Building the health and wellbeing of young people is one of the best investments schools can make. Students will benefit now and into the future, both educationally and in their health status. But it requires schools to ensure that what they do with their precious time is to rely on evidence based practice to guide their initiatives.

This publication is based on much evidence from both New Zealand and around the world. The frameworks and guidelines have been tested and found to be very useful in assisting schools to create their own evidence based initiatives. The document will also enable effective partnerships to be established and sustained between students, staff, parents/whanau and the local community. The school will then be able to make a successful journey in becoming a high quality Health Promoting School.

Good luck with what you do! Be innovative and creative! And, above all, enjoy the journey!

Lawrence St Leger
Professor Lawrence St Leger
BA, MEdSt, PhD, TSTC, FAHPA
Professor Lawrence St Leger (Deakin University) has developed evidence based guidelines on Health Promoting Schools for both the World Health Organisation and the International Union of Health Promotion and Education. He has worked with New Zealand schools for many years.
Health Promoting Schools is an internationally recognised framework which is utilised in over 50 countries worldwide to improve the health and wellbeing of school communities. There is strong evidence to support the Health Promoting Schools approach as a best practice framework for school health promotion. This approach links health and education, is evidence based, and recognises and builds on the social determinants of health.

The Bay of Plenty and Lakes District Health Promoting Schools Accreditation Scheme has been developed by Toi Te Ora – Public Health Service, and based on national Health Promoting Schools resources. It is a reliable system to improve the health and wellbeing of school communities through a whole school approach. It is open to all schools in the Bay of Plenty and Lakes District Health Board regions. It provides quality assurance for Board of Trustees, principals, school staff, students and the wider school community that a high standard of health promotion is achieved, and provides a structured framework for progression.

This Health Promoting Schools Accreditation Scheme helps schools put in place simple strategies for improving school community wellbeing by focusing on the impact of the school environment and organisational systems. It is designed to enrich staff, students’ (and indirectly their families’) physical, mental, emotional and spiritual wellbeing. It takes a multi-level approach that incorporates the three components of the Health Promoting Schools framework and focuses on a process of continuous improvement.

This manual has been designed to provide you with the practical tools to implement Health Promoting Schools and achieve Health Promoting Schools Accreditation.

We’re here to guide you every step of the way

The Bay of Plenty and Lakes District Health Promoting Schools Accreditation Scheme is supported by a team of professional Advisors and assessors based at three offices – Tauranga, Whakatane and Rotorua. The team offers:

- professional support, time and advice
- resources and tools to guide you every step of the way
- workshops and networking opportunities
- regular communication and updates
- access to the most up to date research
- links to health and wellbeing providers
- an opportunity to showcase your work amongst like minded schools
- well deserved recognition for your efforts to improve the health and wellbeing of your school community

Advisors are trained to support schools to implement the Promoting Schools Accreditation Scheme in a simple, yet effective manner. They will do everything they can to help your school succeed and be a great place to work, play and learn.

If you have any queries or would like to speak to an Advisor please contact us on 0800 221 555 or visit our website www.healthpromotingschools.health.nz
What is a Health Promoting School?
A Health Promoting School focuses on how the social, physical, cultural and spiritual environment of a school can impact on student health, wellbeing and ability to learn effectively. It does this by using a Whole School Approach to identify the health and wellbeing issues that may create barriers to learning and achievement, and develops strategies and actions that address these.

**Whole School Approach**

A whole school approach is a process which brings together school staff, students, parents/whanau, community and local organisations to work collaboratively on issues and promote and protect health and wellbeing.

A whole school approach links together what is taught in the classroom with the social, physical, cultural and spiritual environment of the school, school policies and procedures, with community partners and organisations that can support the school.

Schools and their communities create a shared vision and identify the direction that they want to go in. Students, parents/whanau and staff jointly identify needs and prioritise issues through effective consultation. Thereafter, an action plan is developed and implemented. Representatives from the whole school community monitor, review and evaluate progress of the action plan.

**Health Promoting Schools aims to:**

- foster the healthy development of children and young people in their school, home, community and peer group so that they can learn, grow and contribute now and in the future
- offer schools a framework for developing health promotion initiatives in a way that supports and enhances their existing structures, programmes and practices
- help schools in evaluating the range of health related activities they are currently involved in, identifying areas of need and setting goals to further enhance wellbeing
- enhance the links between schools and their communities in promoting positive health and learning outcomes for young people
- raise awareness of the importance of promoting health for all.

Health Promoting Schools in New Zealand is based on the principles of the Treaty of Waitangi, Te Whare Tapa Wha model for hauora/wellbeing and the Ottawa Charter for Health Promotion.

“Health Promoting Schools are schools which display, in everything they say and do, support and commitment to enhancing the emotional, social, physical and moral wellbeing of their school community.”

World Health Organisation
Health Promoting Schools framework

The Health Promoting Schools framework comprises of three key areas which are interrelated:

Curriculum, teaching and learning which includes:
• teaching and learning methods
• assessment and reporting
• curriculum planning and monitoring.

School organisation and ethos which includes:
• leadership, management and managing change
• staff professional development needs, health and wellbeing
• school culture and environment
• giving students a voice
• policy and procedure development.

Community links and partnerships which includes:
• provision of support services for students
• partnerships with parents/whanau and the wider community
• working with outside agencies.

Maketu School.
Health Promoting Schools process

Working as a Health Promoting School is not a project or a programme, it is a process of continuous improvement. It brings together school staff including the principal, senior management, and the Board of Trustees alongside students and parents/whanau, community and local organisations to work collaboratively on issues, including barriers to learning and health and wellbeing. The Health Promoting Schools process can only work if the interdependent relationships between learning, health and wellbeing are recognised.

At the heart of the Health Promoting Schools process is the empowerment of schools and communities, and their ownership and control of their own endeavours and destinies. Research indicates that, for a Health Promoting Schools model to become a way of working for a school it must:

• be owned by the school
• fit with the organisation and structure of the school
• be consistent with education legislative requirements
• be presented in education language.
Why become a Health Promoting School?
Healthy and happy children learn better and do better in life. Schools have an important role to play in providing support, opportunities and encouragement to maximise children and young people’s potential.

The *New Zealand Curriculum* (2007) specifies:

“Our vision is for young people who will be confident, connected, actively involved and lifelong learners.”

In order to achieve this, children and young people need to be able to have more say about the issues that affect them collectively and as individuals. Health Promoting Schools places positive outcomes for children and young people firmly at its centre. An essential element is creating opportunities for the active involvement of all children and young people.

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**Benefits of being a Health Promoting Schools are:**

**For students**

- Creates a safe, caring and supportive learning environment
- Enables students to develop life-long skills, values and health behaviours that can increase their potential to live healthy fulfilling lives

**For staff**

- Creates a safe, caring and supportive learning environment
- Provides links to the Health and PE Curriculum

**For BOT and school management**

- Helps meet NEGs and NAGs
- Provides a framework to co-ordinate school health activities
- Strengthens links between school and community

**For the community**

- Enables community members to actively participate in school life and help identify and address health and wellbeing issues

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“In order to foster academic achievement and provide students with equal educational opportunities, schools need to address the broad health issues that affect student learning. The health and wellbeing of students affects their academic achievement, and each student’s attitude, values and behaviour affects the people around them.”

*Ministry of Education (1999)*
Overview
An overview of the Bay of Plenty and Lakes District Health Promoting Schools Accreditation Scheme

The Bay of Plenty and Lakes District Health Promoting Schools Accreditation Scheme helps schools put in place simple strategies for improving school community wellbeing by focusing on the impact of the school environment and organisational systems.

Health Promoting Schools underpinned by accreditation criteria, provides quality assurance for Board of Trustees, principals, school staff, students and the wider school community that a high standard of health promotion is achieved, and provides a structured framework for progression.

This accreditation scheme takes a multi-level approach that incorporates the three components of the Health Promoting Schools framework and is based on a process of continuous improvement.

Health Promoting Schools Accreditation Scheme Process

The Health Promoting Schools framework is positioned centrally in the diagram as it is central to the Health Promoting Schools process. When the Health Promoting Schools framework and process come together, school communities are able to act in ways that ensure programmes and practices are comprehensive, and take advantage of all opportunities to enhance education and health outcomes for the entire school community.
There is strong international evidence relating to what works and the necessary components of a successful Health Promoting School.

The Bay of Plenty and Lakes District Health Promoting Schools Accreditation Scheme has been based on international accreditation schemes and adapted to meet the needs of New Zealand schools. It takes the elements of an effective Health Promoting School approach and breaks the implementation of them down into three accreditation standards: **Bronze**, **Silver** and **Gold**.

This accreditation scheme helps schools develop and implement effective Health Promoting Schools strategies, and then certifies the school for their efforts following an assessment.

**Silver - Maintaining and developing Health Promoting Schools**

- Maintain requirements for Health Promoting Schools Bronze Standard Accreditation
- Implement and monitor an annual action and evaluation plan based on the needs identified (address a further three health and wellbeing priority areas) and demonstrate improvements
- Include pandemic planning (including influenza, measles and other infectious diseases) in the Health and Safety, Workplace and Emergency Management Plan
- Strengthen parent/whanau engagement

**Gold - Sustaining Health Promoting Schools**

- Maintain requirements for Health Promoting Schools Silver Standard Accreditation
- Develop a three year strategy to improve school community wellbeing
- Implement and monitor annual action plans (address a further two health and wellbeing priority areas) and demonstrate improvements
- Promote environmental health
- Promote staff health and wellbeing
- Strengthen wider community engagement
- Mentor and support new Health Promoting Schools

**The three standards are:**

**Bronze - Building the foundation for Health Promoting Schools**

- Understand and prepare to implement Health Promoting Schools
- Develop a one year action and evaluation plan based on the needs identified (addressing three health and wellbeing priority areas)
- Strengthen student voice
- Develop or review a new entrant induction package which supports student health and wellbeing
- Immunisation register is reviewed and up-to-date (primary schools only)
Key groups and people

Health Promoting Schools Leader
Key to the successful development of Health Promoting Schools is the appointment of an enthusiastic leader. This person should be influential within the school, for example, a member of the management team or someone with leadership responsibilities.

The role of the Health Promoting Schools Leader is to initiate the early stages of Health Promoting Schools, ensure full commitment of the Board of Trustees and principal, and provide leadership for the Health Promoting Schools Working Group (See Health Promoting Schools Leader Job Role Description).

Health Promoting Schools Working Group
The Health Promoting Schools Working Group supports the Health Promoting Schools Leader and make things happen, ensuring that the initiatives delivered reflect the needs of staff, students and wider school community, generating excitement and participation, and ensuring that the action plan is sustained over time.

Principal and Board of Trustees
Commitment from the principal and Board of Trustees to actively support the development and activities of the Health Promoting Schools Working Group is essential. The principal and Board of Trustees need to be dedicated to making the school environment as healthy as possible and are responsible for making formal policy and environmental changes to support school health. Staff participation will also increase when the principal and Board of Trustees visibly support and participate in Health Promoting Schools.

The principal and Board of Trustees need to be supportive of and prepared to:
• invest in Health Promoting Schools
• develop the policies, protocols and guidelines required to support a healthy working and learning environment
• address the issues identified by staff, students and wider school community and focus on health and wellbeing priority areas
• regularly promote activities and demonstrate leadership through participation
• provide adequate resources (time, materials and budget)
• assume accountability for achieving outcomes.

Staff, students and wider school community
The success of Health Promoting Schools depends on commitment and participation from staff, students and school community. Health Promoting Schools is designed to increase knowledge, skills and abilities to empower staff, students and wider school community to improve their health; however no one should ever feel forced or coerced into doing something that makes them uncomfortable.

Health and wellbeing priority areas
Eight Health Promoting Schools priority areas have been identified, all of which contribute to improving staff, student and community health and wellbeing.

• Healthy Eating
• Physical Activity
• Smokefree
• Mental Health (including drug and alcohol)
• Sexual Health
• Physical Safety/Injury Prevention
• Sun Safety
• Communicable Disease Prevention and Body Care

To achieve accreditation these need to be addressed in a systematic approach, focusing on one or two aspects at a time. See Health Promoting Schools Bronze, Silver or Gold Standard Accreditation portfolios for specific requirements and visit our online Resource Room for support resources at www.healthpromotingschools.health.nz.

All schools undertaking Health Promoting Schools Accreditation are eligible to attend the Health Promoting Schools Workshops or access support from one of the Health Promoting Schools Advisors.

In addition, you will be kept informed of relevant training workshops facilitated by other organisations. This will provide you with invaluable advice, increase your rate of progression, and make achieving accreditation easier.
Getting started
Your Health Promoting Schools journey begins here.

The initial steps are vital because good planning builds the foundation for success.

- Gaining commitment of Board of Trustees and principal
- Identifying a Health Promoting Schools Leader
- Raising awareness of Health Promoting Schools
- Establishing a representative Health Promoting Schools Working Group

Gaining commitment of Board of Trustees and principal

Establishing solid commitment from the Board of Trustees and principal is essential to the success of Health Promoting Schools. Without this commitment there is little value in progressing.

It is important they understand:

- the aims and benefits of Health Promoting Schools
- the Whole School Approach (Health Promoting Schools framework and process)
- Health Promoting Schools Accreditation Scheme requirements

A Health Promoting Schools PowerPoint presentation containing the key information can be downloaded from the Health Promoting Schools website.

Accreditation

You need to provide a Health Promoting Schools commitment agreement, signed by the chair of the Board of Trustees and principal.

They will also need to sign the accreditation submission form.

Health Promoting Schools Advisor Support

Toi Te Ora – Public Health Service Health Promoting Schools Advisors are available to conduct a presentation on Health Promoting Schools for Board of Trustees and/or school management teams within the Bay of Plenty and Lakes District Health Board regions.

The Health Promoting Schools Advisor will provide an overview of the Health Promoting Schools approach, highlight what is required to become accredited, and highlight the training and support that Toi Te Ora – Public Health Service can provide to assist the school throughout the accreditation process.

Questions to consider

- Who would be the best person to lead this part of the process?
- How will you ensure that all of the school leadership group and staff understand what Health Promoting Schools is and why we want to do it?
- How will you know that all of the school leadership group and staff are committed?
- How will you ensure that all of the school leadership group and staff are clear regarding roles and responsibilities?
Identifying a Health Promoting Schools Leader

Key to the successful development of Health Promoting Schools is the initial appointment of an enthusiastic Health Promoting Schools Leader. This person should be influential within the school, for example, a member of the management team or someone with leadership responsibilities.

The role of the Health Promoting Schools Leader is to initiate the early stages of Health Promoting Schools, ensure full and ongoing commitment of the Board of Trustees and principal, and provide leadership to the Health Promoting Schools Working Group. It is therefore recommended that this person is given some release time to undertake this commitment.

It is essential that the Health Promoting Schools Leader is clear on their role (see Health Promoting Schools Leader Role Description) and gains an understanding of Health Promoting Schools, and the Bronze, Silver and Gold Standard Accreditation criteria requirements prior to its implementation.

All relevant information can be found within this easy to use manual, however the Health Promoting Schools Leader should also attend the Health Promoting Schools half-day Introductory Workshop. This workshop will ensure the Health Promoting Schools Leader gains a good understanding of Health Promoting Schools and the Health Promoting Schools Accreditation Scheme. It will also support the school to ‘get started’.

Questions to consider

Who is best placed to lead the Health Promoting Schools Working Group in order to drive through change? To decide this you will need to consider the following:

- understanding of:
  - school systems and structure
  - New Zealand Curriculum
  - teaching and learning
  - health and wellbeing and the challenges faced by children and young people today
- links with senior management and Board of Trustees
- relationships with staff members, parents/whanau and students
- ability to inspire and achieve results.

Remember: This is a co-ordination role. This person should not be responsible for making all the decisions and/or doing everything.
Raising awareness of Health Promoting Schools throughout the school community

Raising awareness of Health Promoting Schools is essential to get buy-in from students, staff, parents/whanau and wider community, to recruit to the Health Promoting Schools Working Group and to ensure the working group is representative of the school community. In addition, raising awareness helps clarify roles and responsibilities of students, staff and parents/whanau within a Health Promoting School.

This can be done in a variety of ways including through newsletters, at parent teacher evenings, fundraising and social events, sporting and cultural events, and through classroom activities. It is also useful to raise awareness with local agencies that support the school.

It is not the sole role of the Health Promoting Schools Leader to raise awareness of Health Promoting Schools, therefore this may require some up-skilling and support from staff/community members to do this.

It is essential that a variety of methods are used to raise awareness of Health Promoting Schools so that you reach the whole school community. To get a better understanding of effective communication techniques or to get some ideas on how to raise awareness (see the Health Promoting Schools Communication Guidelines).

Questions to consider

• Who do you need to inform?
• How will you inform the school community about Health Promoting Schools?
• Who will raise awareness?
• When do you want it done by?
• How will you know when you have achieved it?

Remember: It is vital that this stage is done properly so that the whole school community understand what Health Promoting Schools is and why the school wants to be involved. This will help recruitment to the Health Promoting Schools Working Group.

Accreditation

Provide evidence that the school has undertaken various activities to raise awareness of Health Promoting Schools.
Establishing a Health Promoting Schools Working Group

The next task of the Health Promoting Schools Leader is to establish a Health Promoting Schools Working Group. The Health Promoting Schools Working Group can be created from scratch or added to an existing committee. If an existing group is used, make sure it is given the Health Promoting Schools mandate and that there is time allocated to uphold this function.

Membership

The Health Promoting Schools Working Group should consist of a wide representation of the school community. This enables a variety of views and perspectives to be considered and promotes collective ownership and responsibility. This working group will probably look different in each school.

To be effective, the team must include student, parent/whanau, staff voice and representation from senior management. The development of a team means that responsibility for Health Promoting Schools does not fall on just one person’s shoulders and ensures sustainability. The membership of the group should be reviewed on an ongoing basis to ensure it continues to reflect the priorities and selected actions.

Tip: Use the Health Promoting Schools raising awareness activities to also recruit the working group.

It is not necessary or even desirable to hand pick your healthiest staff, students or parents/whanau. Ideal members are those who can best represent their peers, motivate others and support the implementation of Health Promoting Schools.

New members

You want a core group, however group members can rotate off and new members can rotate onto the group. This manual can be used as an easy to follow resource for new committee members and therefore helps to ensure the sustainability of Health Promoting Schools.

Role of the Health Promoting Schools Working Group

The Health Promoting Schools Working Group supports the Health Promoting Schools Leader and drives Health Promoting Schools. They make things happen, like ensuring that the initiatives delivered reflect the needs of the whole school community. Roles include communicating with key players, encouraging participation and ensuring that the action plan is sustained over time. The Health Promoting Schools Working Group is responsible for the overall effectiveness and provides co-ordination of Health Promoting Schools and ensures accreditation criteria are met.

Remember: It is vital that the team includes representation from the senior management team as plans should feed directly into the school strategic plans.
The Health Promoting Schools Working Group facilitates the following steps:

Step 1  Developing a shared vision
Step 2  Gathering baseline data and identifying health and wellbeing priority areas
Step 3  Developing the action and evaluation plan
Step 4  Implementing the plan and applying for accreditation
Step 5  Maintaining the momentum
Step 6  Evaluating progress and advancing to the next level

Planning the Health Promoting Schools steps

In order to work effectively, the Health Promoting Schools Working Group should plan to complete the first six steps in this manual over an 18 month period. There are a minimum of eight recommended meetings within the first year. This may need to be altered, depending on time allocation and the systems and processes that are already in place which support Health Promoting Schools.

Questions to consider

• Do you have a group already established that could implement this?
• Is your Health Promoting Schools Working Group representative of your local community?
• Do the timings of your meetings support their attendance?
• Is your Health Promoting Schools Working Group representative of the staff in your school?
• Is your Health Promoting Schools Working Group representative of your children and young people including our most vulnerable and gifted and talented?

• Who should you invite from outside agencies?
• Does anyone need training or support to enable them to fully participate?
• How will you involve all children and young people in decision making, tasks and activities?
• Have you provided the right venue for your meetings?
• Have you established systems to ensure you capture all of your learning and achievements as a Health Promoting Schools Working Group?
• How will the Health Promoting Schools Working Group consult and inform the wider school community in relation to the development and implementation of initiatives, projects and programmes?
• How will the Health Promoting Schools Working Group communicate with all students, parents/whanau, staff and Board of Trustees?

Health Promoting Schools Leader tasks prior to the first meeting

• Select a time, date and place for first meeting convenient for all group members
• Distribute an agenda to all group members for the first meeting (see Step 1 for content)
• Ensure that student representatives are well briefed and prepared for the meeting
• Distribute a copy of the ‘Health Promoting Schools Accreditation Manual’ and ask all group members to review this prior and bring along to the first meeting (alternative methods may be required for some students)

NB. Ensure the agenda and Health Promoting Schools Accreditation Manual are distributed at least one week prior to the meeting to ensure that group members have an opportunity to read through the information.

It is important to start building your portfolio, capturing evidence of all work undertaken for Health Promoting Schools. This will be required when you apply for accreditation. For details of all information and documents required for accreditation see Health Promoting Schools Bronze, Silver and Gold Standard Accreditation information.
Step 1
Developing a shared vision
First Meeting
Developing a shared vision

The Health Promoting Schools Leader should invite the group members to the first meeting. An agenda clearly outlining the purpose of the meeting should be distributed.

Meeting objectives

- Overview of Health Promoting Schools and Health Promoting Schools Accreditation Scheme
- Develop shared vision

Resources required for meeting

- Health Promoting Schools National Resources
- Health Promoting Schools Accreditation Manual
- Healthy Person Activity Instructions (plus paper and pens)
- Health Promoting Schools PowerPoint presentation
- Health Promoting Schools Leader Role Description
- Health Promoting Schools Shared Vision Template
- Diary to schedule future meetings

Meeting format (Allow approx 2hrs for this meeting)

1. **Introduction to meeting (5 mins)**

   The Health Promoting Schools Leader should welcome everyone to the meeting and outline its overall purpose. The agenda should be confirmed and it should be agreed who is taking minutes.

2. **Understanding Health and Wellbeing (20 mins)**

   The Health Promoting Schools Leader should ensure that everyone gains an understanding of health and wellbeing. It is a major mistake to assume that everyone has the same understanding. An easy non-threatening way to do this is through use of the Healthy Person Activity (see instructions). This suitable for all ages activity enables the Health Promoting Schools Working Group to gain a common understanding in a fun and interactive way.

3. **Overview of Health Promoting Schools and the Health Promoting Schools Accreditation Scheme (45 mins)**

   The Health Promoting Schools Leader should provide an overview of Health Promoting Schools.

   In addition, the group should review the Health Promoting Schools Accreditation Scheme Manual to ensure that everyone is clear on all steps of Health Promoting Schools Accreditation Scheme and accreditation criteria. Download the Health Promoting Schools PowerPoint presentation which has key information to assist you to do this.
4. Developing a shared vision (40 mins)

A shared vision needs to be developed to provide scope and direction for the Health Promoting Schools Working Group. Creating a shared vision means that everyone has a say in identifying what it is they want to achieve, it provides structure and it ensures that the whole group know where they are going. The Health Promoting Schools Working Group shares the responsibility in working towards the vision and it therefore keeps programmes of work focused on achieving the long-term outcomes and the vision of the school.

The shared vision should include determining a vision, mission or purpose of the group, membership, roles and responsibilities (including the role of the Health Promoting Schools Leader), methods of communication and review date etc. You can use the Health Promoting Schools Shared Vision Template and Health Promoting Schools Leader Role Description to get you started.

Questions to consider

• How do you ensure that the whole Health Promoting Schools Working Group is involved in the development of the shared vision?
• Is your vision inclusive of your whole school community?
• Does the vision statement link with the school’s overall vision?
• How do you ensure you remain focused on your vision?
• How will you communicate your vision to the whole school community?

5. Schedule future meetings, allocation of tasks and close meeting (10 mins)

Meeting dates should be scheduled for the following four meetings. It is suggested that these meetings are no more than one month apart.

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.

Remember: The Working Group’s vision should contribute to and reflect the overall vision of the school.

Tasks prior to next meeting

• Write up meeting minutes and distribute as agreed
• Complete draft shared vision
• Identify current procedures for staff and parent/whanau consultation and subsequent feedback and any related policy or procedure documents
• Identify current methods of obtaining student voice and related policy or procedure documents
• Collect evidence of examples of student voice utilised in the last 12 months
• Any other tasks identified in the meeting
• Confirm date for second meeting
• Compile agenda for second meeting
• Collect the information you require for your Health Promoting Schools Bronze Standard Accreditation portfolio
Step 2
Gathering baseline data and identifying health and wellbeing priority areas
Second Meeting
Gathering baseline data

Meeting objectives
• Ensure all group members have a clear understanding of Health Promoting Schools and Health Promoting Schools Accreditation Scheme
• Confirm shared vision
• Identify current procedures for staff and parent/whanau consultation and subsequent feedback, and any related policy or procedure documents
• Identify current methods of obtaining student voice and related policy or procedure documents
• Introduce School Profile Tool
• Identify plan to complete School Profile Tool
• Identify appropriate needs assessment tools and outline plan to conduct student, staff and parent/whanau needs assessments

Resources required for meeting
• Health Promoting Schools Accreditation Manual
• Health Promoting Schools FAQs
• Draft Health Promoting Schools Working Group shared vision
• Information regarding current procedures for staff and parent/whanau consultation and subsequent feedback and copies of any related policy or procedure documents
• Information regarding current methods of obtaining student voice and copies of any related policy or procedure documents
• Evidence of examples of student voice utilised in the last 12 months
• Health Promoting Schools School Profile Tool
• Health Promoting Schools Needs Assessment Tools Guide

Meeting format (Allow 2hrs 30 mins for this meeting)
1. Agenda and previous minutes/matters arising (5 mins)
Ensure that all tasks from the previous meeting have been completed.

2. Health Promoting Schools recap and questions (10 mins)
The Health Promoting Schools Leader should run through the Health Promoting Schools Accreditation Scheme and provide the opportunity for the group to explore and clarify any queries (see Health Promoting Schools FAQs).

3. Shared vision (15 mins)
The Health Promoting Schools Leader should circulate the draft shared vision. Any further changes should be made at this time and a review date identified. On completion of the shared vision, the final copy should be signed off by the Board of Trustees and principal.

4. Gathering baseline data (1hr 50 mins)
Gathering baseline data enables schools to identify where they are currently at. It helps to develop a clear understanding of what the health and wellbeing needs are for your school
(needs assessment) and the wider school community. It will assist in identifying what is working well, what can be developed further, areas/gaps that may need to be addressed, and identify where good practice is occurring in isolation.

Establishing the baseline data will not only help you identify areas to action, it will also enable you to measure any improvements in the future. Getting the baseline data right is important so that you can develop a Health Promoting Schools Action and Evaluation Plan that will meet your needs and do the job.

Schools are already skilled in collecting, analysing and interpreting data in relation to student achievement. A Health Promoting Schools Needs Assessment is the same principle but relates more specifically to health and wellbeing needs.

There are three aspects to the Health Promoting Schools Needs Assessment:

- Health Promoting Schools School Profile Tool
- Student, staff and parent/whanau needs assessment
- Wider community data

4.1 School Profile Tool

The School Profile Tool is a downloadable tool to help you gather baseline data. It is a review of the school’s systems, policies, procedures, programmes and services already available. It also considers the demographic profile of your school.

The tool is in a checklist style and is easy to complete by the Health Promoting Schools Leader (with relevant input from senior management), or you may choose to have one or two of the working group members support the Health Promoting Schools Leader undertake this task. The profiling will provide you with a snapshot of your school environment.

The baseline data also includes long-term indicators:

- attendance
- sick absence rates
- truancy rates
- stand down, suspension and expulsion
- achievement and attainment
- staff turnover
- accident rates
- participation in extra-curricular activities.

You can expect to see these indicators improve with the implementation of Health Promoting Schools. The School Profile Tool should be examined to ensure all of the group are aware of what is being reviewed, why it is being reviewed and to identify the most appropriate person(s) to complete the profiling prior to the next meeting. The School Profile Tool will take approximately 20 minutes if you have all of the data available.

4.2 Student, staff and parent/whanau needs assessment

Assessing and understanding student, staff and parent/whanau needs and preferences is an essential part of the needs assessment process. For Health Promoting Schools to be successful, it has to reflect what the whole school community considers important.

It is the responsibility of the Health Promoting Schools Working Group to decide how the needs assessment is going to be conducted, who are going to be consulted (whole school or representation) and what needs assessment tools are going to be used.

4.2.1 Decide what you want to find out

Deciding what information is required early in the process helps to avoid frustration, wasted time and energy or unwanted information later.

Questions to consider

- What exactly do we want to know?
- Why do we want to know it?
- What will be done with the information when we get it?

4.2.2 Decide who to consult with

The perfect needs assessment would involve getting information from every member of the school community. However, depending on the size of your school this may not be possible. In a school with over 300 students you may instead decide to consult with a representative group of students, staff and parents/whanau.

If you opt not to consult with the whole school community you must ensure that the sample is representative so that little bias occurs. A biased sample would mean the results of the needs assessment does not accurately reflect the views of the whole school community. If a sample is used, you must state how this was identified and how you have ensured that it is truly representative of the school community (i.e. if your school has 50% Maori students it would be expected the sample has 50% Maori student representation also).

You must conduct the needs assessment with students, staff and parents/whanau.

4.2.3 Select the needs assessment tools

It is important the Health Promoting Schools Working Group spend some time thinking carefully about the methods for their needs assessment and the actual questions that will be asked. The working group should consider the current methods used to consult with parents and staff and obtaining student voice. In addition, the Health Promoting Schools Working Group should
review the *Needs Assessment Tools Guide* to identify the most appropriate methods to collect the information. To optimise the response rate a variety of needs assessment tools should be used and not a 'one size fits all' approach.

**4.2.4 Identify the questions**

To ensure the needs assessment is comprehensive there are three mandatory sections required within the needs assessment:

- **General school issues**
  - What does the school do well?
  - What could the school do better?

- **The following Health Promoting Schools health and wellbeing areas should be prioritised:**
  - Healthy Eating
  - Physical Activity
  - Smokefree
  - Mental Health (including drug and alcohol)
  - Sexual Health
  - Physical Safety/Injury Prevention
  - Sun Safety
  - Communicable Disease Prevention and Body Care

- **The Health Promoting Schools Working Group should identify two to three appropriate questions for each of the headings below to explore aspects of the school in relation to the Health Promoting Schools framework:**
  - Curriculum, teaching and learning (this could include consultation on aspects of the curriculum, learning outcomes etc)
  - School organisation and ethos (this could include consultation on policies or procedures, school culture, school environment etc)
  - Community links and partnerships (this could include communication, involvement of parents within the school, support from other agencies).

There may be other questions which the Health Promoting Schools Working Group thinks would add value to the needs assessment or have been asked to gather feedback on. If so, these should also be included.

It takes a reasonable amount of time, whatever method is used, to undertake the needs assessment, gather responses and collate results. You should give yourselves a realistic amount of time to do this prior to the next Health Promoting Schools Working Group meeting as these results will be required at the meeting.

It is also important to ensure that tasks are shared amongst the Health Promoting Schools Group and that the work and responsibilities do not all land on one person.

You can’t force students, staff or parents/whānau to provide information. Participation needs to be voluntary and people need to have the opportunity to opt out.

Completing the student, staff and parent/whānau needs assessment is also a great way to raise awareness of Health Promoting Schools and engage the whole school community while creating commitment and buy-in. Just make sure that you communicate the purpose of the needs assessment clearly to prevent false expectations around future actions.

There are a variety of ways to conduct a needs assessment.

**Questions to consider**

- Which groups make up your school community?
- What will make the needs assessment accessible to them?

**Remember:** Surveys aren’t the only way! You will get better results from using a variety of methods.

**4.3 Wider school community data**

It is also likely that you will have other data or information available that would add value to the needs assessment, for example, parent/whānau feedback surveys, curriculum consultation or census data.

The Health Promoting Schools Working Group should brainstorm about what information would be useful and what is available. Relevant information should be identified and collated prior to the next meeting.

**5. Allocation of tasks and close meeting (10 mins)**

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.

**Tasks prior to the next meeting**

- Gain sign off of the shared vision by the principal and Board of Trustees
- Complete the School Profile Tool and have results available
- Clearly explain the purpose of the needs assessments to students, staff and parent/whānau, highlighting the value of their input and how feedback will be used (with confidentiality upheld)  
  - remember to promote the needs assessment with a positive, solution focused outlook
- Conduct the student, staff and parent/whānau needs assessment using the most appropriate collection methods
- Collect any wider school community data deemed relevant to the needs assessment
- Any other tasks identified in meeting
- Confirm date of next meeting
- Collect the information you require for your Health Promoting Schools Bronze Standard Accreditation portfolio

Remember:
Third Meeting
Collating the baseline data

Meeting objectives

- Review results of the School Profile Tool
- Review results of the student, staff and parent/whanau needs assessments
- Review any other useful community data deemed relevant to add value to your baseline
- Collate results

Resources required for meeting

- Results of School Profile Tool
- Results of student, staff and parent/whanau needs assessments
- Other useful community data deemed relevant to add value to your baseline

Meeting format  (Allow 1hr 30 mins for this meeting)

1. Agenda and previous minutes/matters arising (5 mins)
   Ensure that all tasks from the previous meeting have been completed.

2. Collating the baseline data (1hr 15 mins)
   The Health Promoting Schools Leader should have received all the relevant baseline data including the School Profile Tool, student, staff and parent/whanau needs assessment results and any other useful community data prior to the meeting. The next stage is to collate the information into a useable format.

   2.1 School Profile Tool
   The results from the School Profile Tool will give you the baseline figures for monitoring long-term outcomes. In addition, it will identify the policies and facilities (that support wellbeing) already in place and may indicate some areas for development.

   2.2 Student, staff and parent/whanau needs assessments
   The Health Promoting Schools Working Group should briefly review the responses from each of the needs assessment groups. The group should assess if there are adequate responses to be representative of each group. If there has been a low response rate, another method of gathering information from a specific group may be required.

   The Health Promoting Schools Working Group should decide how they are going to collate and summarise the findings from each group (it is important that each group's feedback is collated separately as views from each group may differ greatly). It is important that this workload is shared amongst the group and that the summary format can be easily used by the Health Promoting Schools Working Group at the next meeting.

   2.3 Wider community data
   The Health Promoting Schools Working Group should briefly review any wider community data collected. The group should assess if there has been adequate information gathered. The Health Promoting Schools Working Group should decide how they are going to collate and summarise the information.
Questions to consider

- Have you gathered all relevant information?
- Are there enough student, staff and parent/whanau responses to be representative of each group?
- If you haven’t got enough responses from a group, how will you gather further information?
- Who is going to summarise the student, staff and parent/whanau needs assessment results and wider community data?
- What will be the format of these summaries? Should they all be similar?
- What are the timeframes for the information to be collated and summarised so it is available for the next meeting?

3. Allocation of tasks and close meeting (10 mins)

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.

Tasks prior to the next meeting

- Complete summaries of the student, staff and parent/whanau needs assessment results and wider community data
- Any other tasks identified in the meeting
- Confirm date for next meeting
- Compile agenda for next meeting
- Collect the information you require for your Health Promoting Schools Bronze Accreditation Standard portfolio
Fourth Meeting
Analysing the data and identifying health and wellbeing priority areas

Meeting objectives
- Analyse results of the School Profile Tool
- Analyse results of the student, staff and parent/whanau needs assessments
- Analyse any other useful community data deemed relevant to add value to your baseline
- Identify priority areas
- Complete the Health Promoting Schools Needs Assessment Report

Resources required for meeting
- Results of School Profile Tool
- Summary of student, staff and parent/whanau needs assessment results
- Summary of other useful community data deemed relevant to add value to your baseline
- Health Promoting Schools Data Analysis Table
- Health Promoting Schools Bronze Standard Accreditation Portfolio
- Health Promoting Schools Needs Assessment Report Template

Meeting format (Allow 2hrs 15 mins for this meeting)
1. Agenda and previous minutes/matters arising (5 mins)
2. Analysing the baseline data (1hr)
   The Health Promoting Schools Leader should have received the summary student, staff and parent/whanau needs assessment results and a summary of any other useful community data prior to the meeting.

   The Health Promoting Schools Working Group should analyse and discuss the findings within all five data summaries: the school profile, student, staff and parent/whanau needs assessment results, and any other useful community data by using the Data Analysis Table.

   Once the Health Promoting Schools Working Group has recorded the information in the Data Analysis Table they should be able to identify any trends or different perceptions of the various groups.

   Undertaking the data analysis will provide a range of possible priorities. Some will be ones that the school has already identified or be addressing.

   Sometimes it will be obvious which priorities the school should select to focus on, as it is a common theme identified by all three consultation groups. On other occasions it may be less obvious.

   The Health Promoting Schools Working Group may also decide to consult with the wider school community before making a decision.

Accreditation
Provide evidence that the Working Group have analysed the results and students, staff and parents/whanau have been involved in decision making.

Make sure you provide evidence of how the School Profile Tool and Needs Assessment results have been communicated.

Remember:
There may be a range of views on which priorities should be chosen. This may be because some of the school community have different interests or passions. It may also be that some priorities are seen as too difficult, challenging or controversial by members of the wider school community to address.
3. Review requirements for Health Promoting Schools Bronze Standard Accreditation (10 mins)

To achieve Health Promoting Schools Bronze Standard Accreditation, a one year Health Promoting Schools Action and Evaluation Plan is required which addresses at least three health and wellbeing priority areas:

- Healthy Eating
- Physical Activity
- Smokefree
- Mental Health (including drug and alcohol)
- Sexual Health
- Physical Safety / Injury Prevention
- Sun Safety
- Communicable Disease Prevention and Body Care

In addition, inclusion of a strategy to enhance student voice within the Action and Evaluation Plan is also required.

The rationale for addressing health and wellbeing priority areas must be identified through the results of the needs assessment data. This information is required for the Health Promoting Schools Action and Evaluation Plan (which will be developed at the next meeting).

4. Identify priorities (15 mins)

When the Health Promoting Schools Working Group has analysed all of the data and reviewed the Health Promoting Schools Bronze Standard Accreditation requirements, they should identify key school issues and health and wellbeing priority areas to be addressed.

The Health Promoting Schools Working Group should identify if further information relating to the chosen health and wellbeing priority areas needs to be gathered to show what is already occurring and what needs to be done. If so, it should be identified how this information should be collected.

5. Needs Assessment Report (30 mins)

A summary of the needs assessment should be completed (See Needs Assessment Report Template). This should include:

- Introduction - Needs Assessment goal, objectives and methodology
- School profile
- Summary of results – student, staff and parent/whanau, wider community data
- Conclusion and recommendations
- Any other useful information

The Health Promoting Schools Working Group will need to decide who will complete the introduction, conclusion and recommendations sections of the report (the other sections have already been completed and just need to be inserted).

6. Allocation of tasks and close meeting (15 mins)

The Health Promoting Schools Leader should then bring the meeting to close, ensuring tasks for the next meeting have been allocated.

Tasks prior to the next meeting (You may decide to hold a separate meeting to do some of these tasks collectively)

- Complete the Needs Assessment Report
- Raise awareness of needs assessment results with students, staff, parents/whanau and Board of Trustees (this should generate interest and help you build support and commitment for Health Promoting Schools actions)
- Seek agreement from Board of Trustees and principal to implement chosen needs assessment priorities
- Complete rationale for chosen health and wellbeing priority areas
- Identify any further information relating to chosen health and wellbeing priority areas that needs to be gathered that will provide more information relating to what is already occurring and what needs to be done
- Review Health Promoting Schools Health and Wellbeing Priority Areas (Ensure all group members are familiar with chosen health and wellbeing priority areas)
- Ensure all group members are familiar with the Health Promoting Schools Action and Evaluation Plan Template and Sample Plans
- Any other tasks identified in meeting
- Confirm date of next meeting
- Collect the information you require for your Health Promoting Schools Bronze Standard Accreditation portfolio
Step 3
Developing the Health Promoting Schools Action and Evaluation Plan
Fifth and Sixth Meetings
Developing the Health Promoting Schools Action and Evaluation Plan

Meeting objectives
• Develop a Health Promoting Schools Action and Evaluation Plan

Resources required for meeting
• Completed Needs Assessment Report
• Written rationale for chosen health and wellbeing priority areas
• Any additional information gathered on chosen health and wellbeing priority areas
• Health Promoting Schools Impact Matrix
• Internet to access to the Health and wellbeing priority areas via the Resource Room at www.healthpromotingschools.health.nz
• Health Promoting Schools Action and Evaluation Plan Template
• Health Promoting Schools Sample Action and Evaluation Plans
• Health Promoting Schools Communication Guidelines

Meeting format (Allow 3hr 30 mins for these tasks - it is recommended that tasks are spread over two meetings)

1. Agenda and previous minutes/matters arising (5 mins)
Ensure all tasks from the previous meeting have been completed.

2. Developing the Health Promoting Schools Action and Evaluation Plan
Once the Health Promoting Schools Working Group has identified the priority health and wellbeing areas, the next stage is to draw up an Action and Evaluation Plan. At this time the group should also consider the pathway to gain senior management approval for the Action and Evaluation Plan.

You can use the Health Promoting Schools Action and Evaluation Plan Template or review the Sample Plans as a guide. (You can also use your own template as long as it includes all of the required information).

Remember: Action and evaluation plans should feed directly into the school strategic plans.

2.1 Developing the action plan (1hr 30 mins)
The action plan includes:

Goal - What is it that your school would like to achieve overall? Your goal should be linked to the vision of your Health Promoting Schools Working Group (refer to your shared vision).

Rationale - Why are you doing this? Justify the reasons for addressing the health and wellbeing priority areas that you have chosen.

Accreditation
From your School Profile and Needs Assessment results, you will need to develop a Health Promoting Schools Action and Evaluation Plan, addressing at least three health and wellbeing priority areas.

This should include development/review of a school policy, guideline or protocol related to each health and wellbeing priority area.

Your action plan should also address all three areas of the health promoting schools framework, and include a strategy to strengthen student voice.
Objectives - What do you hope to achieve in the short/medium term? Be sure to have objectives that are SMART (specific, measurable, achievable, realistic and time framed).

Actions - What actions or activities will you introduce/undertake? Are they known to work? Will they be acceptable to students, staff and parents/whanau and will everyone have the opportunity to benefit?

Timeline - When will each action need to be achieved by? Be realistic in the timeframes you set and space these out appropriately.

Responsibility - Allocation of tasks. Who will be responsible for the actions?

Resources - What resources will be required for each action or activity? Remember to include staff/parent/student time as a resource in these figures, as well as materials, outsourced services and funding.

The Health Promoting Schools Working Group should use the information from the Needs Assessment Report to identify strategies to address the health and wellbeing priority areas.

Check out the health and wellbeing priority areas on our website as this highlights best practice and also has lots of ideas to support you.

The action plan must:

- Address at least three of the following health and wellbeing priority areas
  - Healthy Eating
  - Physical Activity
  - Smokefree
  - Mental Health (including drug and alcohol)
  - Sexual Health
  - Physical Safety/Injury Prevention
  - Sun Safety
  - Communicable Disease Prevention and Body Care

- Include development/review of a school policy/guideline or protocol related to the three health and wellbeing priority areas (this should include consultation of students, staff and parents/whanau in its development

- Include a strategy to enhance student voice

- Be based on the Health Promoting Schools framework and therefore include strategies which address
  - curriculum, teaching and learning
  - school organisation and ethos
  - community links and partnerships

If you wish you can also use the Impact Matrix to double check that you are planning activities that will have the greatest impact within the resources you have available.

2.2 Communication

Effective communication is vital at every step of the Health Promoting Schools process and is a key aspect of your Action and Evaluation Plan. The Health Promoting Schools Working Group needs to create open, two-way communication channels to provide regular updates to students, staff, parents/whanau and the Board of Trustees, and to receive formal and informal feedback and suggestions.

Funding

A key consideration when identifying actions and activities is funding availability.

Is funding needed?

Are there programmes and activities that you could do for free? Getting a programme started is the first priority, so if you do not have access to funding right away, choose activities that are free of cost. Health Promoting Schools is designed to provide free and low cost programmes for schools which positively impact on change. For example, policy changes have a large impact on health and wellbeing and usually do not require funding.

If your group does need materials or supplies, estimate the costs and quantities. Also, think about some other options that might allow you to proceed with Health Promoting Schools activities even if money is not available right away.

Where can you find funding?

- The Board of Trustees may provide a budget.
- Local businesses* can either partner with you to provide health and wellbeing activities or incentives, or provide funding outright. Many businesses will welcome the idea of supporting your school.
- Staff and parents/whanau might be willing to pay for an event if it is something of particular interest to them.

* When working with a business or corporation, make sure you feel comfortable promoting their business, and that it does not contradict your efforts as a Health Promoting School.
Communication is also an important aspect of promoting changes and activities, and will enhance ongoing engagement, support and commitment for Health Promoting Schools. You will also need to monitor your communication methods to ensure they are effective - check that it reaches everybody and that they understand the messages.

The same communication principles apply to your whole school. The Health Promoting Schools Working Group should advocate for effective communication and engagement procedures throughout your school. Open, two-way communication channels and clear mechanisms for consultation enable students, staff and parents/whanau to engage in issues that affect teaching, students learning and health and wellbeing. In addition, it helps inform decisions that may result in school change. Staff engagement improves job satisfaction, motivation and productivity, and parent consultation results in more involvement in the school and their children’s learning.

Some ideas for communication

- Include Health Promoting Schools as a standing agenda item for Board of Trustees and senior management meetings (ensure accountability lines are clear and included in your Health Promoting Schools shared vision).
- Each member of the Health Promoting Schools Working Group having responsibility to feed back to specific groups of people (communication tree).
- Present periodically to the whole school community on key highlights, achievements, activities and next steps of Health Promoting Schools – don’t forget to acknowledge volunteers and key players.
- Develop a regular slot on Health Promoting Schools in the school newsletter and/or include highlights in local media.
- Create a Health Promoting Schools notice board and display this in a prominent place.
- Create a Health Promoting Schools space on your intranet and manage communications electronically.
- Provide a suggestion box for anonymous feedback and post your responses in a common area where everyone can see.

Using multiple communication channels is the best way to gain the coverage you need - just be careful not to bombard everyone or it will have the opposite effect! Keep your communications under control by evaluating their effectiveness with students, staff and parents/whanau through a planned approach. See the Communication Guidelines to assist you identify effective communication strategies to support your action plan.

2.3. Developing the evaluation plan (1hr)

The evaluation aspect of the plan is essential in setting up and maintaining Health Promoting Schools – you need to do this regardless of your school size or the type of initiatives put in place. Without any evaluation, it will be difficult to determine whether gains have been made and whether these have come about as a result of your initiatives.

Evaluation is important for the following reasons:

- To collect evidence about the effectiveness/impact of the programme
- To be accountable to the Board of Trustees, students, staff and parents/whanau
- To identify ways to improve Health Promoting Schools (such as determining what strategies are working well, what hasn’t been working well and why)
- To assess the efficiency of Health Promoting Schools

As part of the evaluation, it is essential to regularly monitor process and outcome measures as indicators of success.

- Process measures look at programme orientated results i.e. how Health Promoting Schools was implemented and how things are working
- Outcome measures look at the whether the short and long-term objectives have been achieved

Indicators for process measures include:

- Health Promoting Schools participation rates
- Student, staff and parent/whanau awareness levels of Health Promoting Schools
- Participant satisfaction
- Management satisfaction
- Perceived value of Health Promoting Schools
- Principal, management and Board of Trustees commitment to Health Promoting Schools
- Whether Health Promoting Schools has been implemented as intended etc

Indicators for short-term outcome measures include: (healthy eating programme example)

- Nutrition knowledge or awareness
- Sales of more healthy food choices
- Student and staff requests for healthy food choices
- Healthy eating policies implemented etc
Indicators for long-term outcome measures include:

- Attendance
- Sick absence rates
- Truancy rates
- Stand down, suspension and expulsion
- Achievement and attainment
- Staff turnover
- Accident rates
- Participation in extra-curricular activities

You need to be realistic about what can and cannot be measured!

The evaluation plan includes:

- **Measures** - How will you be able to tell your objective has been achieved or is successful?
- **Evaluation method** - How will you measure it? (Focus groups, participation rates and satisfaction surveys can be useful for measuring specific activities).
- **Timeframes** - When will you measure or review the objective?
- **Person responsible** - Who will be responsible for the evaluation?
- **Deliverables** - How will this be reported and to whom?

3. **Allocation of tasks and close meeting (10 mins)**

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.

**Tasks prior to the next meeting**

- Complete the draft Action and Evaluation Plan (ensure clear communication pathways included)
- Present the Action and Evaluation Plan to principal and seek feedback
- Negotiate any funding requirements
- Adjust the Action and Evaluation Plan as required
- Gain final approval for your Action and Evaluation Plan from the principal and Board of Trustees
- Any other tasks identified in meeting
- Confirm date of next meeting
- Collect the information you require for your Health Promoting Schools Bronze Standard Accreditation portfolio
Step 4
Implementing the plan and applying for accreditation
Seventh Meeting
Implementing the plan and applying for accreditation

Meeting objectives
• Launch the plan
• Co-ordinate implementation of the plan
• Create or review the New Entrant Pack
• Update the immunisation register
• Apply for accreditation

Resources required for meeting
• Health Promoting Schools Action and Evaluation Plan
• Health Promoting Schools Bronze Standard Accreditation Portfolio and Assessment Requirements
• Current new entrant pack

Meeting format (Allow 2hrs)
1. Agenda and previous minutes/matters arising (5 mins)
   Ensure all tasks from the previous meeting have been completed.

2. Launch the Action and Evaluation Plan (15 mins)
   You will now be gaining momentum with the approval of your Health Promoting Schools Action and Evaluation Plan. The next step is to launch your plan to the whole school community and generate excitement! How to do this may have been identified within your Action and Evaluation Plan.

3. Co-ordinate implementation of the action plan (20 mins)
   The Health Promoting Schools Working Group has the responsibility for overall co-ordination of the Health Promoting Schools Action and Evaluation Plan. The Health Promoting Schools Working Group must ensure that everyone is clear on roles and responsibilities for all aspects of the plan and monitor its progress.

   As your plan unfolds, make sure you celebrate milestones and openly acknowledge the contributions of the Health Promoting Schools Working Group. This will keep group members and the rest of school community motivated and engaged.

4. Review or create a New Entrant Pack (30 mins)
   A requirement of the Health Promoting Schools Bronze Standard Accreditation is to provide new students with a new entrant pack which includes information to support student health and wellbeing.

   New entrant packs are designed to ensure that a child has the best start at school and kick start their learning in a positive way. Including information about health and wellbeing allows parents to see that this is a priority for the school and gives them information to support their own child’s health and wellbeing. In addition, providing information on how they can be involved in a Health Promoting School increases parent engagement with the school and their child’s learning.

Accreditation
Provide evidence that the immunisation register has been reviewed and updated in the last 12 months (primary schools only).
Include an example of your new entrant package.

Congratulations – you should be eligible to apply for Health Promoting Schools Bronze Standard Accreditation!
Submit your Health Promoting Schools Bronze Standard Accreditation portfolio to arrange a site assessment with a Health Promoting Schools Assessor.

Documentation
Be sure to document all of the activities associated with the action plan that you implement. This will provide evidence for your accreditation portfolio of action that you have undertaken.

For example:
• copies of consultation with staff
• new policies
• change in canteen menus (previous and new menus)
• awareness or promotion campaigns (summaries, photos, resources used).
A great way to raise awareness of Health Promoting Schools is to include this in the pack. This could include general Health Promoting Schools information and the role of parents/whanau, students and staff within your Health Promoting School (and how to become involved).

The Health Promoting Schools Working Group may or may not have the mandate to develop/re-develop the new entrant pack. The Health Promoting Schools Leader should identify whose responsibility this is and ensure that there is a system in place to do this. If the group does not have this mandate, recommendations from the Health Promoting Schools Working Group should be provided for consideration by the relevant people to inform its development/re-development.

5. Update immunisation register - primary schools only (10 mins)

A requirement of the Health Promoting Schools Bronze Standard Accreditation for primary schools is to provide evidence that the immunisation register has been reviewed and updated in the last 12 months (and annually thereafter). The Health Promoting Schools Leader should ensure that there is a system in place to do this and that this has occurred.

6. Apply for accreditation (30 mins)

Now that the action plan is being implemented you should be ready to apply for your Health Promoting Schools Bronze Standard Accreditation. Health Promoting Schools Bronze Standard Accreditation is the first stage of accreditation and recognises standards of excellence in the foundation of Health Promoting Schools.

Applying is easy!

- Review Health Promoting Schools Bronze Standard Accreditation Portfolio and Assessment Requirements.
- Build your portfolio of evidence - this is the documentation required to meet the Health Promoting Schools Bronze Standard Accreditation criteria.

- Each Health Promoting Schools Bronze Standard Accreditation criteria has specific evidence that is required. Complete the portfolio checklist under each criteria to ensure that you have included all relevant information.
- When your portfolio is ready for assessment, complete the submission form and send them to Toi Te Ora – Public Health Service.
- We will acknowledge receipt of your portfolio, check to make sure the documentation is complete and contact you to arrange a site visit with your Health Promoting Schools Working Group – please allow approximately four weeks from submission to your site visit.
- An assessor will ask your Health Promoting Schools Working Group questions to verify the documentation you have provided and will ask to view your activities or may ask to speak to some students, teachers or parents – please see Health Promoting Schools Bronze Standard Accreditation Portfolio and Assessment Requirements for site assessment observations.
- You will receive a Health Promoting Schools assessment report within four weeks of the site visit. If improvements are needed this report will provide a concise account of what actions are required – you will have three months to undertake these actions and resubmit your portfolio. If you have successfully met the criteria, you will receive your Health Promoting Schools Bronze Standard Accreditation and receive rights to use the Health Promoting Schools Accreditation brand (with terms and conditions of use).

Once you have been accredited, your Health Promoting Schools Bronze Standard Accreditation will remain valid as long as you continue to progress all Health Promoting Schools Bronze Standard Accreditation requirements and demonstrate improvements in your three identified health and wellbeing priorities annually.

This requires an annual action and evaluation plan and subsequent report on its implementation. This should include improvements and positive changes gained. In addition, an assessor will conduct an annual site visit to verify actions and achievements.

7. Allocation of tasks and close meeting (10 mins)

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.
Tasks prior to the next meeting

• Raise awareness and launch the Health Promoting Schools Action and Evaluation Plan
• Implement the Health Promoting Schools Action and Evaluation Plan
• Document all of the activities associated with the Action and Evaluation Plan
• Complete the development of, or review a new entrant pack which includes information to support student health and wellbeing
• Review and update the immunisation register (primary schools only)
• Complete and submit the portfolio of evidence for Health Promoting Schools Bronze Standard Accreditation and Portfolio Submission Form
• Any other tasks identified in meeting
• Confirm date of next meeting
• Collect the information you require for your Health Promoting Schools Bronze Standard Accreditation portfolio

Looking ahead

Keep your sights on Health Promoting Schools Silver Standard Accreditation. You can start working towards Health Promoting Schools Silver Standard Accreditation if you have successfully maintained Health Promoting Schools Bronze Standard Accreditation for one year.

Health Promoting Schools Silver Standard Accreditation maintains the requirements for Health Promoting Schools Bronze Standard Accreditation and in addition:

• Identifies and addresses a further three health and wellbeing priority areas
• Includes pandemic planning (including influenza, measles and other infectious diseases) in the Health and Safety, Workplace and Emergency Management Plan
Step 5
Maintaining the momentum
Eighth Meeting
Maintaining the momentum

Meeting objectives:
• Assess progress of the Action and Evaluation Plan through careful monitoring
• Determine if new or additional strategies and steps should be initiated and make any necessary adjustments
• Ensure ongoing communication to maintain interest in the long-term
• Provide progress reports to key players as agreed

Resources required for meeting
• Health Promoting Schools Action and Evaluation Plan

Meeting format (Allow 1hr 30 mins for this meeting)
1. Agenda and previous minutes/matters arising (5 mins)
   Ensure all tasks from the previous meeting have been completed.

2. Maintaining the momentum (45 mins)
   At this stage it’s all about keeping things on track – remember to stick to the plan as much as possible, and monitor and review your progress regularly. The key thing to keep in mind is accountability and results. Ensure that all of the events/activities associated with the Action and Evaluation Plan have been documented and relevant evidence gathered. Good administration and programme co-ordination are important to the success of Health Promoting Schools.

   As a group, monitor and discuss whether strategies and steps were started and/or completed on the specified dates, and whether students, staff and parents/whanau are motivated to participate in Health Promoting Schools activities.

   Also discuss any obstacles or problems encountered in the implementation of the action plan.

   This meeting should serve as an opportunity for the Health Promoting Schools Working Group to revise or update the action plan to better suit the needs of the school community. The group should discuss the need for any changes to current strategies or the addition of new strategies that would help to improve the effectiveness of Health Promoting Schools. Changes should be justified (especially for resource allocation) and you need to ensure the Board of Trustees and principal is with you every step of the way.

   Most of all, you are accountable to the students, staff and parents/whanau – keep the whole school community informed, respond to feedback, plan communications regularly and be ready to fine tune. Also be on the lookout for new ideas, ways of doing things and make the most of opportunities as they arise.

   Remember: Your plan isn’t set in stone but you shouldn’t need to deviate far. Keep the momentum going by continually communicating with students, staff and parents/whanau and the Board of Trustees.

Accreditation
Provide evidence of regular communication between the working group and all students, staff and parents/whanau and Board of Trustees.

Provide evidence of any activities and actions undertaken.
The Health Promoting Schools Working Group should set the schedule for future meetings, deciding how regularly you require to meet to monitor and review progress (there also may be some additional meetings required to undertake any tasks that have been allocated to group members).

In addition, the date for the end of year evaluation meeting (12 months from the date of approval of the Action and Evaluation Plan) should also be set.

3. Progress reports (30 mins)

Provide progress reports to the principal and Board of Trustees and any other key players as agreed.

4. Allocation of tasks and close meeting (10 mins)

The Health Promoting Schools Leader should then bring the meeting to close after the tasks for the next meeting have been allocated.

Tasks prior to the next meeting
- Update principal and Board of Trustees on progress
- Make any minor adjustments to the action plan if required
- Continue to document activities
- Any other tasks identified in meeting
- Confirm dates of meetings for ongoing monitoring
- Collect the information you require for your accreditation portfolio

Te Akau ki Papamoa.
Step 6
Evaluating progress and advancing to the next level
End of year meeting
Evaluating progress and advancing to the next level

Meeting objectives

• Complete end of year evaluation
• Develop end of year Health Promoting Schools summary report
• Identify if the Health Promoting Schools Working Group will maintain Health Promoting Schools Bronze Standard Accreditation or work towards Silver Standard Accreditation

Resources required for meeting

• Health Promoting Schools Action and Evaluation Plan
• Health Promoting Schools Bronze and Silver Standard Accreditation Portfolio and Assessment Requirements

Meeting format (Allow 2hrs for this meeting)

1. Agenda and previous minutes/matters arising (5 mins)
   Ensure all tasks from the previous meeting have been completed.

2. End of year evaluation (1hr)
   Your action plan will have been going for a year now and it is time to complete your annual evaluation. Evaluation can provide important insight into the overall success of Health Promoting Schools, or specific initiatives, and generate ideas for future activities. The outcomes of your evaluation can also be used to promote the benefits of Health Promoting Schools within the school.
   
   Your evaluation will be undertaken as identified within your Action and Evaluation Plan. Much of the information required will have been gathered through your ongoing monitoring.

3. Health Promoting Schools summary report (30 mins)
   The group should produce a summary report on the implementation of the Action and Evaluation Plan and of the improvements/positive changes gained. The report should also identify evaluation results, lessons learned and recommendations for future direction.

4. To the next level (15 mins)
   Your Health Promoting Schools journey isn’t over – it’s just beginning!
   
   You need to identify where to from here - maintain Health Promoting Schools Bronze Standard Accreditation or work towards Health Promoting Schools Silver Standard Accreditation.

   4.1 Maintaining Health Promoting Schools Bronze Standard Accreditation
   To maintain your Health Promoting Schools Bronze Standard Accreditation you must submit your annual summary report, continue to progress all Health Promoting Schools Bronze Standard Accreditation requirements, and demonstrate improvements in the three identified health and wellbeing priority areas annually. This requires an annual Action and Evaluation Plan.
The annual summary report for year one and the new annual plan should be submitted within 15 months of achieving initial Health Promoting Schools Bronze Standard Accreditation to maintain the standard. In addition, an assessor will conduct an annual site visit to verify Health Promoting Schools Bronze Standard Accreditation actions and achievements (this will include reviewing evidence of activities undertaken).

If you have successfully met the criteria, you will have your Health Promoting Schools Bronze Standard Accreditation renewed.

4.2 Working towards Health Promoting Schools Silver Standard Accreditation

Alternatively, you may choose to start working towards Health Promoting Schools Silver Standard Accreditation. Health Promoting Schools Silver Standard Accreditation maintains the requirements for Health Promoting Schools Bronze Standard Accreditation and in addition:

- identifies and addresses a further three health and wellbeing priority areas
- requires inclusion of pandemic planning (including influenza, measles and other infectious diseases) in the Health and Safety, Workplace and Emergency Management Plan
- has a focus on strengthening parent/whanau engagement.
The next level
Silver Standard Accreditation
Health Promoting Schools Silver Standard Accreditation is the second stage of accreditation and recognises standards of excellence in maintaining and developing Health Promoting Schools. To achieve Health Promoting Schools Silver Standard Accreditation, you must already hold the Health Promoting Schools Bronze Standard Accreditation and maintain the requirements for Bronze Standard Accreditation.

As the Health Promoting Schools Accreditation Scheme follows a process of continuous improvement, the steps to achieving Health Promoting Schools Silver Standard Accreditation are the same as for Health Promoting Schools Bronze Standard Accreditation.

It is important to start building your Health Promoting School Silver Standard Accreditation portfolio, capturing evidence of all work undertaken for Health Promoting Schools. This will be required when you apply for accreditation. For details of all information and documents required for accreditation see Health Promoting Schools Silver Standard Accreditation Portfolio and Assessment Requirements.

**Step by step guide to achieving Health Promoting Schools Silver Standard Accreditation**

Health Promoting Schools Silver Standard Accreditation is the second stage of accreditation and recognises standards of excellence in maintaining and developing Health Promoting Schools. To achieve Health Promoting Schools Silver Standard Accreditation, you must already hold the Health Promoting Schools Bronze Standard Accreditation and maintain the requirements for Bronze Standard Accreditation.

As the Health Promoting Schools Accreditation Scheme follows a process of continuous improvement, the steps to achieving Health Promoting Schools Silver Standard Accreditation are the same as for Health Promoting Schools Bronze Standard Accreditation.

It is important to start building your Health Promoting School Silver Standard Accreditation portfolio, capturing evidence of all work undertaken for Health Promoting Schools. This will be required when you apply for accreditation. For details of all information and documents required for accreditation see Health Promoting Schools Silver Standard Accreditation Portfolio and Assessment Requirements.

**Health Promoting Schools Accreditation Scheme process**

1. Gain commitment of BOT and principal
2. Identify HPS Leader
3. Gather baseline data and identify priorities
4. Develop a shared vision
5. Establish HPS Working Group
6. Raise awareness of HPS
7. Community links and partnership
8. Curriculum, teaching and learning
9. School organisation and ethos
10. Maintain the momentum
11. Implement plan and apply for accreditation
12. Develop action and evaluation plan
13. Evaluate progress and advance to the next level
14. THE NEXT LEVEL
15. SILVER
1. Gaining commitment of Board of Trustees and principal

Ongoing commitment from the Board of Trustees and principal is essential to the success of Health Promoting Schools. Without this commitment there is little value in progressing.

The Health Promoting Schools Working Group (or representative) should present the Health Promoting Schools annual summary report and achievements from Health Promoting Schools Bronze Standard Accreditation to the Board of Trustees and principal and seek approval to commence working towards Health Promoting Schools Silver Standard Accreditation.

To initiate Health Promoting Schools Silver Standard Accreditation you are required to submit the Health Promoting Schools annual summary report and indicate intentions to progress to Health Promoting Schools Silver Standard Accreditation by signing and submitting the Intention to advance to the next Accreditation Standard form. This form should be submitted to Toi Te Ora - Public Health Service within 15 months of achieving initial Health Promoting Schools Bronze Standard Accreditation (or its renewal).

An assessor will conduct an annual site visit to verify Health Promoting Schools Bronze Standard Accreditation actions and achievements (this will include reviewing evidence of activities undertaken).

If you have successfully met the criteria, you will have your Health Promoting Schools Bronze Standard Accreditation renewed and have nine months to achieve Health Promoting Schools Silver Standard Accreditation.

2. Identifying a Health Promoting Schools Leader

The role of the Health Promoting Schools Leader is to ensure full and ongoing commitment of the Board of Trustees and principal and to provide leadership to the Health Promoting Schools Working Group.

At this time the Health Promoting Schools Working Group should take the opportunity to review the position of the Health Promoting Schools Leader, ensuring it is working effectively and getting the support and resources required.

3. Raising awareness of Health Promoting Schools

Regularly raising awareness of Health Promoting Schools is essential to ensure buy-in from students, staff, parents/whanau and wider school community and to remind them of their roles and responsibilities within a Health Promoting School. It also encourages the whole school community to keep motivated and increase involvement within the school.

The Health Promoting Schools Working Group should take the opportunity to raise awareness of Health Promoting Schools with students, staff and parents/whanau again (including the fact that the school is now working towards Health Promoting Schools Silver Standard Accreditation).

4. Establishing a Health Promoting Schools Working Group

The Health Promoting Schools Working Group supports the Health Promoting Schools Leader and drives Health Promoting Schools. They make things happen, like ensuring that the initiatives delivered reflect the needs of the whole school community. Roles include communicating with key players, encouraging participation and ensuring that the Action and Evaluation Plan is sustained over time. The Health Promoting Schools Working Group is responsible for the overall effectiveness and provides co-ordination of Health Promoting Schools and ensures accreditation criteria are met.

The Health Promoting Schools Working Group should also take this opportunity to review its own effectiveness.

Questions to consider

• Is the Health Promoting Schools Working Group representative of the local community?
• Do the timings and venue of the meetings support their attendance?
• Is the Health Promoting Schools Working Group representative of the staff in the school?
• Is the Health Promoting Schools Working Group representative of the children and young people including the most vulnerable and gifted and talented?
• Should any outside agencies be invited to join?
• Does anyone need training or support to enable them to fully participate?
• How is the Health Promoting Schools Working Group involving all children and young people in decision making, tasks and activities?

• Are there established systems to ensure all of the learning and achievements of the Health Promoting Schools Working Group are captured?

• How has the Health Promoting Schools Working Group consulted and informed the wider school community in relation to the development and implementation of initiatives, projects and programmes?

• How does the Health Promoting Schools Working Group communicate with all students, parents/whanau, staff and Board of Trustees?

Any recommended changes to the group should be made at this time (including recruitment of any new members required).

5. Developing a shared vision

A shared vision provides scope and direction for the Health Promoting Schools Working Group. It means that everyone has a say in identifying what it is they want to achieve. It provides structure and it ensures that the whole group know where they are going.

The Health Promoting Schools Working Group should review the shared vision and update as necessary (taking into account the review of the Health Promoting Schools Working Group).

The final copy should be signed off by the Board of Trustees and principal.

6. Gathering and analysing baseline data and identifying health and wellbeing priority areas

Gathering baseline data enables schools to identify where they are at currently. It helps to develop a clear understanding of what the health and wellbeing needs are for the school (needs assessment) and the wider school community. It assists in identifying what is working well, what can be developed further, areas/gaps that may need to be addressed and identify where good practice is occurring in isolation.

The baseline data gathered for the Health Promoting Schools Bronze Standard Accreditation initially helped you identify areas to action, it will now also enable you to measure any improvements you have made.

The Health Promoting Schools Needs Assessment conducted for Health Promoting Schools Bronze Standard Accreditation should now be repeated:

• Health Promoting Schools School Profile Tool
• Student, staff and parent/whanau needs assessment
• Wider community data

Results should be collated and summarised. Thereafter this new set of data should be compared to the results from the Health Promoting Schools Bronze Standard Accreditation needs assessment, identifying successes and areas for improvement.

The rationale for addressing health and wellbeing priority areas must be identified through the results of the needs assessment data. This information is required for the Health Promoting Schools Action and Evaluation Plan.

When the group has analysed all of the data and reviewed the Health Promoting Schools Silver Standard Accreditation requirements, the working group should identify key school issues and a further three health and wellbeing priority areas to be addressed.

The Health Promoting Schools Working Group should identify if additional information relating to the chosen health and wellbeing priority areas needs to be gathered to show what is already occurring and what needs to be done. If so, it should be identified how this information should be collected.

The results of the repeat needs assessment and the comparative data results should be presented to students, staff, parents/whanau, the Board of Trustees and principal.

7. Developing the Health Promoting Schools Action and Evaluation Plan

The Health Promoting Schools Working Group should use the information from the needs assessment results to identify strategies to address the health and wellbeing priority areas.

Check out the health and wellbeing priority areas on our website, as this highlights best practice and also has lots of ideas to support you.

A one year Action and Evaluation Plan is developed which builds on the successes of the previous plan and:

• Continues to address the three identified health and wellbeing areas in Health Promoting Schools Bronze Standard
Accreditation and addresses three further health and wellbeing priority areas:
- Healthy Eating
- Physical Activity
- Smokefree
- Mental Health (including drug and alcohol)
- Sexual Health
- Physical Safety/Injury Prevention
- Sun Safety
- Communicable Disease Prevention and Body Care

- Includes development/review of a school policy/guideline or protocol related to all six health and wellbeing priority areas (this should include consultation of students, staff and parents/whanau in its development)
- Includes a further strategy to strengthen student voice
- Includes a strategy to strengthen parent/whanau engagement
- Is based on the Health Promoting Schools framework and therefore include strategies which address:
  - curriculum, teaching and learning
  - school organisation and ethos
  - community links and partnerships

Once the Action and Evaluation Plan is complete, the Health Promoting Schools Working Group should gain final approval of the plan from the Board of Trustees and principal.

8. Pandemic Planning

A requirement of the Health Promoting Schools Silver Standard Accreditation is the inclusion of pandemic planning (including influenza, measles and other infectious diseases) in the school Health and Safety, Workplace and Emergency Management plan/policy.

By planning in advance, your school will be better equipped to deal with a pandemic outbreak and, as a result, reduce the spread of the virus amongst your children, students, staff members, family/whanau, friends and community. An influenza pandemic or local infectious disease outbreak will definitely happen one day - it could be next year, next week or even tomorrow!

The Ministry of Education has developed a Pandemic Planning Kit to assist schools in creating their own pandemic plan. The Pandemic Planning Kit includes a step by step guide in the format of a planning template; supporting documents such as a question and answer document, posters, forms and guidelines; and a wide range of other material to assist in the development and implementation of your pandemic plan. In addition the Ministry of Education has specific guidance on the management of measles.

It is unlikely that developing the pandemic plan would be within the remit of the Health Promoting Schools Working Group. The Health Promoting Schools Leader should ensure that there is a system in place to develop, implement and/or review the pandemic plan.

9. Implementing the plan

The Health Promoting Schools Working Group has the responsibility for overall co-ordination of the Health Promoting Schools Action and Evaluation Plan. The Health Promoting Schools Working Group must ensure that everyone is clear on roles and responsibilities for all aspects of the plan and monitor its progress.

As your plan unfolds, make sure you celebrate milestones and openly acknowledge the contributions of the Health Promoting Schools Working Group. This will keep group members and the rest of school community motivated and engaged.

10. Applying for accreditation

- Build your portfolio of evidence - this is the documentation required to meet the Health Promoting Schools Silver Standard Accreditation.
- Complete the portfolio checklist under each criteria to ensure that you have included all relevant information.
- When your portfolio is ready for assessment, complete the Health Promoting Schools Silver Standard Accreditation submission form and send them to Toi Te Ora – Public Health Service.

Documentation

Be sure to document all of the events/activities associated with the action plan that you implement. This will provide evidence for your accreditation portfolio of action that you have undertaken.

For example:
- copies of consultation with staff
- new policies
- change in canteen menus (previous and new menus)
- awareness or promotion campaigns (summaries, photos, resources used).

THE NEXT LEVEL

SILVER

Documentation

Be sure to document all of the events/activities associated with the action plan that you implement. This will provide evidence for your accreditation portfolio of action that you have undertaken.

For example:
- copies of consultation with staff
- new policies
- change in canteen menus (previous and new menus)
- awareness or promotion campaigns (summaries, photos, resources used).

10. Applying for accreditation

- Build your portfolio of evidence - this is the documentation required to meet the Health Promoting Schools Silver Standard Accreditation.
- Complete the portfolio checklist under each criteria to ensure that you have included all relevant information.
- When your portfolio is ready for assessment, complete the Health Promoting Schools Silver Standard Accreditation submission form and send them to Toi Te Ora – Public Health Service.
We will acknowledge receipt of your portfolio, check to make sure the documentation is complete and contact you to arrange a site visit with your Health Promoting Schools Working Group – please allow approximately four weeks from submission to your site visit.

An assessor will ask your Health Promoting Schools Working Group questions to verify the documentation you have provided and will ask to view your activities (this may include speaking to students, staff and/or parents/whanau).

You will receive a Health Promoting Schools assessment report within four weeks of the site visit. If improvements are needed, this report will provide a concise account of what actions are required – you will have three months to undertake these actions and resubmit your portfolio. If you have successfully met the criteria, you will receive the Health Promoting Schools Silver Standard Accreditation.

Your Health Promoting Schools Silver Standard Accreditation will remain valid as long as you continue to progress all Health Promoting Schools Silver Standard Accreditation requirements and demonstrate improvements in the six identified health and wellbeing issue priority areas annually. This requires an annual Action and Evaluation Plan and subsequent report on its implementation. This should include improvements and positive changes gained. In addition, an assessor will conduct an annual site visit to verify actions and achievements.

11. Maintaining the momentum

At this stage it’s all about keeping things on track – remember to stick to the plan as much as possible and monitor and review your progress regularly. The key thing to keep in mind is accountability and results. Ensure that all of the activities associated with the Action and Evaluation Plan have been documented and relevant evidence gathered. Good administration and programme co-ordination are important to the success of Health Promoting Schools.

As a group, monitor and discuss whether strategies and steps were started and/or completed on the specified dates, and whether students, staff and parents/whanau are motivated to participate in Health Promoting Schools activities.

Also discuss any obstacles or problems encountered in the implementation of the action plan.

This stage should serve as an opportunity for the Health Promoting Schools Working Group to revise or update the action plan to better suit the needs of the school community. The group should discuss the need for any changes to current strategies or the addition of new strategies that would help to improve the effectiveness of Health Promoting Schools. Changes should be justified (especially for resource allocation) and you need to ensure the Board of Trustees and principal are with you every step of the way.

Most of all, you are accountable to the students, staff and parents/whanau – keep the whole school community informed, respond to feedback, plan communications regularly and be ready to fine tune. Also be on the lookout for new ideas, ways of doing things and make the most of opportunities as they arise.

Remember: Your plan isn’t set in stone but you shouldn’t need to deviate far.

Keep the momentum going by continually communicating with students, staff and parents/whanau and the Board of Trustees.

The Health Promoting Schools Working Group should set the schedule for future meetings, deciding how regularly it requires to meet to monitor and review progress (there also may be some meetings required to undertake any tasks that have been allocated to group members).

In addition, the date for the end of year evaluation meeting (12 months from the date of approval of the Action and Evaluation Plan) should also be set.

12. Evaluating progress

End of year evaluation

Your action plan should have been going for a year and therefore it is time to complete your annual evaluation. Evaluation can provide important insight into the overall success of Health Promoting Schools, or specific initiatives, and generate ideas for future activities. The outcomes of your evaluation can also be used to promote the benefits of Health Promoting Schools within the school.

Your evaluation will be undertaken as identified within your Action and Evaluation Plan. Much of the information required will have been gathered through your ongoing monitoring.
Health Promoting Schools summary report
The group should produce a summary report on the implementation of the Action and Evaluation Plan and of the improvements/positive changes gained. The report should also identify evaluation results, lessons learned and recommendations for future direction.

13. Advancing to the next level
You need to identify where to from here - maintain Health Promoting Schools Silver Standard Accreditation or work towards Health Promoting Schools Gold Standard Accreditation.

Maintaining Health Promoting Schools Silver Standard Accreditation
To maintain your Health Promoting Schools Silver Standard Accreditation you must submit your annual summary report, continue to progress all Health Promoting Schools Silver Standard Accreditation requirements, and demonstrate improvements in the six identified health and wellbeing areas annually. This requires an annual Action and Evaluation Plan.

The annual summary report for year one and the new annual plan should be submitted within 15 months of achieving initial Health Promoting Schools Silver Standard Accreditation to maintain the standard. In addition, an assessor will conduct an annual site visit to verify Health Promoting Schools Silver Standard Accreditation actions and achievements (this will include reviewing evidence of activities undertaken).

If you have successfully met the criteria, you will have your Health Promoting Schools Silver Standard Accreditation renewed.

Working towards Health Promoting Schools Gold Standard Accreditation
Alternatively, you may choose to start working towards Health Promoting Schools Gold Standard Accreditation. Gold Standard is the third stage of accreditation and recognises standards of excellence in sustaining Health Promoting Schools. If applying for Health Promoting Schools Gold Standard Accreditation, you must already hold the Health Promoting Schools Silver Standard Accreditation.

This stage requires the school to maintain Health Promoting Schools Bronze and Silver Standard Accreditation requirements, develop a three year strategy to improve health and wellbeing, implement annual action and evaluation plans addressing all eight health and wellbeing priority areas (and demonstrate improvements in these). In addition you are required to:

- promote environmental health
- promote staff health and wellbeing
- strengthen wider community engagement
- mentor and support new health promoting schools.

Health Promoting Schools is an active process of continuous improvement and Health Promoting Schools Gold Standard Accreditation follow the same cycle as Health Promoting Schools Silver Standard Accreditation.
The next level
Gold Standard Accreditation
Step by step guide to achieving Health Promoting Schools Gold Standard Accreditation

Health Promoting Schools Gold Standard Accreditation is the third stage of accreditation and recognises standards of excellence in sustaining Health Promoting Schools. To achieve Health Promoting Schools Gold Standard Accreditation, you must already hold the Health Promoting Schools Silver Standard Accreditation.

As the Health Promoting Schools Accreditation Scheme follows a process of continuous improvement, the steps to achieving Health Promoting Schools Gold Standard Accreditation are the same as for Health Promoting Schools Silver Standard Accreditation.

It is important to start building your Health Promoting School Gold Standard Accreditation portfolio, capturing evidence of all work undertaken for Health Promoting Schools. This will be required when you apply for accreditation. For details of all information and documents required for accreditation see Health Promoting Schools Gold Standard Accreditation Portfolio and Assessment Requirements.

Health Promoting Schools Accreditation Scheme process

- Gain commitment of BOT and principal
- Identify HPS Leader
- Raise awareness of HPS
- Establish HPS Working Group
- Develop action and evaluation plan
- Gather baseline data and identify priorities
- Develop a shared vision
- Community links and partnership
- School organisation and ethos
- Curriculum, teaching and learning
- Evaluate progress and advance to the next level
- Maintain the momentum
- Implement plan and apply for accreditation
- THE NEXT LEVEL
- GOLD
1. Gaining commitment of Board of Trustees and principal

Ongoing commitment from the Board of Trustees and principal is essential to the success of Health Promoting Schools. Without this commitment there is little value in progressing.

The Health Promoting Schools Working Group (or representative) should present the Health Promoting Schools annual summary report and achievements from Health Promoting Schools Silver Standard Accreditation to the Board of Trustees and principal and seek approval to commence working towards Health Promoting Schools Gold Standard Accreditation.

To initiate Health Promoting Schools Gold Standard Accreditation you are required to submit the Health Promoting Schools annual summary report and indicate intentions to progress to Health Promoting Schools Gold Standard Accreditation by signing and submitting the *Intention to advance to the next Accreditation Standard form*. This form should be submitted to Toi Te Ora - Public Health Service within 15 months of achieving initial Health Promoting Schools Silver Standard Accreditation (or its renewal).

An assessor will conduct an annual site visit to verify Health Promoting Schools Silver Standard Accreditation actions and achievements (this will include reviewing evidence of activities undertaken).

If you have successfully met the criteria, you will have your Health Promoting Schools Silver Standard Accreditation renewed and have nine months to achieve Health Promoting Schools Gold Standard Accreditation.

2. Identifying a Health Promoting Schools Leader

The role of the Health Promoting Schools Leader is to ensure full and ongoing commitment of the Board of Trustees and principal and to provide leadership to the Health Promoting Schools Working Group.

At this time the Health Promoting Schools Working Group should take the opportunity to review the position of the Health Promoting Schools Leader, ensuring it is working effectively and getting the support and resources required.

3. Raising awareness of Health Promoting Schools

Regularly raising awareness of Health Promoting Schools is essential to ensure buy-in from students, staff, parents/whanau and wider school community and to remind them of their roles and responsibilities within a Health Promoting School. It also encourages the whole school community to keep motivated and increase involvement within the school.

The Health Promoting Schools Working Group should take the opportunity to raise awareness of Health Promoting Schools with students, staff and parents/whanau again (including the fact that the school is now working towards Health Promoting Schools Gold Standard Accreditation).

4. Establishing a Health Promoting School Working Group

The Health Promoting Schools Working Group supports the Health Promoting Schools Leader and drives Health Promoting Schools. They make things happen, like ensuring that the initiatives delivered reflect the needs of the whole school community. Roles include communicating with key players, encouraging participation and ensuring that the Action and Evaluation Plan is sustained over time. The Health Promoting Schools Working Group is responsible for the overall effectiveness and provides co-ordination of Health Promoting Schools and ensures accreditation criteria are met.

The Health Promoting Schools Working Group should also take this opportunity to review its own effectiveness.

Questions to consider

- Is the Health Promoting Schools Working Group still representative of the local community?
- Do the timings and venue of the meetings support their attendance?
- Is the Health Promoting Schools Working Group still representative of the staff in the school?
- Is the Health Promoting Schools Working Group still representative of the children and young people including the most vulnerable and gifted and talented?
- Should any other outside agencies be invited to join?
- Does anyone need training or support to enable them to fully participate?
• How is the Health Promoting Schools Working Group involving all children and young people in decision making, tasks and activities?
• Are there established systems to ensure all of the learning and achievements of the Health Promoting Schools Working Group are captured?
• How has the Health Promoting Schools Working Group consulted and informed the wider school community in relation to the development and implementation of initiatives, projects and programmes?
• How does the Health Promoting Schools Working Group communicate with all students, parents/whanau, staff and Board of Trustees?

Any recommended changes to the group should be made at this time (including recruitment of any new members required).

5. Developing a shared vision

A shared vision provides scope and direction for the Health Promoting Schools Working Group. It means that everyone has a say in identifying what it is they want to achieve. It provides structure and it ensures that the whole group know where they are going.

The Health Promoting Schools Working Group should review the shared vision and update as necessary (taking into account the review of the Health Promoting Schools Working Group).

The final copy should be signed off by the Board of Trustees and principal.

6. Gathering and analysing baseline data and identifying health and wellbeing priority areas

Gathering baseline data enables schools to identify where they are at currently. It helps to develop a clear understanding of what the health and wellbeing needs are for the school (needs assessment) and the wider school community. It assists in identifying what is working well, what can be developed further, areas/gaps that may need to be addressed and identify where good practice is occurring in isolation.

The baseline data gathered for the Health Promoting Schools Bronze Standard Accreditation initially helped you identify areas to action and the data gathered for Health Promoting Schools Silver Standard Accreditation enabled you to measure any improvements.

The Health Promoting Schools Needs Assessment conducted for Health Promoting Schools Bronze and Silver Standard Accreditation should be repeated again:

• Health Promoting Schools School Profile Tool
• Student, staff and parent/whanau needs assessment
• Wider community data

This will enable you to measure progress and any further priorities.

Results should be collated and summarised. Thereafter this new set of data should be compared to the results from the Health Promoting Schools Bronze and Silver Standard Accreditation needs assessments, identifying successes and areas for improvement.

The rationale for addressing the final two identified health and wellbeing priority areas must be identified through the results of the needs assessment data. This information is required for the Health Promoting Schools Action and Evaluation Plan.

The Health Promoting Schools Working Group should identify if any additional information relating to the chosen final health and wellbeing priority areas needs to be gathered to show what is already occurring and what needs to be done. If so, it should be identified how this information should be collected.

The results of the repeat needs assessment and the comparative data results should be presented to students, staff, parents/whanau, the Board of Trustees and principal.

7. Developing the Health Promoting Schools Action and Evaluation Plan

The Health Promoting Schools Working Group should use the information from the needs assessment results to identify strategies to address the health and wellbeing priority areas.

Check out the health and wellbeing priority areas on our website, as this highlights best practice and also has lots of ideas to support you.

To meet the Health Promoting Schools Gold Standard Accreditation a three year strategy to improve school community wellbeing is required.
In addition, an annual action and evaluation plan is developed which identifies actions to achieve the three year strategy, builds on the successes of previous annual plans and:

- Addresses all eight health and wellbeing priority areas
  - Healthy Eating
  - Physical Activity
  - Smokefree
  - Mental Health (including drug and alcohol)
  - Sexual health
  - Physical Safety/Injury Prevention
  - Sun Safety
  - Communicable Disease Prevention and Body Care
- Includes development and biennial review of a school policy/guideline or protocol related to all health and wellbeing priority areas (this should include consultation of students, staff and parents/whanau in its development)
- Includes strategies to strengthen student voice and parent/whanau engagement
- Includes strategies to promote environmental health
- Includes strategies to promote staff health and wellbeing
- Includes strategies to strengthen wider community engagement
- Demonstrates how you will mentor and support new health promoting schools
- Is based on the Health Promoting Schools framework and therefore include strategies which address:
  - curriculum, teaching and learning
  - school organisation and ethos
  - community links and partnerships.

Once the Action and Evaluation Plan is complete the Health Promoting Schools Working Group should gain final approval for the three year strategy to improve school community wellbeing and the one year Action and Evaluation Plan from the Board of Trustees and principal.

8. Implementing the plan

The Health Promoting Schools Working Group has the responsibility for achievement of the three year strategy and overall co-ordination of the Health Promoting Schools Action and Evaluation Plan. The Health Promoting Schools Working Group must ensure that everyone is clear on roles and responsibilities for all aspects of the plan, and monitor its progress.

As your plan unfolds, make sure you celebrate milestones and openly acknowledge the contributions of the Health Promoting Schools Working Group. This will keep group members and the rest of school community motivated and engaged.

9. Applying for accreditation

- Build your portfolio of evidence - this is the documentation required to meet the Health Promoting Schools Gold Standard Accreditation.
- Complete the portfolio checklist under each criteria to ensure that you have included all relevant information.
- When your portfolio is ready for assessment, complete the Health Promoting Schools Gold Standard Accreditation submission form and send them to Toi Te Ora – Public Health Service.
- We will acknowledge receipt of your portfolio, check to make sure the documentation is complete and contact you to arrange a site visit with your Health Promoting Schools Working Group – please allow approximately four weeks from submission to your site visit.
- An assessor will ask your Health Promoting Schools Working Group questions to verify the documentation you have provided and will ask to view your activities (this may include speaking to students, staff and parents/whanau).
- You will receive a Health Promoting Schools assessment report within four weeks of the site visit. If improvements are needed, this report will provide a concise account of what actions are required – you will have three months to undertake these actions and resubmit your portfolio. If you have successfully met the criteria, you will receive the Health Promoting Schools Gold Standard Accreditation.

Documentation

Be sure to document all of the events/activities associated with the action plan that you implement. This will provide evidence for your accreditation portfolio of action that you have undertaken.

For example:
- copies of consultation with staff
- new policies
- change in canteen menus (previous and new menus)
- awareness or promotion campaigns (summaries, photos, resources used).
• Your Health Promoting Schools Gold Standard Accreditation will remain valid as long as you continue to progress all Health Promoting Schools Gold Standard Accreditation requirements and demonstrate improvements in all eight health and wellbeing priority areas annually. This requires an annual Action and Evaluation Plan and subsequent report on its implementation. This should include improvements/positive changes gained and how this is contributing to achieving the three year strategy. In addition, an assessor will conduct an annual site visit to verify actions and achievements.

10. Maintaining the momentum
At this stage it’s all about keeping things on track – remember to stick to the plan as much as possible and monitor and review your progress regularly. The key thing to keep in mind is accountability and results. Ensure that all of the activities associated with the Action and Evaluation Plan have been documented and relevant evidence gathered. Good administration and programme coordination are important to the success of Health Promoting Schools.

As a group, monitor and discuss whether strategies and steps were started and/or completed on the specified dates, and whether staff, students and parents/whanau are motivated to participate in Health Promoting Schools activities.

Also discuss any obstacles or problems encountered in the implementation of the action plan.

This stage should serve as an opportunity for the Health Promoting Schools Working Group to revise or update the action plan to better suit the needs of the school community. The group should discuss the need for any changes to current strategies or the addition of new strategies that would help to improve the effectiveness of Health Promoting Schools. Changes should be justified (especially for resource allocation) and you need to ensure the Board of Trustees and principal are with you every step of the way.

Most of all, you are accountable to the students, staff and parents/whanau – keep the whole school community informed, respond to feedback, plan communications regularly and be ready to fine tune. Also be on the look out for new ideas, ways of doing things and make the most of opportunities as they arise.

Remember:
Your plan isn’t set in stone but you shouldn’t need to deviate far.
Keep the momentum going by continually communicating with students, staff and parents/whanau and the Board of Trustees.

The Health Promoting Schools Working Group should set the schedule for future meetings, deciding how regularly it requires to meet to monitor and review progress (there also may be some additional meetings required to undertake any tasks that have been allocated to group members).

In addition, the date for the end of year evaluation meeting (12 months from the date of approval of the Action and Evaluation Plan) should also be set.

11. Evaluating progress
End of year evaluation
Your action plan should have been going for a year and therefore it is time to complete your annual evaluation. Evaluation can provide important insight into the overall success of Health Promoting Schools, or specific initiatives, and generate ideas for future activities. The outcomes of your evaluation can also be used to promote the benefits of Health Promoting Schools within the school.

Your evaluation will be undertaken as identified within your Action and Evaluation Plan. Much of the information required will have been gathered through your ongoing monitoring.

Health Promoting Schools summary report
The group should produce a summary report on the implementation of the Action and Evaluation Plan and of the improvements/positive changes gained. The report should also identify evaluation results, lessons learned, how this has contributed to the three year strategy and recommendations for future direction.
12. Maintaining Health Promoting Schools Gold Standard Accreditation

To maintain your Health Promoting Schools Gold Standard Accreditation you must submit your annual summary report, continue to progress all Health Promoting Schools Gold Standard Accreditation requirements and demonstrate improvements in all the health and wellbeing areas annually. This requires an annual Action and Evaluation Plan.

In addition, the School Profile Tool and student, staff and parent/whanau needs assessment must be repeated at least every three years.

The annual summary report and the new annual plan should be submitted within 15 months of achieving initial Health Promoting Schools Gold Standard Accreditation to maintain the standard. In addition, an assessor will conduct an annual site visit to verify Health Promoting Schools Gold Standard Accreditation actions and achievements (this will include reviewing evidence of activities undertaken).

If you have successfully met the criteria, you will have your Health Promoting Schools Gold Standard Accreditation renewed.

Gold Standard Accreditation
Address 2 new priority areas
Contact
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