



Government of **Western Australia**  
Department of **Health**



# WA Healthy Schools Project

Case Studies 2014





## Acknowledgements

The WA Healthy Schools Project would like to acknowledge the schools and Healthy Schools Officers who shared their stories for this showcase, as well as all schools who contributed to the success of the WA Healthy Schools Project since it began. It is especially important to recognise the school staff who have worked to improve the lifelong healthy eating and physical activity behaviours of students, and the wider school communities who supported, and continue to support, these efforts.



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# Introduction

The WA Healthy Schools Project is a statewide community health initiative implemented collaboratively by Child and Adolescent Community Health and the Western Australian Country Health Service.

The WA Healthy Schools Project aim is to promote and facilitate the implementation of best practice healthy eating and physical activity initiatives into school policies, school and community based initiatives and school environments. The project started in January 2008 and has run for seven years.

The project specifically targets schools with populations most at risk of poor health outcomes, including schools in locations with a low socioeconomic index and those with high indigenous and/or culturally and linguistically diverse populations.

Using the Health Promoting Schools Framework, Healthy School Officers work with targeted schools and provide:

- practical advice, support and project facilitation
- small grants over three years: seed funds to 'kick start' initiatives in the first year, sustainability and incentive funds to support projects in the second and third years
- a range of materials such as school health and wellbeing policy templates and environmental assessment checklists and audit tools
- access to useful healthy lifestyle programs and information
- support from fellow schools via sustainability networks
- support to establish a Health Promotion School Committee in participating schools.

To achieve the project's objectives the WA Healthy Schools Project has worked in partnership with many stakeholders including; the Department of Education, WA Health Promoting Schools Association, WA School Canteen Association, WA Primary Principals Association, Foodbank WA, the Cancer Council and The Community Development Foundation.

By December 2014, 301 (80%) of eligible schools across Western Australia had participated in the Project. Healthy Schools Officers assisted schools by enabling staff to access resources suitable for their particular setting and providing support with the planning, implementation and evaluation of healthy eating and physical activity projects.

This showcase contains a short collection of case studies outlining typical programs. There is a pattern to their success:

- Projects are staged, developing over three or four years
- Schools take ownership of their health and wellbeing project by including it in school planning, leadership committees and policy
- Students and their families are engaged through curriculum and events
- Project leaders have accessed professional development opportunities to become more confident in managing project partners, supportive programs and source funding.



## Health Promoting Schools Framework

The Health Promoting Schools Framework provides a whole school approach to act as a guide when planning activities.

It incorporates three key areas:

- curriculum, teaching and learning
- organisation, ethos and environment
- partnership with parents, community and services.



ICONS are used for each case study to highlight the location, project focus and ICSEA value\*.



Metro school



Rural school



Remote school



Healthy eating



Physical activity



ICSEA value

**\*ICSEA value:** The Index of Community Socio-Educational Advantage (ICSEA) for each school is available from the Australian Curriculum, Assessment and Reporting Authority website. It provides a scale that numerically represents the socio demographic influences in schools, and is constructed taking into account both student - and the school-level factors. Schools with an ICSEA value of less than 1000 are eligible for WA Healthy Schools Project funding.





# Ashburton Drive Primary School

## School Time Yoga and Eating Healthy for Life Project

Ashburton Drive Primary School has been working with the WA Healthy Schools Project since 2012. They received seed funding and sustainability funding.

### Background

The school is located in Gosnells and has approximately 500 students. It is a multicultural school with over 30 countries represented.

The *Animal Fun* and *School Time Yoga* projects were developed in response to an identified need to address student mental wellbeing, as well as physical activity and fundamental movement skills. These 'outer body' health projects have been sustained at the school, with an additional focus on 'inner body' health with the *Eating Healthy for Life* program.



### Goal

The goal of these physical activity and healthy eating projects is to increase the student physical activity levels, while continuing the school's focus on holistic child development.

### Objectives

- Develop movement skills and mental health strategies in the early years from Kindergarten to Year 1.
- Increase physical activity and mental health skills in children in Years 2-7.
- Engage with the community via interested parents within the parent body.
- Provide professional development for the physical education teacher.
- Increase knowledge of staff, students, canteen workers and parents in the areas of healthy eating, nutritional composition of food and healthy eating choices.
- Provide opportunity for students to experiment with healthy food, learn nutritional values, increase awareness and nurture a respectful healthy eating culture.





## Strategies

- The first phase of the project was to introduce the *Animal Fun* fundamental movement skills program into the kindy and pre-primary classes. The *Animal Fun* resources were purchased and the Curtin University Coordinator came to the school to run a short professional development session with the teachers and education assistants. *Animal Fun* has been incorporated into the daily routine of early years' classes and is proving extremely popular with the children.
- The second phase of the project will see the roll out of *School Time Yoga* for Years 1-7.
- The school partnered with a Perth yoga company to deliver professional development sessions with the physical education teacher. The teacher purchased appropriate resources and yoga was taught in physical education classes. It was then planned for the physical education teacher to train teachers to be able to take yoga classes as part of morning fitness.
- There was a whole school presentation from WasteWise and further teacher professional development and parent information sessions will be offered in the future. The wider community was invited to view the *Healthy Eating Choices* program as part of fruit and vegetable month.



## What worked

Preliminary observations from the roll out of the *Animal Fun* project indicate the children are showing real interest and teachers are incorporating the concepts and activities into general teaching and lessons. Assessment of any movement skill improvement will be recorded. A survey was developed at the beginning of the *Eating Healthy for Life* program and teachers complete a 'plus, minus, interesting' evaluation of their implementation experience of the program at the end of each semester.

## Where to from here

Once the project is up and running, the school will focus on engaging with parents and the community by holding a morning tea and including information in the school newsletter. There is also an opportunity for the yoga company to send their yoga-teaching students to the school to run a special whole school yoga session, allowing parents to be invited.

Once sufficient materials and experience for teachers are available, the *Eating Healthy for Life* program will be embedded in the school development plan in health and physical education. Through the development of physical and mental health awareness skills and strategies, a future objective is that students and parents benefit from a healthy, long life.

The success of the project so far comes down to being flexible and willing to change the project timeline to suit the teachers and the school.

# Balga Senior High School

**Balga Senior High School has received seed, sustainability and incentive funding through the WA Healthy Schools Project, beginning in 2011.**

## Background

There are 475 students enrolled from over 60 nationalities and about 26% identify as being Aboriginal.

A health committee was formed and undertook a mapping exercise to identify what the school was doing well and where they could redirect their attention in relation to healthy eating and physical activity. After several meetings a decision was made to focus on awareness-raising as a first step to achieve behavioural change.

Balga Senior High School officially launched their involvement in the WA Healthy Schools Project with a healthy morning tea for staff. The rationale behind the morning tea was to focus on the Health Promoting Schools Framework, using a whole of school philosophy. Teachers noticed their modelling behaviour was not ideal and so the need to focus on healthy eating and lifestyles for the staff was identified as vital. The morning tea was an introduction to all staff in raising awareness of healthy eating and good modelling practices.

Balga Senior High School undertook a healthy eating and physical activity week to further engage students and parents with the healthy eating message. The rationale came from an observation by the health committee that many of the students did not have an understanding of healthy food and even the types of food available.

In addition to the WA Healthy Schools Project focus, the health week incorporated mental health and wellbeing. This linked in with the school's *Mind Matters* status and operated as a launch pad for the school's health education curriculum. The events during the week both celebrated and highlighted the health promoting work that goes on throughout the year.

## Objectives

- Promote awareness-raising amongst students and their parents and caregivers, focusing on healthy food, eating and physical activity.
- Increase physical activity and healthy eating opportunities for all school community members.





## Strategies

- Whole school poster competition
- Cooking demonstrations
- Healthy breakfast
- Expo/display including WA School Canteen Association, Foodbank WA and others
- Assembly with an accredited practising dietitian and nutritionist
- Lunch time sports such as Zumba, fitball, weights
- Meditation
- Pre and post quiz
- Good Food for New Arrivals Program (Association for Services to Torture and Trauma Survivors)
- New line markings on tennis and basketball courts
- Parent seminar on healthy breakfasts and lunches
- 'Master-chef' style cook-off competition.



## What worked

- Increased physical activity for all Noongar students.
- Distributed fruit to Swan Noongar Sports Education Program.
- Introduced a healthier breakfast program.
- Distributed fruit kebabs at recess and lunch time.
- Very successful Healthy Balga Week.
- Promoted healthy food preparation via cooking demonstrations.
- Increased hydration by promoting the importance of fluid intake.
- Introduced meditation twice a week during form class and weekly healthy lunches for Swan Noongar Sports Education Program students.
- Promoted healthy morning tea for staff.
- Promoted healthy lifestyle through newsletters articles and in health education curriculum.
- Healthy eating seminar attended by 10 parents.

## Where to from here

Balga Senior High School continues to hold health committee meetings to discuss priorities and initiatives for the rest of the year. Health awareness is promoted through health education classes, physical education and science. The committee will be introducing health topics in newsletter to parents.

# Carlisle Primary School

## Carlisle's Organic Garden

Carlisle Primary School has participated in the WA Healthy Schools Project since 2010. Seed funding was used to establish a vegetable garden and orchard to promote healthy eating at the school. Carlisle has also accessed sustainability and incentive funding to progress their project.

### Background

The school has 355 students from Kindergarten to Year 7 and has a wonderfully diverse multicultural mix. Carlisle Primary School became interested in the WA Healthy Schools Project when an information session was held at a staff meeting. A healthy schools committee was established to plan and implement Carlisle's Organic Garden Project.



### Objectives

- Increase student knowledge of healthy fruits and vegetables and how to grow them.
- Encourage all students to participate in the school *Crunch&Sip*® program.
- Increase healthy eating opportunities.
- Further develop a plan to ensure the sustainability of the school kitchen garden project with particular emphasis on links with the existing school physical activity programs run by the school physical education teacher.

### Strategies

- Complete installation of new garden beds, pathways and a reticulation system to ensure ease of access and use by all students - including disabled and wheelchair students.
- Provide lessons on soil health and conditioning and use of organic only gardening techniques.
- Plan and develop a fruit tree orchard as part of the school kitchen garden.
- Continued development (evolution) and implementation of school kitchen garden and healthy eating action plans and programs.





## What worked

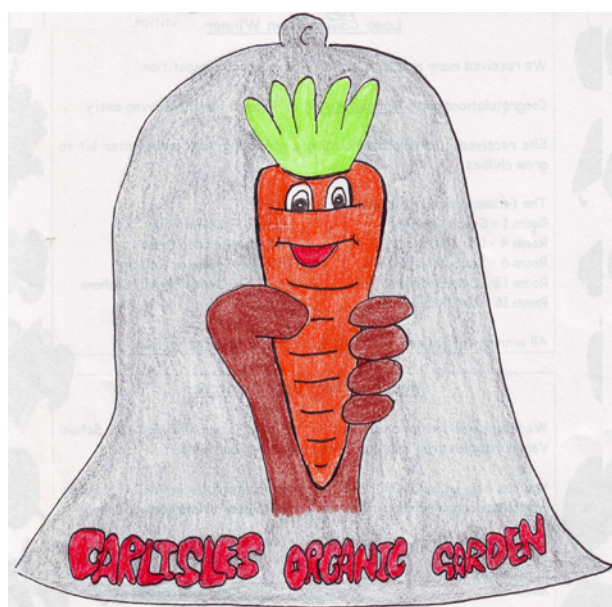
To create interest in the development of the veggie garden, a meeting was held with teachers, parents and the community from which a committee was formed. The Year 7 class performed a skit based on the story 'The House that Jack Built' at assembly to introduce the idea of a veggie patch and to start to generate interest amongst the students, teachers and parents.

All students were given an entry form to create a logo for the garden program. There were so many entries that a winner was chosen from each class as well as an overall winner. Class winners were presented with seed packets and the overall winner was given a mini garden kit.

The Year 7 class measured up the garden, tracked the shade over a day to locate the best spot for the garden beds and then drew up a plan for the garden placement. A bobcat was hired to clear the area and a 'busy bee' was held to set up the garden beds and reticulation. The local council donated mulch and a 'mulching day' was held. This involved each class coming out to the garden and first laying a thick layer of newspaper and then covering it with mulch. This ran well and was completed in one day.

## Where to from here

At Carlisle Primary the school developed the garden in stages, accessing sustainability funding to plant the orchard, and incentive funding to expand the garden. At the end of 2013, the school partnered with the Stephanie Alexander Kitchen Garden Foundation to access resources available to teachers for the ongoing enjoyment of gardening and cooking lessons.



# Challis Primary School

Challis Garden to Gastronomic Delights

The school has participated in three phases of the WA Healthy Schools Project and the school's partnership with Child and Adolescent Community Health to improve student health and wellbeing was acknowledged with a National Australia Bank Schools First Incentive Award in 2012.

## Background

The school is located in Armadale in the south-eastern outer suburbs of Perth. The school has become a hub where families can be connected with support services ranging from child health and development to financial literacy. The student body comprises 400 Year 3 to Year 7 students, including 21 Education Support students.

In 2009, staff at Challis Primary School identified the need to improve student physical health, fitness and wellbeing. Staff researched ways to develop a vegetable garden and cooking program with a view to modelling healthy eating habits. The school collaborated with the Healthy Schools Officer to develop a project that takes a holistic approach to curriculum delivery, incorporating environment and health as important focus areas.

## Objectives

- Engage children in physical activity and get them involved with growing food.
- Increase children's awareness of healthy food, and where food comes from.
- Improve participating students' knowledge, attitudes and abilities to use fruit and vegetables in regular meals.
- Increase the consumption of fruit and vegetables in the broader community.

## Strategies

- Establish a fruit and vegetable garden
- Students participate in cooking classes using produce from the school garden
- Establish a mobile cooking facility for use with cooking classes
- Increase the number of teachers with skills to deliver curriculum-based cooking classes





## What worked

The garden and cooking equipment have provided opportunities for students to learn about, grow, prepare and eat healthy food. Students are interested in the garden and this is reflected in their work output and test results for health and other integrated subjects. Parents have participated in nutrition and *FOODcents* programs which benefit students through positive modelling.

As a result of the program, the students eat more fruit and vegetables and have gained knowledge in the area of healthy food habits. Science lessons are held in the garden to teach about sustainability, water catchments and agriculture, while the art teacher uses the resource to work with sculpture, space and design. Students take pride in the garden and demonstrate a strong sense of ownership and this has led to a garden club being formed which operates at lunchtime.

The school health nurse uses the garden and equipment to initiate difficult conversations around healthy weight and dental care. Parent volunteers in the school canteen are able to use fresh vegetables in their food preparation and reinforce the school's adoption of the Department of Education's *Healthy Food and Drink policy*. The school has also engaged in a collaborative project with Foodbank WA, a community charity that provides food for those in need, and contributes food for the school breakfast program.

## Where to from here

The NAB Award has provided the Challis Primary School with \$35,000 funding to use in constructing an outdoor kitchen and reflection area in the vegetable garden. Although the location of the garden within the school has changed several times due to construction of new buildings, the program has remained successful in engaging students.





# Cranbrook Primary School

## Cranbrook Primary School Kitchen Garden Journey

The school first engaged with the WA Healthy Schools Project in 2009 when it received seed funding to create a healthy foods recipe book. The school successfully applied for sustainability funding to develop a physical activity program and establish a school kitchen garden. Subsequent incentive funding and support funding was put towards further development of the gardening and cooking program.

### Background

The school is located in a mainly agricultural Great Southern community approximately 320km from Perth. The school has 75 students in three classes. There is strong parent and community support and the school garden was originally driven by the school Parents and Citizens' Association, in which volunteers accompanied students. The project is now driven by a teacher and a volunteer sustainability coordinator.



### Objectives

- Improve the nutritional understanding of parents, staff and students and have healthier lunches provided for the students by their parents.
- Develop student body awareness and foster knowledge of a healthy lifestyle.
- Teach students to grow their own vegetables and prepare and cook healthy meals.

### Strategies

- Establish a school kitchen garden to assist students develop essential skills, knowledge and understanding of a range of healthy lifestyle choices.
- Use garden produce in a healthy eating and cooking program.
- Implement a physical activity regime incorporating sports, games, dance, stretching and cardio activities.





## What worked

The school has a large, thriving school kitchen garden with scheduled time for students to share tasks. Teachers are supporting the project and encourage their classes to be involved. Students are involved in all aspects of the project; they helped build the garden beds, filled them and helped choose what to grow. Produce from the garden is being used by the students to prepare, cook and share healthy meals. Excess produce is sold at assemblies to community members and parents – funds generated are used to sustain the program. A number of dedicated parent volunteers assist in both the kitchen and the garden programs. Parents also donate resources (manures/hay) and plants (seeds and seedlings). The garden program provides opportunities for students to be involved in a variety of enterprise activities which will develop life skills such as income generation and budgeting skills.

Members of the Cranbrook Community Men's Shed, with the support from the Parents and Citizens Association, helped the school to build a kitchen facility in which the students can participate in the school cooking program, using garden produce.

Cranbrook Primary School has developed a number of strong partnerships, on both a local and broader level, which has enabled it to make a whole school move towards sustainability. The school is part of the Australian Sustainable Schools Initiative and participates in the Waste Wise, WaterWise and Stephanie Alexander Kitchen Garden Foundation programs. The school was selected as finalist in the Waste Authority's 2014 Infinity Awards and subsequently won a highly commended award.

The school physical activity regime includes fundamental movement skills or fitness every day and students also do dance, games and participate in seasonal sports.

## Where to from here

The school will continue with its sustainability initiatives, with the ultimate aim of sending no organic waste off-site. Instead all organics would be recycled through worm farms, compost heaps, chooks and paper briquettes. The school's current aluminium can recycling program will continue and further recycling initiatives will be introduced.

A water harvesting program has been introduced and veggie gardens and fruit trees will be watered with collected rain water. Future plans include installing a third tank and collecting water from hardstand areas for use across the the school's lawn and ornamental garden areas. It is also hoped that toilets can be flushed using this water.

The success of the kitchen and garden program has led to plans to build a pergola near the veggie garden with seating to be used as an outdoor classroom and also to build a wood fired pizza oven which the students will use for cooking pizzas, breads and other foods.

The Parents and Citizens' Association and the school council have recognised the successful outcomes of the kitchen garden program which will see it embedded in the school strategic plan.



# Esperance Senior High School

## Fork to Fork Program

Esperance Senior High School has approximately 900 students from Year 8 to Year 12 and has been part of the WA Healthy Schools Project since 2012. Initial discussions with the school highlighted a need to promote healthy eating and lifestyle for Year 8 to Year 10 students, through a fruit and vegetable garden area. To achieve this, Esperance Senior High School received seed funding as well as a further \$1,500 from a school contribution.

### Background

The *Fork to Fork* program was established as a subject and designed to provide practical activities for students to learn about the growing of fruit and vegetables and develop skills around harvesting, maintenance, food preparation and cooking. *Fork to Fork* would then interlink with the agriculture classes to include meat produce from sheep and cattle and eggs from a chicken yard. Local businesses were also supportive of the *Fork to Fork* program, offering discounted materials and equipment.



### Objectives

- Increase healthy eating opportunities and learning.
- Increase the support and practice of leading a healthy active lifestyle.
- Build capacity through a whole of school approach to healthy eating and physical activity that is consistent across all year groups.

### Strategies

- Teach students how to prepare fresh, locally grown produce.
- Host an open day showcasing the *Fork to Fork* program.
- Have tasting sessions of fresh produce straight from the garden.
- Engage students in the growing, maintenance and harvesting of produce by using resources available on the Demo Block.
- Expand the variety of fruit bushes and trees that are grown.
- Formalise lessons about nutrients and nutrient deficiencies in plants and animals.
- Review the school's Health Policy.
- Maintain the operation of the School Health Committee and its meetings.





## What worked

In the first year the *Fork to Fork* project had 170 students participating from Year 8 to Year 10. Based on this success it was decided to offer *Fork to Fork* as a subject for students to select the following year. It will continue to be offered as a subject to future Year 7 students when joining the high school.

During each term, each class has participated in cooking sessions using the fresh produce grown in the veggie garden. Some examples of foods prepared include; french toast, various salads, dips, eggs benedict, homemade sausages, homemade pasta and homemade punch. Sessions were also conducted with students to encourage tasting of produce freshly picked from the veggie garden.

An open day was held to showcase the *Fork to Fork* program. There were displays of fresh produce, gardening activities, education sessions on nutrition, all highlighting the link between fresh produce and healthy lifestyle. Approximately 150 local primary school students participated in the open day.

The *Fork to Fork* project has expanded into growing fruit trees and bushes. It has also interlinked with the agriculture subject by incorporating the rearing of sheep and cattle for meat as well as a chicken yard for producing meat and eggs.

## Where to from here

The *Fork to Fork* program will continue to be offered as a subject. It will be offered as a separate subject to the agriculture class and students will be able to participate in both.

Another open day will be held and will again encourage visits from primary schools as well as support from local service providers and businesses.





# Gilmore College

## Increasing Female Participation in Physical Activity Increasing Physical Activity levels and Promoting Healthy Choices

Gilmore College received WA Healthy Schools Project seed and sustainability funding in 2011 and incentive funding in 2012.

### Background

Gilmore College in Kwinana has 982 students from Year 7 to Year 12. The staff at Gilmore College identified that girls were not participating in physical activity for a variety of reasons, including social stigma and negative attitudes and beliefs towards physical activity.

To encourage girls to participate more, a variety of strategies were implemented. As the project developed, the target group and project focus were expanded to encourage healthy eating and improved physical activity for all students at the school.



### Objectives

Initially, the goal was to increase participation levels of females in physical activity and introduce a variety of physical activity opportunities. The objectives were:

- Increase physical activity participation levels among girls
- Change students' attitudes and beliefs regarding physical activity.

The goal evolved to include all Year 7 to Year 12 students through developing sporting programs and academies within the school:

- Increase participation in sporting teams (e.g. athletics)
- Promote healthy eating choices.

### Strategies

- Offer students more sporting opportunities before, during, after school and for interschool sports.
- Provide recreational activities and a wide range of physical activities – students can find a sport/activity they enjoy to pursue throughout their lives.
- Purchase appropriate athletics equipment.
- Provide healthy food samples and cooking equipment.



## What worked

Feedback from the female students was that they really enjoyed the change from structured sporting games to a variety of other physical activities more suited to young women such as fitness circuits, aerobics and Zumba. Evidence of the program's success was measured via student participation and attitude during lessons.

The program was initially implemented with senior students who had the option of 'opting in' for recreation or senior school sport as a subject. In the first term the program was offered 80% of senior students signed up for the sessions. Due to the positive student response the program has become part of the regular timetable.

The whole school has benefited from the purchase of athletic equipment. Initially funds were used to purchase interschool sporting uniforms. The immediate benefit was observed when teams turned up to games wearing uniforms that were on a par with the uniforms of the competitors. The uniforms are kept as a team set, and returned to be used with future students. Additionally, funding was used to purchase athletic shoes in a variety of sizes.

The shoes encouraged more students to participate in athletics; in the past students were unable to run in bare feet or casual shoes on the running surface. This strategy supported increased participation in the athletics carnivals with shoes that ensured student safety and boosted self-confidence.

In 2013 Gilmore College became the first WA high school to access health studies funding, enabling Year 11 and Year 12 health studies students to develop a health promotion initiative for their peers.

## Where to from here

Success in the original goal of improving girls' engagement in sport led to expanding the project and including the whole school. The process of looking for the specific barriers and facilitators for participation meant that very specific strategies were developed that worked in the setting. The school was able to match WA Healthy Schools Project funding from the school budget.

With policies in place for physical activity and healthy eating, the school looks forward to more student-led health promotion at Gilmore College.



# Pilbara Healthy Schools Children's Festival

Pilbara Population Health wanted to celebrate National Healthy Schools Day by planning a Healthy Schools Children's Festival. The festival supported the local physical activity and healthy eating programs in the schools across the Pilbara and officially launched the WA Healthy Schools Project in the region. The festival was first held in 2011 and ran for three consecutive years.

## Project Background

National Healthy Schools day is celebrated each year and promotes healthy school environments for all children, their families and staff. It provides an opportunity to highlight the great work schools are already doing to improve the health of students and the whole school community.

## Objectives

The goal of the *Healthy Schools Children's Festival* was to launch and promote the WA Healthy Schools Project in the region by increasing the awareness of the program and showcasing schools that were already a part of the program.

The *Healthy Schools Children's Festival* objectives were:

- Encourage school students to continue participation in physical activity and healthy eating (particularly young children at risk and students disengaged from healthy eating and physical activities).
- Engage the community by promoting and encouraging healthy active lifestyles throughout Pilbara school communities.
- Encourage schools to register with the WA Healthy Schools Project.







## Strategies

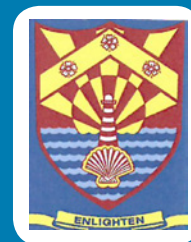
- Developing an effective engagement process that actively involved all schools across the Pilbara, key stakeholders and community members.
- Developing a project budget and management of this budget.
- Developing all the communications materials associated with the promotion of the event.
- Management of all aspects of the project including project and contractor administration and stakeholder liaison.
- Coordination and management of all logistics and contractors at the site during the *Healthy Schools Children's Festival*.

## What worked

The *Healthy Schools Children's Festival* was held at Hedland Senior High School for two years running. This was an exciting and interactive experience for everyone that attended. Teachers and students were encouraged to actively participate in the market and information stalls by displaying, demonstrating and presenting elements of the physical activity and healthy eating programs they do in their schools.

In 2012 Pilbara Population Health teamed up with local community group, Care for Hedland, to combine resources to deliver a vibrant, interactive and educational afternoon of festival activities. In 2013 Pilbara Population Health supported a smaller event which involved cooking with various schools as part of Care for Hedland's end of garden-season wrap up.





# John Willcock College

## Teen Moves

John Willcock College first engaged with the WA Healthy Schools Project in 2013 with a focus on healthy eating. During 2014 an incentive grant was allocated to continue the nutrition focus and include innovative physical activity strategies.

### Background

A purpose-designed middle school for students in Year 8 and Year 9, the college is located in the City of Geraldton on the central coast. The College is divided into five Sub Schools: each with a Leader who coordinates a team of five teachers (English, Maths, Science, Society and Environment and Health Education). The school provides comprehensive cultural activities, based on community-wide consultation, outcomes-based education and student-centred learning. The school is well supported by the school health committee, school nurse and other staff to maintain a positive health and wellbeing focus.



### Objectives

- Increase physical activity levels through introducing a variety of activities.
- Increase student knowledge and awareness of healthy eating and body fitness.
- Increase opportunities for students to relax and improve mental health.

### Strategies

- The exercise fitness project included purchasing yoga and pilates DVDs and 25 yoga mats which have been used in physical education classes, the sub school settings and also in the student services support group. This strategy allowed for students of all fitness levels to participate. The DVDs were also available for students to borrow.
- The project also focused on increased awareness of healthy eating through workshops and lunchtime events. An event around teen body image allowed stalls to be set up with healthy body information given to students along with 'pamper packs'. Additionally, a healthy eating event with information from Cancer Council and Population Health representatives was held. A display showing how much sugar is found in drinks was a great learning experience.
- Students took part in a 'graffiti board' brainstorming session on what body image means to them and how to maintain a healthy body.



## What worked

Student feedback was positive, with students saying they enjoyed the DVD sessions as they were 'something new' and 'relaxing'. The DVDs are being accessed for home use.

Students enjoyed the nutrition events, including the stall displays and hands on activities also taking part in the 'how to maintain a healthy body' sessions, presented by the school nurse. Students also produced articles for the school newsletter and backpacks donated from Reachout.com (mental health) were awarded to those who wrote the published articles.

The teen body image stall was well attended with 250 pamper packs given out.

## Where to from here

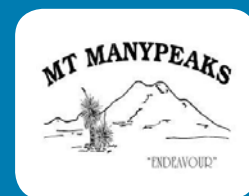
The sustainability of this project is seen in these examples:

- The Yoga mats and DVDs are being borrowed for classes on a regular basis.
- Education support students are using the DVDs and mats for pilates once a week as a special class of up to five students. As well as this being a regular form of physical activity, it is also helping to reduce stress and anxiety in some students.
- The equipment is also being accessed by with the student support group and is promoting good mental health.

## Lessons learnt

- Time is the biggest resource that everyone is short of. For school staff and the school nurse there is no desk time to plan activities, so it was challenging to do the project on top of a heavy workload.
- Coordinating this form of project is definitely a team effort and key members of staff at the school made it happen.
- The students enjoyed taking part in the classes and activities at events.
- The students were able to learn from visual displays about nutrition and body image.
- The visual, interactive and social approach was more appealing to most of the students than reading leaflets.





# Mount Manypeaks Primary School

Healthy Lifestyle Education and Partnerships

Mount Manypeaks Primary School is located in the Great Southern Region of Western Australia, 40kms from the City of Albany and has participated in the WA Healthy Schools Project since 2011. The school received seeding, sustainability and incentive funding from the WA Healthy Schools Project.

## Background

Mount Manypeaks Primary School is a small rural school. There are 12 families in the school and the student population is 20. The demographic profile of families whose children attend the school has changed over the past few years. There are now only three families who own farming land. Many of the families rent homes on farms in the vicinity.

A special focus for the school is encouraging students to develop healthy eating habits and enjoy regular physical activity. This focus will continue to be given priority in the future.

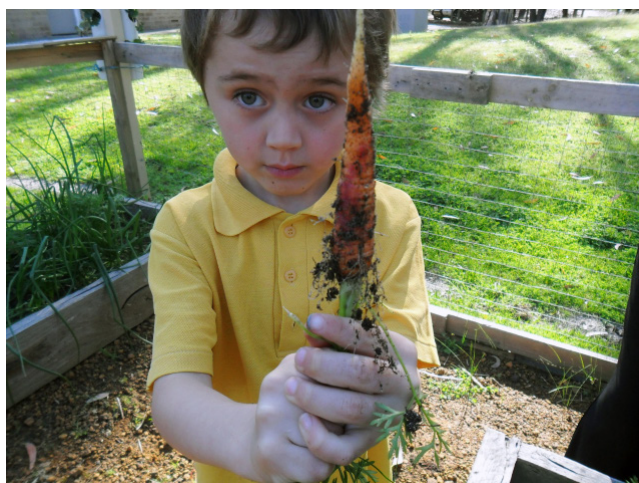
## Objectives

To adopt a holistic approach to promoting physical activity and healthy eating to students by introducing the following special projects:

- school tennis coaching
- fundamental movement skill activities
- a healthy food garden
- end of year school camp.

## Strategies

- Introduce children to the skills and fun of playing tennis and to improve their fitness.
- Introduce a comprehensive fundamental movement skills program to enable students to master the skills essential for their physical development.
- Establish the school's vegetable garden.



## What worked

The school arranged for a professional tennis coach to provide weekly tuition for students in basic tennis skills using fun techniques. Funding from the WA Healthy Schools Project subsidised the fees so all children, regardless of family financial circumstances, could participate. The school principal is pleased with the results and says the children really enjoy the sessions and look forward to them each week. Some of the children have gone on to compete with other schools.

The school introduced a comprehensive program of fundamental movement skills activities. The aim is for each student to reach a degree of confidence and competence by Year 6 that will enable them to enjoy physical recreation or sports for the rest of their lives. Special equipment for the program was purchased with assistance from the WA Healthy Schools Project.

Recent testing indicates the fundamental movement skills of children, especially the younger ones, have improved significantly since the program began. Consequently, the program will figure prominently in the school's timetable in future years.

All students, teachers, parents and community members have been involved in establishing the school's vegetable garden. Students have learned gardening skills and the gardening activities have doubled as practical demonstrations for many aspects of the curriculum. Infrastructure and equipment for the garden was purchased with funding from the WA Healthy Schools Project.

Junior students in particular have been highly motivated to engage in activities such as watering, mulching, planting, harvesting, fertilising, weeding and consuming produce. As well as gaining knowledge about plants, growing conditions, seasonal implications and varieties of vegetables, the students have gained valuable insight into the health benefits of eating fresh vegetables.

Garden produce has been included as part of the daily *Crunch&Sip*® program and students prepared a healthy lunch for their parents using the vegetables they had grown.

Following the success of the winter crop, the school planted a summer crop. Students will also be involved in setting up a reticulation system tied to the curriculum (technology and enterprise). The school is seeking funding to purchase a rain water tank near the garden to replace the current water supply from a clay dam.

The end of school camp was used to assess the year's program of physical activity.

At the camp students have many opportunities to:

- improve their confidence and resilience when undertaking challenging activities
- test their strength and endurance
- improve their ability to work cooperatively as a team
- enjoy socialising away from the school environment.

The WA Healthy Schools Project funding was used to subsidise the camp to ensure all children can attend without financially burdening their parents.





# Newton Moore Senior High School

## The Moore Fitness Centre

Newton Moore Senior High School became involved in the WA Healthy Schools Project in 2013, when seed funding was received to support the establishment of The Moore Fitness Centre, located on the school campus.

### Background

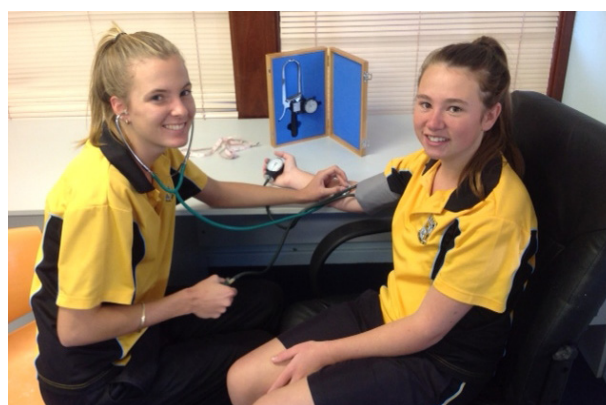
Located in the southern suburbs of the city of Bunbury, Newton Moore Senior High School has a population of 620 students from Year 8 to Year 12. The school has a high proportion of students coming from a low socio-economic background, 15% identify as being Aboriginal and an increasing number of diverse ethnic groups have enrolled in recent years.

Led by committed staff members, the Newton Moore Healthy Schools Committee identified physical activity as a priority area to address the diminishing rates of student participation in physical education lessons. To help achieve their goals the committee applied for the WA Healthy Schools Project seed funding to use towards the physical activity initiative.

Additionally, the school negotiated a long-term partnership agreement with Brecken Medical Centre to enhance the Moore Academy of Sport and Health course and strengthen the capacity of the Moore Fitness Centre. This partnership provided student access to health professional time and expertise along with exposure to future career pathways in the health and medical industry.

### Objectives

- Increase the participation rates in physical education classes.
- Increase participation in exercise by staff and students before and after school.
- Expose and provide alternative recreation activities to regular non-participating students, for example, strength and conditioning workouts, circuit classes and boxercise.
- Strengthen current student courses by providing access and exposure to sports science laboratory equipment allowing greater learning experiences.
- Create partnerships with local service providers to build the capacity of the project.





## Strategies

- Set up of the Moore Fitness Centre included purchase of a comprehensive array of cardio equipment (treadmills, spin bikes, boxing stations, rowing machines), free weights, medicine balls, kettle bells, Swiss balls, extra benches, information posters, a surround sound music system and medical fitness testing equipment (spirometer, lactate machine).
- The facilities were advertised to all staff and students through assemblies, daily notices and newsletters to increase the number of staff and students using the fitness centre and to highlight the benefits of exercise amongst the school community.
- The Year 10 Moore Academy of Sport and Health classes were responsible for organising and running lunchtime activities for the Year 8 and Year 9 students.
- Physical education classes moved away from traditional sports, instead offering alternate exercise options such as circuit training, boxing, Zumba and Tae Kwon Do.
- Implementation of a fun based house carnival called 'The Battle of the Knights' fun day. Although the school had not held a faction athletic carnival for the last 15 years, students were encouraged to dress up and participate in fun activities such as sack races. The event helped to encourage students to view school events as 'cool' again.

## What worked

The number of recreational fitness classes that have been taught has increased since opening due to the popularity of the fitness centre. The use of the fitness centre before and after school by staff and students from both the Clontarf Football Academy and Role Models Academy has increased particularly in the winter months. The fitness centre has exposed the senior school students enrolled in the physical education curriculum unit to a realistic gym environment. The centre has allowed the 'Exercise Programming' and 'Strength and Conditioning' units to be studied on campus and provides access to essential resources, ultimately enhancing student learning experiences.

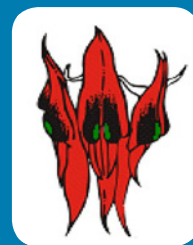
The Year 7 'Primary Extension and Challenge' program has also been strengthened by allowing students to study health and fitness testing utilising the centre's resources.

The Year 10 Moore Academy of Sport and Health class lunch time activities were sports based and focused on maximum participation from all students. This allowed the students to improve their skills in communication, organisation, self-confidence, reliability and leadership.

The partnerships established with Brecken Health Care have increased the profile of the medical centre in the community and have enabled the school to seek further support from local businesses. A new specialised hockey program commenced, attracting sponsorship from Real Estate Company Barr & Standley, again strengthening Newton Moore's health and physical education programs.

The feedback from 'The Battle of the Knights' event was extremely positive with students and families requesting the event continues annually, in addition to the reintroduction of an athletics based event.





# Nullagine Remote Community School

## Healthy Hearts

Nullagine Remote Community School is in the town of Nullagine - 200 km North of Newman and 100 km South of Marble Bar. Access to the town is by unsealed roads. The school serves the Irrungadji Community of Martu people and children of service workers. The Martu students all have English as a Second Language and Aboriginal English is the first dialect of English they speak.

### Background

*Healthy Hearts* was established at Nullagine Remote Community School in 2012, to support and expand on existing programs already established within the school, with the aim of improving student eating and exercise habits. A Healthy Schools Committee was established to help identify areas where adding value to existing activities could take place.

Seed funding from the WA Healthy Schools Project went towards implementing a *Healthy Hearts Cooking Program*, *Healthy Hearts School Gardens*, and the *Healthy Hearts Walking School Bus*. Funding and community support towards these school projects include: goods and volunteer time provided by Waste Wise, Foodbank WA, Active After-school Communities, and BC Iron Limited.

### Objectives

- Improve student, parent and caregiver healthy eating habits by establishing school gardens and using harvested produce during *Healthy Hearts Family Feast Days*.
- Increase student, parent and caregiver knowledge of preparation of healthy foods by having weekly cooking sessions and creating a *Healthy Hearts Recipe Book*.
- Engage and increase student fitness levels and attendance by implementing a Walking School Bus.

### Activities

- The WA Healthy Schools Project funding enabled the purchase of the necessary food and equipment to begin the *Healthy Hearts Cooking Program*. Students were split into three mixed year-level groups, with cooking sessions being led by older students (with teacher support) to develop their communication skills and provide them with leadership opportunities. All students participated in preparation and cooking of healthy meals, including western recipes and bush tucker such as kangaroo and bush turkey.







- A *Healthy Hearts Vegetable Garden* was developed, where students grow produce throughout the year. The garden produce was used for the end of term Healthy Hearts Family Feast Days. For these events, students cooked a three course meal which parents and caregivers were invited to share as a celebration of the students' learning. At the end of each term, students were given a *Healthy Hearts Recipe Book*, which included all of the recipes made during the term. This was to encourage healthy cooking at home.
- To encourage regular physical activity, a Walking School Bus was implemented. As a strategy to improve student attendance, a staff member would usually do a morning run in the school car to pick up late students. To reduce this use of the school car and to ensure all students were at school on time, the Walking School Bus operates from 7:15-7:45am, which gives students enough time to change into their uniforms and eat breakfast before morning sport at 8:00am.

## What worked

Parents and caregivers have been very supportive of the *Healthy Hearts Cooking Program*. They have given up their time to participate in preparing meals as well as celebrating the students' learning by sharing healthy meals during Family Feast Days at the end of each term.

BC Iron, along with 'Your Patch' Organic Edible Gardens have both partnered with the school. They plan to re-build and re-plant existing school gardens with new reticulation, shade cloths, gardening equipment and other necessary items to ensure continued progress and success of the *Healthy Hearts Program* in 2014.

Through regular assessment and student feedback, it has been identified that students have a better overall knowledge of a range of different fruits, vegetables and meats, and how they can be used in a variety of recipes. Students are more aware of safe practices in the kitchen such as how to hold knives correctly. Students are making healthier choices in the general store, and are not choosing cool drinks as often as they used to.

At *Healthy Hearts Family Feast Days*, parents have requested recipes to be able to cook at home, and we have given out recipe books each term, which included all of the recipes the students had cooked. Project goals have been achieved as students, parents and caregivers have a better knowledge of how different fruits, vegetables and meats can be used in a variety of recipes, as well as having a more positive attitude to healthy eating and exercise.

## Where to from here

The *Healthy Hearts* project plans to expand to include a worm farm, composting, community gardens and chicken coop.





# O'Connor Education Support Centre

Tricycle for your Health

O'Connor Education Support Centre is a school situated on the same site as O'Connor Primary School and caters for students with intellectual disabilities.

## Background

There are currently 33 students enrolled at O'Connor Education Support Centre in Kindergarten to Year 7. Students are placed into five classes according to age and ability and these classes range from mild, moderate to severe intellectual disabilities. There is also one class which caters for students who all have a moderate intellectual disability. Most of the students have little language so the Picture Exchange Program or Key Signing is important at the school.

Given the challenge to provide students with adequate and appropriate physical activity, the O'Connor Education Support Centre decided to incorporate tempo tricycles into the physical activity and Jiggle Jam program for students. Tempo tricycles would enable students to participate in an exercise program that supports their overall health. WA Healthy Schools Project funding was received by the school and put towards the purchase of tempo tricycles.

## Objectives

- Improve physical activity levels among all students in the O'Connor Education Support Centre.
- Introduce healthy foods through classroom cooking lessons.
- Increase the amount of physical activity among disabled students at O'Connor Education Support Centre.
- Increase the availability of physical activity resources during recess and lunch times.
- Offer significantly disabled students an opportunity to learn to ride a tricycle.
- Encourage the interaction and play between disabled and non-disabled students in a fun environment.

## Strategies

- Make resources and equipment available to encourage and support teachers.
- Encourage students to interact and play with equipment at play time.
- Develop healthy eating approaches through the school cooking program and physical activity policy.
- Conduct health and wellbeing meetings as part of regular staff meetings and other relevant meetings.
- Expand the range of equipment and resources available for student use.



## What worked

The WA Healthy Schools Project funding helped greatly towards the cost of the tricycles. The school now has three tricycles and a variety of playground toys that all students can access to keep our students engaged in physical activity.



## Where to from here

O'Connor Education Support Centre plans to continue the physical activity sessions daily to increase student confidence in riding to improve balance. The school is partnering with four classes from O'Connor Primary School to run daily early morning physical activity sessions: Jump Rope for Heart and Humphreys Dance.

Education support students are included with mainstream primary school students during the swimming carnival and the sports carnival. Other healthy activities include a program with the West Australian Disabled Sports Association at Goongarrie and Hammond Park Transition Activities with Eastern Goldfields Education Support Centre. The O'Connor Education Support Centre staff have worked very hard to improve the fitness of students.







# Sacred Heart Catholic School

## Animal Fun Project

Sacred Heart Catholic is a small school located in Goomalling, 140km north-east of Perth. There are currently 43 full-time students and the school became involved in the WA Healthy Schools Project in 2013.

### Background

Prior to its involvement in the Healthy Schools Project, the school had been involved in other programs including *Crunch&Sip*®, Waste Wise and Be Active. Sacred Heart also had a basic nature playground.

Sacred Heart received seed funding to implement the *Animal Fun* Program and expand their nature playground. *Animal Fun* is a unique program designed to promote gross motor skills, fine motor skills and social skill development in young children aged 4-6 years.



### Objectives

- Increase physical activity levels and improve motor skills.
- Increase parents' understanding and awareness of the importance of physical activity and motor development.
- Increase the capacity of teachers to implement the *Animal Fun* Program.

### Strategies

- Incorporate *Animal Fun* into the curriculum.
- Provide more sports equipment to be used in the *Animal Fun* activities.
- Expand the nature playground to encourage use during recess and lunch.
- Deliver an information session for parents on the *Animal Fun@Home* challenges resource and the importance of physical activity and motor skills development.
- Provide professional development for teachers on how to implement the program in their classrooms.

## What worked

- Physical activity levels at the school have increased with *Animal Fun* being incorporated in to the existing perceptual motor program which now runs 2-3 times a week.
- As a result of upgrading the nature playground, more students are engaging in active play.
- Strong partnership with the Parents and Friends Association in the organisation and installation of the equipment.
- *Animal Fun* is now embedded in the school's early childhood physical education program.

## Where to from here

The nature playground will be an ongoing project and continue to be upgraded.





# South Newman Primary School

## Sustainable Garden Project

South Newman Primary School is located in the town of Newman in the central Pilbara. There are 470 students from a wide range of cultural backgrounds including European, Aboriginal, Asian and African.

### Background

South Newman Primary School's *Sustainable Garden Project* was first established in 2010 to encourage students to develop healthy eating habits and enjoy regular physical activity. The establishment of a vibrant fruit and vegetable garden complete with chickens, geese and school art has become the hub of life within the school. The school received funding from the WA Healthy Schools Project and other sources towards further infrastructure and garden establishment. Two years later the school received incentive funding to further develop the *Sustainable Garden Project*.

### Objectives

- Learn how to create and maintain an organic vegetable garden and chicken coop.
- Engage students and parents to actively participate in activities relating to healthy eating and learn about sustainability through the garden.
- Increase knowledge and skills relating to healthy eating, including the use of garden produce in cooking at school.
- Engage all students in a strategy to minimise waste and recycle scraps into compost for the garden.
- Harvest, advertise and sell the fresh produce on a weekly basis to the families at school.





## What worked

Community, industry and the WA Healthy Schools Project all contributed funds, time and materials towards the creation and support of this garden space.

Further funding, goods and volunteer time were provided through corporate partnerships, the school and the Parents and Citizens Association.

The Newman community is an avid supporter of this project. Donations of soil, manure and labour have all helped in the creation and continual development of this space. Two 'busy bees' have been held where community members have contributed time to build a shade house, pond for the geese, fix reticulation and plant seedlings.

The purchase of a pizza oven on a trailer has enabled classes to cook with produce from the garden. This is very popular within the school and is hired out to the public for various functions, with the hire fee going back into the garden for the purchase of further seedlings and equipment.

Educating students about healthy lifestyle choices has been made more meaningful by engaging them in the whole process. There have been benefits socially and emotionally for students who can be disengaged from learning. These students have been able to achieve success outside of the classroom and take great pride in the results of their work.

## Where to from here

A nominal charge for the sale of excess produce helps to boost the sustainability of the project. All money raised goes back into the garden to buy more seedlings and food for the chickens and geese. Students act as ambassadors for the garden, with Year 7 students being heavily involved in its maintenance and coordinating the sales of produce. These efforts have seen sales from a weekly market go towards the Year 7 camp. Students have learned gardening skills they can use for the rest of their lives.

Gardening activities have doubled as practical demonstrations for many aspects of the curriculum.





# Toodyay District High School

## Canteen Project

Toodyay District High School is located in the Avon and Central Wheatbelt region, 85km east of Perth. The school caters for students from Kindergarten to Year 10 and has a very active Parents and Citizens Association. The student population is 409, with 6% identifying as being Aboriginal and 5% English as additional language/dialect. The school has received WA Healthy Schools Project seed, sustainability and incentive funding.

### Background

An onsite canteen is available to students at Toodyay District High School five days a week. The canteen is run by the Parents and Citizens Association and employs a Canteen Manager. A Canteen Committee has been established and they meet regularly to discuss the running of the canteen.

The school participated in a WA School Canteen Association Profitability Workshop. The WA School Canteen Association uses a formula to determine canteen viability. The school canteen was facing closure after this workshop suggested that it needed 500 students to make the canteen sustainable in operating five days a week. The canteen had been making a loss and the number of students using the canteen was dropping.

### Objectives

- Increase healthy eating at Toodyay District High School by providing a healthy canteen menu in accordance with the Department of Education's Healthy Food and Drink Policy.
- Make canteen food cheaper and more accessible.
- Remove the current 'tuck-shop' style menu and offer the students 'proper meals', with a side dish and a healthy dessert.

### Strategies

The Parents and Citizens' Association was passionate about changing the menu to offer a three course meal, similar to the UK model. The school saw this to be a more nutritious option for the students and had the potential to also facilitate student learning.

- Attend WA School Canteen Association profitability workshop.
- Engage with parents and students for feedback about the canteen.
- Employ new canteen manager.
- Change school canteen menu (cheaper, more accessible, three course meal).
- Seek Lotterywest funding for canteen refurbishments to assist operations.
- Employ 'online ordering' system.

A canteen manager was employed with extensive experience working in the UK in a similar role. Her attention to detail, costing and commitment to try and find better prices from suppliers helped the canteen to considerably increase its profits, while retaining the same menu.



## What worked

Toodyay District High School provided a canteen menu with the highest proportion of green items in Western Australia as rated by the WA School Canteen Association. They were now offering a menu that boasted 100% green items at a very affordable price to the students. The Parent and Citizens Association has seen an increase in students using the canteen since the introduction of their new menu. Offering a three-course meal at a reasonable 'Meal Deal' price has been a great way to bring students back for a balanced healthy meal.

The Parent and Citizens Association introduced 'online ordering' to enable parents to order food in a safe and convenient way and provide their children with healthier choices. The 'online ordering' has been a great success and within a term brought around \$1,000 dollars profit to the canteen.

The canteen introduced a 'Free School Milk' program for students from Kindergarten to Year 2. Some 140 students are eligible for the scheme, ensuring that students are getting protein alongside the *Crunch&Sip*® program that currently runs in the school. This program also supports many dental and health benefits that go with drinking milk.

## Where to from here

The canteen menu changes every term, to keep the items fresh and interesting.

Consideration is being given to funding a lunch program for disadvantaged students to ensure they receive a healthy meal each day.

The main challenge that the canteen faced was resistance to change from some members of the Parent and Citizens Association and school community. The next challenge to be faced is to try and increase the patronage of the canteen still further, and to explore opportunities to offer the services of the canteen on a commercial catering basis to the wider community.





# Westminster Junior Primary School

## Farmyard to Table Project

Westminster Junior Primary School has 282 students from Kindergarten to Year 3 and has been part of the WA Healthy Schools Project since 2010. Of these enrolments 44.4% are English as additional language/dialect students from 40 language groups and 26% identify as being Aboriginal.

### Background

Westminster Junior Primary School received WA Healthy Schools Project seed, sustainability and incentive funding to create their garden project as well as a City of Stirling community development grant to create the community garden.

Due to evidence of poor eating habits and the multicultural influence and occasional language barriers of the students and their families, staff members indicated the desire to promote healthy eating and sustainable living through a hands-on *Farmyard to Table* project.

The project was designed to allow all students access to a gardening area to learn about growing fruit and vegetables and develop skills around garden maintenance, harvesting, food preparation, trying different foods and healthy cooking. To ensure the healthy eating messages were being reinforced at home, Westminster Primary School also created a community fruit and vegetable garden accessible to all interested families and community members.



### Objectives

- Develop skills and knowledge around producing home grown healthy food.
- Create a fruit and vegetable garden owned by the school community, with a vegetable garden bed for each year group, using sustainable and natural methods.
- Increase healthy eating opportunities for students with the eventual produce to be used to promote healthy eating in line with the school curriculum.
- Provide healthy options to the community by providing them with ideas and educational opportunities (modelling).
- Incorporate science and literacy curriculum with our sustainability model.
- Create a focus on sustainability within the school and in turn filter that out to the wider community.

### Strategies

- Create a working party to coordinate the development of the garden.
- Use the Health Promoting Schools Framework to incorporate a whole of school approach to the project.
- Purchase a fridge to store the produce and keep it fresh.
- Purchase kitchen equipment to cook healthy meals using produce fresh from the garden.
- Purchase and construct waste minimisation and fertilisation possibilities such as compost heaps and worm farms.





## New strategies to further develop the garden after two years

- Expand the garden to include a bush tucker garden in the Kalari kindergarden yard (Aboriginal Kindy).
- Integrate livestock into the garden curriculum.
- Further develop the cooking program by purchasing pizza ovens, other cooking equipment and educating the students and parents on easy healthy meal ideas.
- Purchase of shade house/greenhouse structure to grow seeds for future use, both at the school and for community members to take home to grow.
- Develop partnerships and source funding and support from key stakeholders.

## What worked

The school has successfully developed an environmentally friendly fruit and vegetable garden that is accessed by all students, providing produce to support the healthy cooking project.

External funding was used to develop a community garden within the entrance to the school grounds. The opening ceremony was catered for by the canteen using fresh garden produce.

The school has a Healthy Schools Committee which includes community members, school gardener, administration staff and a coordinator. Relationships have been developed with key stakeholders for funding and support including: Tamala Park, City of Stirling, The First Wave VIEW club, Perth North Metro Medicare Local and Healthway.

The school incorporated livestock into the program by creating a chicken coop from recycled materials and developing a chicken care roster for whole school involvement and responsibility. It also developed a compost heap utilising recycled food grade pallets and a setup of worm fridges and farms. This enforced the focus on the sustainability and environmental impact of the project.

Students were involved in garden design and art competitions, including scarecrow construction and garden signage. Parent and family healthy eating and physical activity education sessions were offered through a partnership with Perth North Metro Medicare Local. A portable pizza oven, flat top BBQ, rice cooker and electric wok were all purchased to provide portable cooking areas for students and the community. The school has successfully established a healthy cooking program using produce harvested from the garden. Each step of the cooking program is completed by the students in order to enhance vocabulary, skills and ability in relation to cooking and making healthy food.

## Where to from here

The completion of a bush tucker garden, an edible water garden and ensuring the green house is fully functioning as a seed raising area are all planned for the future. The ultimate future goal is to build an outdoor kitchen. The school hopes to create further partnerships to support the project and integrate it with a planned Nature Play WA area, which will include a secret sensory garden, Nature Play WA equipment, running stream and cubby building tools.





# Wyndham District High School

## Healthy Whole of School

Wyndham District High School has been part of the Healthy Schools Project since 2011, working with the Project and many other stakeholders to give all their students a healthy start to life.

### Background

Wyndham District High School is located in the remote Kimberley region of Western Australia. It caters for 156 students from Kindergarten to Year 12 with 70% identifying as being Aboriginal and 72% with English as an additional language.

### Objectives

The staff and students of Wyndham have embarked upon a holistic approach to health and wellbeing at the school.

The objectives are:

- Develop strong partnerships with outside organisations.
- Provide staff and students with professional development in areas of nutrition and physical activity.
- Engage students in multi-disciplined programs such as Rangers, Cadets and WasteWise.

### Activities

The WA School Canteen Association held successful workshops for staff, students and parents around the Traffic Light System and advised the canteen manager around serving students a healthy lunch every day.

The school used WA Healthy Schools Project seed funding to purchase equipment for supplied lunches, as well as, for creating their garden. Wyndham DHS also provides a Foodbank WA supplied breakfast. Children who participate in the school breakfast program arrive at their class already having eaten breakfast.

Staff turnover is an issue for the school and some enthusiastic teachers have been a part of the larger health and wellbeing plan. One such teacher attended Stephanie Alexander Kitchen Garden Foundation training and brought the plan to fruition. The garden beds were laid just inside the front gate of the school. Fast growing, and abundantly fruiting, banana palms were planted along the fence.

Once the planting was done and regular expansions were planned, the project gained further momentum. The students built a shade house and an aquaponics garden with barramundi fish growing in tanks. The water was channelled through pipes from the fish tanks and the nutrients fed the hydroponic gardens containing salad vegetables including tomatoes and herbs. Beside this area a chicken coop was erected by the rangers with their teachers and 20 'sentinel chickens' were brought in to supply the kitchen with eggs. The Department of Health Environmental Health division keeps sentinel chickens in remote areas of the state to alert authorities to the existence of mosquito borne illnesses.



At the same time, in the Early Learning Centre, a sensory garden was established for the younger children. Students could enjoy the senses of sight, sound, taste, smell and touch in the play area.

The school competed in the annual 'Take the Challenge' and the older students did regular camping trips with the onsite Ranger. A team competed in the Gibb River Challenge, a 400 km mountain bike ride across the Kimberley to raise funds for charity.

All students at Wyndham embarked on the Daily Tooth Brushing Program and the principal would report that he would see kids spilling out of class in the mornings as they cleaned their teeth. In response to a high prevalence of dental health problems the Kimberley Dental Team provides toothbrushes and dental health resources to schools to promote regular teeth cleaning and oral hygiene in the classroom.

Parents and Aboriginal Education Officers at the school asked if they could build a "bush tucker" garden and WA Healthy Schools Project incentive funds were used for this purpose.

A design was decided and a place was made available and today there is a beautifully made quiet area with a rainbow serpent winding around a semi shaded area with paths and seats for contemplation. Different coloured rocks form the body of the snake and the head is made of individual mosaics. Bush plants with both medicinal and nutritional value have been planted and the garden was opened when Stephanie Alexander Kitchen Garden Foundation visited and held a workshop for visitors.

## What worked

There is a worm farm, fish, eggs from chickens, fruit trees, an abundance of vegetables and herbs available for the kitchen and on an open day the students prepared lunch for the entire school and about 50 visitors.

Much of the success of such a project must be attributed to the principal and staff, but everyone takes on a small part of the program and contributes. This is a very special place to visit. The students are obviously happy, healthy and the school positively hums.

## Where to from here

Wyndham DHS was the first school in the Kimberley to become a Stephanie Alexander Kitchen Garden Foundation School and are currently taking the project to the next stage with the building of a specially designed work area adjoining the undercover "sharing area" set up with long tables for lunch and other meals.

The school has a policy of inclusion and at every opportunity parents are invited to come and visit the school. They have a full set of crockery and cutlery to serve food in order to alleviate wastage from disposable items. Reaching out to parents and carers is a great way to improve the health and wellbeing of the students and parents are welcome to spend time in the garden and are encouraged to help in the kitchen.

# Yarloop Primary School

## Sporting Area Upgrade

Yarloop Primary School engaged with the WA Healthy Schools Project late in 2012 to encourage more physical activity among students.

### Background

Yarloop Primary School is a small south west school with around 60 students from Kindergarten to Year 7. The school is quite isolated, with no bus service, and therefore is only accessed by students from the small community of Yarloop. The school has a varied population drawn largely from a low socio-economic background.

Yarloop Primary School engaged with the WA Healthy Schools Project and discussed opportunities that could benefit the students. It was determined that the current school oval was under-utilised. Students were observed as enjoying playing football during recess and lunch, using two trees on the edge of the oval as goal posts. The lack of equipment led to their interest waning.

### Objectives

- Increase physical activity during recess and lunch by adding value to the two current resources at the school – the school oval and under cover area, in a cost effective manner.

### Strategies

- The project involved creating line markings on the undercover area and building and installing football goals on the oval.
- These new sporting areas would then be incorporated into daily fitness and physical activity classes.







## What worked

Yarloop Primary School is quite isolated and has limited engagement from the local community and families. The skills of the school gardener were therefore used to construct and install the goal posts. This kept the costs of the project within the budget of the Healthy Schools funding money – with the school gardener’s time provided ‘in kind’ during the school holidays. The purchase and installation of purpose-made goal posts would have made the costs prohibitive for the school. Therefore the lessons learnt concern understanding and using the skills of your wider school staff and considering alternative opportunities for making equipment, rather than purchasing.

New line markings underneath the undercover area and the new goal posts were enthusiastically welcomed by the students as trees were being used as goals in the past. The principal explained:

*“We have always had a good oval at the school but it was only being used on the rare occasion with most of the children using the undercover area or the playground at recess and lunch.”*

*After a long chat with our Healthy Schools Officer we decided to apply for funding to get line markings in the undercover area remarked and to put in some football goals to see if we could encourage the children to use the oval more frequently.*

*With the help of our school gardener we purchased the steel, paint and cement and he constructed the goal posts during the July School holidays.*

*Now every recess and lunch time (when it is not raining) there are kids on the oval kicking footies. The undercover area is less crowded and children who want to use the games marked there can do so without any worries.”*

## Where to from here

The school will continue to encourage use of the new facilities by incorporating them into fitness and physical activity, as well as hosting workshops, training sessions and school events. The school is also exploring opportunities such as Nature Play WA to continue to add value to these sporting areas in a low cost manner.



# A note about partnerships

The Health Promoting Schools Framework highlights 'community partnerships' as an important part of making an effective change for health in the school setting. These partnerships may include; students, families, staff, Non-Government Organisations, community and corporate organisations and community members. Schools that participated in the WA Healthy Schools Project developed a broad range of internal and external partnerships which were imperative to the success of their projects. Some of the partnerships and resources mentioned in this set of case studies are listed below:

Internal	External
Bush Tucker resources	Active After-school Communities
Department of Education's Curriculum, Assessment and Reporting Policy (mandatory 2 hours of Physical Activity per week) and daily fitness	Animal Fun
Health Studies Staff	ASeTTS – Association for Services to Torture and Trauma Survivors
Healthy Food and Drink Policy (for Government schools)	Cancer Council
Home Economics Staff	Crunch&Sip®
Parents	Dental Health Services
Parents and Citizens' Committee	Foodbank WA
Physical Education Staff	Healthway
Rangers/Cadets	KidsMatter
School Gardener	Local businesses
Sports Academy	Local Government
Student Services/Chaplain	Medicare Local
	Men's Shed
	MindMatters
	Mining companies
	NAB Schools First
	Nature Play WA
	Nyoongar Sports Association
	Stephanie Alexander Kitchen Garden Foundation
	Take the Challenge
	Waste Wise Schools
	Water Wise
	Western Australian School Canteen Association



## Western Australian Healthy Schools Project Timeline

The WA Healthy Schools Project was established in 2008 by the WA Department of Health as part of the Australian Better Health Initiative, and funded by the State Government until 2011.

Between 2011 and 2015 the WA Healthy Schools Project was one of a suite of programs delivered in Western Australia funded by the Australian Government under the National Partnership Agreement on Preventive Health (NPAPH) Healthy Children initiative. The Healthy Children initiative targeted children up to 16 years of age through a range of settings and aimed to reduce the risk of chronic disease and contribute to the healthy development of children and young people by addressing the risk factors of overweight and obesity, poor nutrition and physical inactivity.

Well established, the WA Healthy Schools Project has been a pivotal element of the WA Department of Health's support for 'health promoting' schools in Western Australia. The WA Healthy Schools Project developed partnerships with other programs funded by the State Government or through the NPAPH Healthy Children initiative delivered in the school setting, including:

- Crunch&Sip® Program (Cancer Council WA)
- School Healthy Food and Drink Project – supporting implementation of the Department of Education's Healthy Food and Drink Policy (Department of Education/WA School Canteen Association)
- Refresh.ED school food and nutrition curriculum support materials (Edith Cowan University).
- School Breakfast and Nutrition Program (Departments of Education and Regional Development/Foodbank WA)

## Additional support

For more information on the WA Healthy Schools Project including tools and tips for all aspects of implementing healthy eating and physical activity projects in schools, please see the website: [www.health.wa.gov.au/healthyschools](http://www.health.wa.gov.au/healthyschools)





This document can be made available in alternative formats on request for a person with a disability.

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