓	Breakfast tuckshop – to work together as a team	✓	✓	✓	Put plan into action
	✓	✓	✓	✓	Breakfast tuckshop – to build individual self-esteem	✓	✓	✓	
	✓		✓		Breakfast tuckshop – to establish a greater tolerance for difference	✓	✓	✓	
	✓				Breakfast tuckshop – to carry out the task of setting up tuckshop weekly	✓	✓	✓	
	✓	✓	✓	✓	Breakfast tuckshop – to understand to need to eat healthy foods	✓	✓	✓	
	✓	✓	✓		Breakfast tuckshop – to establish hygienic and safe food preparation and serving practices	✓	✓	✓	
	✓	✓	✓		Breakfast tuckshop – to make tasks in English, Maths, SOSE and HPE relevant	✓	✓	✓	
	✓		✓		Lunchtime tuckshop program as part of VET	✓	✓	✓	
	✓		✓		Outdoor cafe	✓	✓	✓	

	✓		✓	✓	Respect Yourself Drama Education (RYDE) program	✓			
	✓		✓	✓	Friends program	✓	✓		
	✓		✓		Lunchtime activities		✓		
	✓	✓	✓	✓	Whole school clubs	✓	✓	✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 2	✓	✓	✓	✓	I Can Be Healthy (nitpickers program)		✓	✓	Put plan into action
	✓		✓	✓	I Can Be Healthy (reduce cavities)	✓	✓	✓	
	✓		✓	✓	I Can Be Healthy (curriculum)	✓			
		✓	✓	✓	I Can Be Healthy (tuckshop)		✓	✓	
	✓	✓	✓		I Can Be Fit (fitness club)		✓	✓	
	✓	✓	✓		I Can Be Fit (‘magic’ fitness bag)		✓	✓	
	✓	✓		✓	I Can Be Fit (soccer club)		✓	✓	
	✓	✓	✓		I Can Be Fit (school team sport)	✓	✓	✓	
	✓		✓	✓	I Can Be Fit (swimming program)	✓	✓	✓	
	✓	✓	✓		I Can Belong (lunchtime activities program)		✓	✓	
	✓	✓	✓	✓	I Can Belong (cultural activities program)	✓	✓	✓	
	✓	✓	✓		I Can Belong (recognition of academic, sporting & social achievement on school assembly)		✓	✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 3	✓	✓	✓	✓	Behaviour management (launched/ implemented PeaceBuilders	✓	✓	✓	Put plan into action

					program)				
	✓	✓	✓	✓	Review of behaviour management program for each year level	✓	✓	✓	
	✓	✓	✓		Nutrition program	✓	✓	✓	
	✓		✓		Provide breakfast/lunch for some students			✓	
	✓	✓	✓		Preschool program for parents/students on healthy lunchboxes	✓	✓	✓	
	✓		✓		Supervised eating times for whole school		✓	✓	
	✓		✓		Student problem-solving	✓	✓	✓	
	✓		✓	✓	Sunsmart policies enforced - Shade cloth area provided over playground	✓	✓	✓	
	✓		✓	✓	Refurbishment of toilet block		✓	✓	
	✓	✓	✓	✓	Road safety		✓		
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Secondary school 2	✓		✓	✓	Increasing the profile of help available to students	✓	✓	✓	Put plan into action
			✓	✓	Spoil our staff program to reduce staff stress		✓	✓	
	✓	✓	✓	✓	Stamp out substance abuse week	✓	✓	✓	
	✓	✓	✓		Improve eating habits of students to optimise learning – work with tuckshop to review menu & profit margins		✓	✓	
	✓		✓		Hygiene & environmental safety – address issue of littering		✓		
	✓		✓		Hygiene & environmental	✓			

					safety – hygiene integrated into curriculum				
	✓	✓	✓	✓	Hygiene & environmental safety – evaluate sun safe policy & investigate funding for shade		✓	✓	
	✓	✓	✓	✓	Development of safe bus turnaround area		✓	✓	
	✓	✓	✓		Address the issue of truancy/ Absenteeism (macro & micro level)	✓	✓	✓	
	✓	✓	✓		Review of behaviour management policy	✓	✓	✓	
	✓	✓	✓	✓	Reducing uptake of smoking & supporting people to quit	✓	✓	✓	
	✓	✓	✓	✓	Raise awareness about the dangers of excessive alcohol consumption	✓		✓	
	✓	✓	✓		Raise awareness about the management of head lice	✓	✓	✓	
	✓	✓	✓		Encourage students to bring own water bottles to school & review policy about water in class	✓	✓	✓	
	✓	✓	✓	✓	Provision of support to families		✓	✓	
	✓	✓	✓	✓	Integrate relationships & sexual education into curriculum	✓	✓	✓	
	✓	✓	✓	✓	Enhance understanding of medical conditions & medications	✓	✓	✓	
	✓	✓	✓	✓	Integration of	✓	✓	✓	

					mental health issues (ie. eating disorders, bullying, depression, suicide) throughout curriculum				
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 4	✓	✓	✓	✓	Addressing bullying – programs implemented eg High Five, alternatives to aggression, Peacekeeper program, ‘drop-in’	✓	✓	✓	Put plan into action
	✓	✓	✓		ANSUA (A New Start for the Underachiever) program implemented	✓	✓	✓	
	✓	✓	✓		Supervised eating program	✓	✓	✓	
			✓	✓	Nutrition seminar	✓			
	✓		✓		Healthy choices in the tuckshop			✓	
			✓	✓	Children with special needs programs	✓			
				✓	Employment of educator re. behaviour issues			✓	
	✓			✓	Walk to school program			✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Secondary school 3	✓		✓	✓	Mental health (MindMatters)	✓	✓	✓	Put plan into action
	✓	✓	✓	✓	Bullying/harassment	✓	✓	✓	
	✓	✓	✓		Addressed policy re bullying/harassment, anti-discrimination laws	✓	✓	✓	
	✓		✓		Bullying no way website	✓	✓	✓	
	✓		✓	✓	Webpage with			✓	

					HPS feature				
	✓		✓	✓	Promotion of local services within the newsletter	✓	✓	✓	
	✓	✓	✓	✓	Pregnant and parenting program	✓	✓	✓	
	✓		✓		Designing a pregnancy uniform				
	✓		✓		Developing a teacher mentor system for the pregnant student		✓	✓	
			✓	✓	Sending letters to local doctors re the schools support for pregnant students and young mums			✓	
	✓		✓	✓	Seeking out programs for boys regarding responsibility for using contraception or being a father			✓	
	✓		✓		Employment of a youth worker to support young parent and parenting students	✓	✓	✓	
	✓		✓	✓	Pregnant and parenting Ed Qld website	✓	✓	✓	
	✓		✓	✓	Creation of shade structures within the school grounds by students	✓	✓	✓	
	✓	✓	✓	✓	Improved toilet facilities – safe, pleasant, smoke-free	✓	✓	✓	
	✓		✓		Enhanced teacher supervision of ‘smoke-free’ toilets		✓		
	✓		✓	✓	Social butterflies program to spoil staff (reduce staff stress)			✓	
			✓	✓	In-service in		✓	✓	

					stress management				
	✓		✓	✓	Celebrated National mental health week/world stress less day/Int. teachers day	✓	✓	✓	
			✓	✓	Massage therapist on site			✓	
			✓		Regular whole staff activities		✓	✓	
	✓		✓		BBQ for staff		✓	✓	
	✓		✓		Staff/student sports activities	✓	✓		
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 5	✓	✓	✓	✓	Social and emotional support for all students	✓	✓	✓	Put plan into action
	✓		✓		Maintenance of high level of hygiene practices within school through the implementation of Germbusters program	✓	✓	✓	
	✓	✓	✓		Peer support program	✓	✓	✓	
	✓	✓	✓		Review of tuckshop menu		✓	✓	
	✓	✓	✓	✓	Kidz Kafe healthy eating & food preparation program (developed by year 7 students)	✓	✓	✓	
	✓		✓	✓	Lunchtime activities		✓	✓	
	✓		✓		Peacekeepers program		✓		
	✓	✓	✓		Green Team gardening club		✓	✓	
	✓	✓	✓		School Welfare Action Team (SWAT)		✓	✓	
	<b>STUDENTS</b>	<b>PARENTS</b>	<b>STAFF</b>	<b>AGENCIES</b>	<b>ISSUE/ACTIVITY</b>	<b>C</b>	<b>SO,E &amp;E</b>	<b>P &amp; S</b>	
Primary school 6	✓	✓	✓	✓	Physical activity Mini Olympics, sports clinic	✓	✓	✓	Put plan into action

	✓	✓	✓	✓	School dances		✓	✓	
	✓		✓	✓	Nutrition (Tucker bags, fruit promotion, healthy meal demonstrations, breakfast programs)	✓	✓	✓	
	✓	✓	✓	✓	Food Festival	✓	✓	✓	
	✓	✓	✓	✓	Family feast days	✓	✓	✓	
	✓	✓	✓	✓	Nutrition education presentation	✓			
	✓	✓	✓	✓	Renovation of tuckshop eating area		✓	✓	
	✓	✓	✓	✓	Healthy lifestyle day	✓	✓	✓	
	✓	✓	✓	✓	Family planning seminars	✓	✓	✓	
	✓			✓	Needle awareness program	✓	✓	✓	
	✓		✓	✓	Social education (peacekeeper, behaviour management, drug arm, head lice)	✓	✓	✓	
Secondary school 1	Whole school community.				<ul style="list-style-type: none"> <li>Re-scanned students, staff &amp; parents to determine success and how to improve.</li> </ul> <b>Factors for sustainability:</b> <ul style="list-style-type: none"> <li>Health Week part of annual school calendar of events</li> <li>dedicated committee</li> <li>focus of school leaders</li> <li>part of sub-culture – shared language that all community members are talking</li> <li>small budget each year</li> <li>keeping focus on staff</li> <li>regular updates of activities</li> <li>Youth Action Panel.</li> </ul>	Review, reflect & plan for the future			
Primary school 1	Whole school community.				<b>Factors for sustainability:</b> <ul style="list-style-type: none"> <li>Community Liaison Officer now a permanent position within the school</li> <li>implementation of policies and programs included in school curriculum guidelines ie. nutrition, drug education</li> <li>programs continue to be</li> </ul>	Review, reflect & plan for the future			

		modified to suit the changing needs of the school community.	
Special school 1		<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• embedding programs such as breakfast tuckshop, lunchtime tuckshop, clubs and lunchtime structured activities into school curriculum and practice</li> <li>• continuing to build on activities</li> <li>• ongoing P&amp;C involvement</li> <li>• student ownership of programs.</li> </ul> <p><b>Critical success factors:</b></p> <ul style="list-style-type: none"> <li>• awareness raising and maintaining a commitments for the activities to continue and be built upon – developing a whole school expectation that these will continue</li> <li>• imperative that staff members and students believe that the activities are worthwhile</li> <li>• huge decrease in playtime bullying and behavioural problems has been the most powerful indicator that structured play needs to continue</li> <li>• for more success and growth in activities, it will be imperative to involve whole school community, particularly family members, to a greater extent.</li> </ul>	Review, reflect & plan for the future
Primary school 2	Whole school community, particularly students and parents.	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• maintenance of HPS committee</li> <li>• continual review of vision, planning of timetables and ongoing expansion of program</li> <li>• continued parent and student involvement</li> <li>• mentoring of other schools.</li> </ul>	Review, reflect & plan for the future
Primary school 3	Whole school community.	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• an effective anti-bullying program in place</li> <li>• integrated units include concepts such as: healthy eating, healthy lifestyles,</li> </ul>	Review, reflect & plan for the future

		<p>planning a balanced diet, exercise and wellbeing</p> <ul style="list-style-type: none"> <li>• drug policy and drug education program</li> <li>• whole school behaviour plan embracing inclusive and problem-solving philosophies</li> <li>• established a tuckshop committee to review menu to improve and increase choices</li> <li>• eating time supervised by class teachers</li> <li>• heightened community understanding of HPS issues.</li> </ul>	
Secondary school 2	Whole school community.	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• continue to liaise with all members of the school community in regard to the address of specific issues, eg. addressing the members of the P&amp;C (initially the new members of the P&amp;C Executive) to ensure endorsement of the parent community</li> <li>• continue meetings</li> <li>• timeframes for action so projects have some immediate response</li> <li>• continue to liaise with administration and other committees so HPS permeates all aspects of the school.</li> </ul>	Review, reflect & plan for the future
Primary school 4		<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• ongoing communication about current projects</li> <li>• identifying key concerns of students, parents and staff and demonstrating the success of the HPS concept in formulating plans to deal with some aspects of these. Concerns may be bullying, behaviour management, childhood obesity, mental illness</li> <li>• successful advocacy for funding to P&amp;C/school based funds</li> <li>• collaboration with other agencies/funding opportunities.</li> </ul>	Review, reflect & plan for the future
Secondary school 3	Whole school community	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• HPS has become a sub</li> </ul>	Review, reflect & plan

		<p>committee of the student council thus giving it a place in the student structure</p> <ul style="list-style-type: none"> <li>• continue to have a HPS committee comprising students, teachers, and parents</li> <li>• the enthusiastic Senior Health Education students will continue to be leaders of the school community in advocating and enabling health change in the school setting.</li> </ul> <p><b>Critical success factors:</b></p> <ul style="list-style-type: none"> <li>• motivated passionate staff dedicated to the health and wellbeing of the entire school and its community</li> <li>• support from administration</li> <li>• schools ability to allocate or source funding for projects.</li> </ul>	for the future
Primary school 5	Whole school community.	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• continue to run committee under a revamped structure and name, using the student council as the basis of the committee with the involvement of P&amp;C representatives as well</li> <li>• three year action plan by committee developed</li> <li>• better links between the committee and the P&amp;C committee</li> <li>• P&amp;C committee taken more ownership of issues</li> <li>• repeat surveys to provide continued focus on the health promoting schools approach.</li> </ul> <p><b>Critical success factors:</b></p> <ul style="list-style-type: none"> <li>• a shared vision</li> <li>• student involvement</li> <li>• staff commitment</li> <li>• a co-ordinator</li> <li>• community and P&amp;C support</li> <li>• supportive and committed leadership.</li> </ul>	Review, reflect & plan for the future
Primary school 6	Whole school community	<p><b>Factors for sustainability:</b></p> <ul style="list-style-type: none"> <li>• volunteers</li> <li>• fundraising</li> <li>• P&amp;C</li> <li>• maintaining links with the community</li> <li>• school budget.</li> </ul>	Review, reflect & plan for the future

		<p><b>Critical success factors:</b></p> <ul style="list-style-type: none"> <li>• the tuckshop becoming the hub of the school and providing healthy food choices and a meeting/eating place</li> <li>• the heightened awareness of: <ul style="list-style-type: none"> <li>○ healthy choices for food</li> <li>○ sun smart play</li> <li>○ personal hygiene</li> <li>○ sporting/exercise programs</li> </ul> </li> <li>• involvement of health promoting schools in our student council meeting.</li> </ul>	
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## APPENDIX 9

### Critical Success Factors

<b>CRITICAL SUCCESS FACTOR</b>	<b>Secondary school 1</b>	<b>Primary school 1</b>	<b>Special school 1</b>	<b>Primary school 2</b>	<b>Primary school 3</b>	<b>Secondary school 2</b>	<b>Primary school 4</b>	<b>Secondary school 3</b>	<b>Primary school 5</b>	<b>Primary school 6</b>
Formation of HPS committee	VI	VI	VI	VI	I	VI	VI	I	VI	VI
Development of vision/ goal	VI	VI	VI	VI	VI	VI	I	VI	VI	VI
HPS a joint approach & not driven by one person	VI	VI	VI	VI	I	VI	VI	VI	VI	VI
All school community members aware of HPS	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI
Identification of health needs of whole school community	VI	VI	VI	VI	VI	VI	VI	VI	VI	VI
Development of a plan	VI	VI	VI	VI	VI	VI	I	VI	VI	VI
Health issues incorporated throughout curriculum at all year levels	I	VI	VI	VI	VI	VI	VI	VI	VI	VI
Policies developed to support issues	I	VI	VI	VI	VI	VI	VI	VI	VI	VI
Working in partnership with a wide range of organisations in local community	I	VI	I	VI	VI	I	VI	VI	I	VI
Ensuring students are always involved & feel some ownership of HPS	VI	VI	VI	VI	I	VI	VI	VI	VI	VI
Building HPS into schools annual budget	I	VI	VI	VI	VI	VI	VI	VI	I	VI

**VI – VERY IMPORTANT**  
**I – IMPORTANT**  
**NI – NOT IMPORTANT AT ALL**

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