

Fruit in Schools Information Pack

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MANATŪ HAUORA

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1 Overview

- A new targeted initiative for clusters of high need primary schools.
- Clusters/schools provided with fruit and teacher release funding for cluster meetings, planning and PD.
- School communities adopt HPS/whole school community approach to wellbeing – focus on nutrition, physical activity, sun protection and smokefree.
- Fruit for three years, then clusters and their communities self-sustain.

Background

- Informed by pilots in New Zealand and UK but taking a HPS/whole school approach.
- Inequalities focus.
- Prioritises food and nutrition, physical activity, sun protection and smokefree.
- Links to Healthy Eating Healthy Action strategy and cancer control action plans.

Rationale

- Fruit/vegetable consumption promotes health.
- Fruit consumption low amongst New Zealand children (Ministry of Health 2003).
- Supports education and health outcomes.

Who is involved in planning?

- Ministry of Health, Ministry of Education, SPARC, New Zealand Principals Federation, NZ STA, HPS (regional co-ordinators), Cancer Society, National Heart Foundation, DHBs.
- Regional/district collaboration between HPS advisors, DHB, school support services, regional sports trusts, National Heart Foundation and Cancer Society staff.

Implementation – where and when

- Phase One – Term 4, 2005:
 - 12 clusters in six regions (Northland, Tairāwhiti, Hawkes Bay, Porirua, Christchurch, Invercargill)
 - fruit delivered for minimum of 12 months by national provider.
- Phase Two – Term 2, 2006:
 - roll out in different regions.

How will schools be selected?

- Ministry of Health list of high need schools identified.
- Local knowledge – interagency team identify high need schools.

- HPS advisor invites schools and their communities to commit to:
 - HPS/WSA
 - four priority areas
 - working in a cluster
 - working towards being self-sustaining after three years
 - being part of evaluation.

How will fruit provision work?

- Funding for fruit for approximately 120 high need primary schools in FIS clusters.
- Eligible, high need schools receive fruit for all children (one piece/child/day).
- Fruit delivered two times/week.
- Clusters self-sustaining after three years.

First steps for schools

- School contacted by HPS advisor.
- Cluster links identified.
- Fill in application form.
- HPS advisor confirms school's participation.
- Agreement between school and DHB.
- Involvement of principal, management, Board of Trustees, staff, students, parents/whānau and community agencies.
- Plan for fruit storage and distribution to classes.
- Cluster meets for PD and FIS planning.

What will clusters look like?

- 'Natural' clusters preferred.
- Cluster size of up to five schools.
- Mix of schools on HPS/WSA continuum.
- Teacher release and professional development funded for all FIS clusters.
- Cluster identifies base school with HPS/WSA experience:
 - co-ordinates meetings
 - from Year 2 administers fruit and cluster funding.

FIS cluster guidelines for HPS and four priority areas

- Purpose:
 - to assist clusters to understand what's involved
 - to support clusters to move along continuum

- to help in monitoring school community and cluster progress.
- Five guidelines in common framework: HPS, food and nutrition, physical activity, sun protection and smokefree.

Evaluation of FIS

- Planning underway:
 - formative – developmental assistance
 - process – documenting the process
 - impact – measuring fruit component, HPS/cluster development including progress in four key areas.
- Three-year external evaluation has been contracted.

2 Stocktake Form for Schools

Use as a basis for discussion about change.

School name:		Principal:	
Contact name:		School roll:	
Address:			
Phone:		Email:	

Describe below if you have current activity in any of the following areas.

	Board of Trustees/ principal/staff commitment	Policy/ procedures – review cycle	Effective teaching	Community links	Whole-school environment	Key references
Physical activity						
Sun protection						
Healthy eating						
Being smokefree						
Other wellbeing- related whole- school initiatives						

3 Frequently Asked Questions

What is Fruit in Schools?

Fruit in Schools (FIS) promotes health and wellbeing in primary school communities. There are two components:

- a Health Promoting Schools/whole-school-community approach to promoting healthy eating, physical activity, sun protection and being smokefree (the four priority wellbeing areas)
- providing fresh fruit for children in eligible primary schools in high-need areas.

Who has been involved in setting up FIS?

FIS is a collaborative joint initiative being developed by representatives from the Ministry of Health, Ministry of Education, Sport and Recreation New Zealand (SPARC), National Heart Foundation, Cancer Society, New Zealand Principals Federation, New Zealand School Trustees Association, District Health Boards and Regional Sports Trusts. Fruit in Schools is funded by the Ministry of Health.

What is Health Promoting Schools?

The Health Promoting Schools (HPS) programme provides a framework and process for improving the health and wellbeing of school communities and supports successful learning outcomes for children. HPS advisors based in District Health Boards can provide advice and support to schools, or groups of schools (clusters), that want to implement FIS/HPS.

How much fruit will eligible schools get?

Eligible high-need schools that are part of selected clusters will receive a piece of fruit per day per student, for up to three years. School community clusters are expected to be self-sustaining for fruit after this time (eg, fruit might be provided by parents, donated or sponsored by local businesses or grown in a school or local orchard).

Can schools not eligible for fruit provision still take on FIS?

All schools can be part of the FIS initiative and receive implementation guidelines and resource pack for FIS and HPS, and can receive advice and support from the key agencies involved. While funded fruit provision is to limited high-need schools, other schools can work with their school communities to identify how they will increase fruit consumption by their children. A number of schools already have their own schemes with fruit provided by parents or coming from local community resources or suppliers.

How much time will it take to be part of FIS?

Clusters of schools that are taking part in FIS will meet at least once a term for professional development, action planning and support. School communities will be supported to undertake projects related to improving wellbeing in the four priority wellbeing areas. This will involve an HPS/whole-school approach of addressing school ethos and organisation, community links and curriculum teaching and learning.

How can schools get support for teaching and learning?

The School Support Services will be able to put schools in contact with a teacher in their area who has expertise in food and food and nutrition teaching.

What will it cost?

The Ministry of Health funds fruit provision for eligible schools for up to three years. FIS school clusters will also have funded teacher release days to enable staff to meet and undertake professional development in HPS, food and nutrition, physical activity, sun protection and being smokefree, including learning about how these areas relate to the Health and Physical Education Curriculum New Zealand.

Who will support FIS clusters?

HPS advisors in District Health Boards, regional support or staff from the Cancer Society, Heart Foundation and Regional Sports Trusts, School Support Services and teachers from the Home Economics and Technology Teachers Association of New Zealand (HETTANZ) can provide advice and support to clusters of school communities involved in FIS.

Why fruit?

Fruit and vegetable consumption has been found to have a protective effect against some common cancers as well as cardiovascular disease. Replacing less healthy food with fruit and vegetables provides extra health benefits for children, such as maintaining a health body weight. Research on childhood food and nutrition indicates New Zealand children generally have a low level of consumption of fruit and vegetables. Learning from pilot programmes in New Zealand and the UK has enabled the model to be adapted and enhanced to support effective implementation in New Zealand.

What are the long-term benefits for school communities?

Improved health and wellbeing will help enable better learning outcomes for students and will contribute to their life long health and wellbeing. Schools will be supported in strengthening links with their community and in their understanding of effective promotion of wellbeing in school communities (*Health and Physical Education in the New Zealand Curriculum*, 1999, Ministry of Education).

How long must schools commit for?

To have fruit provided, school communities need to make a long-term commitment to FIS and the HPS/whole school approach.

What happens with fruit provision after three years?

School clusters are expected to become self-sustaining and fruit provision will become the responsibility of the school cluster community after three years. For example, this may be through parents sending fruit to school, establishing funding for fruit from local businesses, donations of good-quality fruit from local orchards or perhaps establishing a school orchard.

After the initial schools are self-sustaining, the Ministry will funding will enable fruit to be provided to another group of primary schools in high need areas, until they in turn develop a sustainable school community supply over their three years.

Must we be part of FIS?

No school is required to implement FIS. However many schools across New Zealand have already recognised the educational and health benefits of encouraging improved health and wellbeing encouraging children to increase their fruit consumption, and have organised their own FIS initiatives.

Schools that want to adopt the approach used in FIS will be encouraged and supported to do this and appropriate support material and advice will be available to them through the programme.

When will it start?

Phase one of FIS will see up to 60 high-need primary schools involved across six geographic areas: Northland, Tairāwhiti, Hawke's Bay, Wellington, Canterbury and Southland. Phase Two will start in Term Two 2006.

FIS is much more than just fruit delivered to high-need school clusters. It is about promoting and supporting the health and wellbeing of the school community. This takes careful planning and working together at a national and local level, so FIS is being rolled out in stages.

How will FIS be evaluated?

There will be a three-year evaluation of the FIS programme. Evaluation will include fruit delivery, consumption and quality, as well as implementation of HPS/whole school development to promote the four priority wellbeing areas.

Formative evaluation will assist clusters to implement the programme more effectively.. Process evaluation will capture how FIS is being implemented and impact evaluation will measure how well the programme is meeting its objectives.

What reporting will be involved?

Schools will need to write a short progress report for the DHB and other stakeholders once every six months.

Who needs to be involved?

FIS needs the support of the whole school community including the principal, senior management, Board of Trustees and parents. Staff need to lead FIS and HPS implementation in their school community. Attendance at all cluster meetings is essential.

Integral to HPS effectiveness is the involvement of students in making decisions about their health and wellbeing. Many HPSs have student HPS groups, which are involved in planning and implementing school community initiatives.

Other HPSs, especially those in rural areas, have a core interagency group often involving Resource Teachers of Learning Behaviour (RTLB), Public Health Nurses, Cancer Society, Heart Foundation and Sports Trust staff, social workers, youth aid officers. These groups can provide support to the students and families/whānau of the school community.

What is a cluster approach? Why use this?

International and New Zealand educational research supports the use of clusters as they enable quality learning through effective sharing and use of resources, support planning/implementation of initiatives and enhance professional development and evaluation. School clusters are already common across New Zealand (eg, literacy, RTLB).

HPS evaluation and experience also support adoption of the cluster model.

4 Guidelines to Support the Assessment Criteria

Health Promoting Schools (HPS) Guidelines¹

↓ Framework	→ Process	Continuum of change		
		Committed to adopting the HPS framework and process	Emerging HPS	→ Sustainable HPS
Curriculum teaching and learning	Curriculum teaching and learning	The school's teaching and learning programmes are based on students' needs.	The schools' teaching and learning programmes are based on students' needs, are committed to involving students in establishing success criteria, and include monitoring of student achievement.	The school proactively involves students in maintaining success criteria across the curriculum, to achieve their full potential.
	Curricular and co-curricular links	The school is committed to involving students in wellbeing-related activities.	Students are supported to plan and lead wellbeing-related activities which influence the school environment	Students are actively involved in decision-making and take individual and collective action in wellbeing initiatives in the school and wider community, to effect ongoing positive change.
School organisation and ethos	Policies and procedures	<p>The school has developed health and wellbeing-related policies.</p> <p>The school is committed to working in partnership with its Māori community (NEG 10).</p>	<p>The school has developed health and wellbeing-related policies and procedures which reflect a commitment to regular review and participation of students, parents/caregivers and whānau.</p> <p>The school demonstrates a commitment working with its Māori community under the principles of Partnership, Participation and Protection.</p> <p>The school understands and is committed to working with health promotion and Ottawa Charter principles.</p>	<p>The school's health and wellbeing-related policies and procedures demonstrate effective ongoing review with meaningful input from students, parents/caregivers and whānau.</p> <p>The school is implementing and promoting an action plan to promote and implement the principles of Partnership, Participation and Protection, health promotion and the Ottawa Charter, thereby effecting positive change for students, parents/caregivers and whānau and encompassing hauora aspirations of its Māori community.</p>
	Senior management/ BoT commitment	The school's senior management and BOT are committed to supporting whole-school health and wellbeing.	The school's senior management and BOT demonstrate commitment to supporting whole-school health and wellbeing.	The school's senior management and BOT demonstrate effective implementation of ongoing actions to support whole-school health and wellbeing through a strategic planning process.

¹ Includes other whole school approaches that schools have adopted, the elements of which are reflected in the continuum above.

Framework	Process	Continuum of change		
		Committed to adopting the HPS framework and process	Emerging HPS	Sustainable HPS
	Wider school environment	The school is committed to promoting a physical, social and cultural environment which supports health and wellbeing.	The school actively promotes health and wellbeing. The school is committed to delivering consistent messages across all school areas including, but not limited to, curriculum, behaviour management, rewards, events, fundraising.	The school demonstrates ongoing improvement of health and wellbeing in its physical, social and cultural environment. Messages across all school areas such as curriculum, behaviour management, rewards, events, fundraising are consistent.
Community links and partnerships	Internal links and partnerships	The school is committed to involving its students, parents/caregivers and whānau in health and wellbeing activities, and consulting them when developing its policies and procedures.	The school consults with and involves students, parents/caregivers and whānau, utilising opportunities to promote health and wellbeing.	The school has a broad range of health promotion strategies linking with and involving students, parents/caregivers and whānau, reflecting active community partnerships and a shared vision.
	Agency links and partnerships	The school is committed to linking with relevant agencies which support health and wellbeing activities in the school.	The school links relevant agencies/programmes with health and wellbeing activities in the school.	The school maintains ongoing links with relevant agencies which support the school's prioritised health and wellbeing activities.
Critical review milestones				
Critical review milestones for Fruit in Schools (FIS)		FIS contract signed by: <ul style="list-style-type: none"> the individual schools the FIS cluster. 	Representatives from each school including, but not limited to, staff, students, parents/caregivers attend and contribute to all FIS cluster meetings and other relevant events.	All schools in the FIS cluster undertake a range of critical review processes including, but not limited to, individual school and cluster self-review, independent evaluation.
HPS-specific processes and links				
Health Promoting Schools (HPS) specific processes/links		The school shows interest in receiving support to adopt the HPS framework/process and is prepared to become part of a cluster.	The school is actively working towards taking the first steps in the HPS process, eg, raising awareness, identifying the infrastructure needed, carrying out needs assessment. The whole school community has been consulted about adopting the HPS framework/process. The school has indicated interest, and is receiving ongoing support, as part of a cluster to assist it towards sustaining the HPS process.	The school has adopted the HPS 'Way of Working', demonstrates an integrated approach to, and conveys consistent messages about, health and wellbeing. The school follows the HPS process across the whole school community and within a cluster. HPS is school-owned and driven and the process is sustainable (internally and within a cluster).
Critical review milestones for Health Promoting Schools (HPS)		The school has made a formal agreement with an HPS provider as part of a cluster.	The school has undertaken school-wide consultation or needs assessment and representatives from the school, including, but not limited to, staff, students, parents and whānau, attend and contribute to all HPS cluster meetings and other relevant events.	All schools in the HPS cluster undertake a range of critical review processes including, but not limited to, individual school and cluster self-review, independent evaluation.

Food and nutrition component

The continuum of change	Committed	Emerging	Emerging	Sustainable
Equivalent award level in the School Food Programme (participation is optional)	The school has registered for the programme or achieved a Heartbeat Award.	The school has achieved a Bronze Award.	The school has achieved a Silver Award.	The school has achieved a Gold Award.
Curriculum teaching and learning	Delivery of food and nutrition education as part of health and physical education in the New Zealand curriculum.	Delivery of food and nutrition education as part of health and physical education in the New Zealand curriculum. Students are actively engaged in activities that influence the school environment.	Delivery of food and nutrition education as part of health and physical education in the New Zealand curriculum. Students are actively engaged in activities that link with the community and influence the school environment.	Delivery of food and nutrition education as part of health and physical education in the New Zealand curriculum. Students are actively engaged in activities that identify and address food and nutrition issues in the school and wider community and promote healthy eating.
School organisation and ethos	Committed to developing (or have developed) and implementing a food and nutrition policy or procedure. Schools plan for and implement small sustainable changes in the food provided as part of the food service (if applicable).	<p>The food and nutrition policy/procedures reflect a commitment to a whole school approach to food and nutrition and regular review.</p> <p>The food service offers healthy alternatives (if applicable).</p> <p>Healthy food is promoted in the school.</p> <p>The school is moving towards delivering consistent messages across all school areas (fundraising, rewards, role-models, events etc).</p>	<p>The food and nutrition policy/procedure is a living document. It reflects a commitment to a whole school approach to food and nutrition and is regularly reviewed.</p> <p>The food service offers a variety of healthier alternatives** and restricts the sales of less healthy options (high fat, high salt, high-sugar) (if applicable).</p> <p>Healthy food is promoted in the school in a number of ways.</p> <p>Increased success in the delivery of consistent messages across all school areas (fundraising, rewards, role-models, events etc).</p> <p>The school social, physical and political aspects of the school environment will have begun to change the perceived norms about food.</p>	<p>The food and nutrition policy/procedure is a living document. It reflects a commitment to a whole school approach to food and nutrition and is regularly reviewed.</p> <p>The food service offers a variety of healthier alternatives** and is significantly restricting the sale of high-fat, high-salt, high-sugar items. It supports the teaching and learning in food and nutrition education.</p> <p>Healthy food is promoted in the school in a large variety of ways.</p> <p>The school environment conveys consistent messages about healthy eating and food and nutrition and there is an integrated approach to food and nutrition within the school.</p>
Community links and partnerships	Committed to consulting (or have consulted) the community as part of policy/procedure development.	The community has been consulted as part of policy/procedure development.	<p>Health promotion strategies link with the wider school community in relation to food and nutrition.</p> <p>The school links with relevant agencies/programmes, which support food and nutrition activities within the school.</p>	A range of health promotion strategies link with and involve the wider school community in relation to food and nutrition.

* The food service includes lunch orders, tuck-shops and canteens.

** Healthier alternatives: breads and cereals, fruit and vegetables, milk and milk products, snacks low in fat, salt and sugar and clean fresh water.

Sun protection component

Curriculum teaching and learning	<ul style="list-style-type: none"> • SunSmart education programmes are included in the curriculum at all age levels.
Community links and partnerships	<ul style="list-style-type: none"> • Effective relationships with other school principals in your community or cluster. • Relationships with the regional Health Promoting Schools Coordinator or Cancer Society Health Promoter. • Whole school community involved in policy development and planning. • Involvement with other community organisations, eg, local School Trustees Association.
School organisation and ethos	<ul style="list-style-type: none"> • Sun protection policy is implemented during terms 1 and 4, when ultraviolet radiation levels are most intense. • All staff, students and parents /caregivers are to be informed of the skin protection policy and its intended practices • All students wear a broad brimmed, legionnaire or bucket hat (minimum 6 cm brim, deep crown) when outside between 11 am and 4 pm. • Students not wearing a hat are required to play in allocated shade areas. • The use of SPF 30+ broad spectrum, sunscreen is encouraged, with time for application of sunscreen allowed. • The use of sun protective clothing is encouraged (eg, sleeves and collars). • Staff are requested to act as role models by practising SunSmart behaviours. • The sun protection policy is reflected in the planning of all outdoor events (eg, camps, excursions, sporting events). • Outdoor activities are rescheduled, whenever possible, to minimise time outdoors between 11 am and 3 pm. • The school has sufficient shade or is working towards increasing the number of trees and shade structures so as to provide adequate shade in the school grounds. • The Board of Trustees and Principal review the sun protection policy regularly, including making suggestions or improvements at least once every three years.

* Includes school's own programme and subscription to Cancer Society's 'Sunsmart' programme.

Smokefree criteria for ‘fruit in schools’ programme

(See footnotes for addition information and links to resources.)

Basic initiatives – comprehensive approach			
Policy procedures	Ensure that the smokefree status of the school is communicated to all parents, visitors, contractors etc on a continuing basis. Encourage and support staff and students to quit smoking. ²	Develop a policy making all school events and activities 100% smokefree by adopting or adapting the policies provided for this purpose on the Smokefree schools website. Develop a policy to deal with student smoking. A draft policy is provided on the Smokefree Schools website. ³	Develop a policy to refuse to accept money from, or work with, tobacco companies or their agents. ⁴ This includes organisations that accept tobacco money (such as the Life Education Trust and He Papa Pounamu). A draft policy is provided on the Smokefree Schools website. ⁵
Curriculum (teaching and learning)	Ensure tobacco control issues are appropriately addressed through the curriculum. Smokefree teaching resources are available on the Smokefree Schools website. ⁶ The Lungfish website ⁷ (a Smokefree website for students) has links to primary and intermediate school resources.	Support and encourage students becoming actively engaged in activities which identify and address issues in the wider community environment in relation to smoking (including smokefree environments, smoking, social sources of cigarettes etc).	
Community links	Ensure that the wider community participate in curriculum application.	Develop initiatives which get students involved in their community, eg, through running joint community projects/activities.	Work to strengthen family functioning, eg, through family days, promotion of positive parenting strategies, greater involvement of all parents etc.

² Staff can receive support to quit smoking from cessation providers such as the National Quitline (call 0800 778 778) and Aukati Kai Paipa providers. For further information see the Managing Smoking section of the Smokefree Schools website – www.smokefreeschools.org.nz

³ Information on developing smokefree policies and procedures (including policy templates) can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁴ Information on the damage which accepting tobacco industry funding does can be found at: www.cqct.qc.ca/Documents_docs/DOCU_2003/DOCU_03_05_00_DonsENG.PDF

⁵ Further information on the Smokefree Schools website – www.smokefreeschools.org.nz

⁶ Smokefree teaching resources are available in the Curriculum Support section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁷ Lungfish is an informative, interactive and entertaining Smokefree website for primary and intermediate students. The Smokefree Info – Teachers section provides information for teachers on how they can help children stay smokefree – www.lungfish.org.nz

Basic initiatives – comprehensive approach			
Senior management / Board of Trustees	Ensure that the school fully meets its obligations under the Smoke-free Environments Act 1990 ⁸ including ensuring compliance to a ban on smoking in school premises and grounds at all times, ⁹ and properly informing people through appropriate signage etc. ¹⁰	Ensure that senior management and the Board of Trustees are aware of the complexity of youth smoking ¹¹ and support the school's smokefree policies. Register for Smokefree Schools E-News on the Smokefree Schools website. ¹²	Agree to participate in tobacco control/health focused research projects where requested.
Wider school environment	Develop programmes and interventions which promote a sense of wellbeing, participation and ownership by students in their school community.	Promote parental awareness of risk and protective factors of smoking uptake. Advice for parents is available on the Lungfish website. ¹³ Encourage parents to quit smoking.	Develop programmes and initiatives which develop students' personal skills and self-confidence.

⁸ Further information on the legal requirements for schools can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

⁹ Further information on making compliance easier can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

¹⁰ Further information on signage can be found in the Maintaining Compliance section of the Smokefree Schools website – www.smokefreeschools.org.nz

¹¹ Information on risk and protective factors of smoking uptake are available on the Smokefree Schools website – www.smokefreeschools.org.nz

¹² Register for the Smokefree E-News on the Smokefree Schools website – www.smokefreeschools.org.nz

¹³ Further information on how parents and teachers can help children stay smokefree can be found in the Smokefree Info – Parents section of the Lungfish website – www.lungfish.org.nz

Physical activity component

(Based on a whole-of-school development for an *Active School*)

	Commitment to becoming an <i>Active School</i>	Emerging <i>Active School</i>	Sustainable <i>Active School</i>
Curriculum / teaching and learning	The school has developed and followed a process for identifying physical education professional development needs of staff and planned provision of relevant professional development. Students are engaged in a range of physical activities.	The school plans learning that uses a range of physical activity contexts is planned, sequenced, and engaging for students.	The school ensures that learning using a broad range of physical activity contexts is: <ul style="list-style-type: none"> planned and sequenced made explicit to students monitored and allows for individual variability.
Curriculum / co-curriculum links	Activities that occur during PE classes are supported by co-curricular physical activity opportunities.*	Co-curricular physical activity opportunities in the school* complement learning from PE classes.	The school makes clear and explicit how learning in physical education complements co-curricular physical activity opportunities.*
Senior management / BOT commitment	The school's senior management/BOT have acknowledged their commitment to prioritising physical activity and have developed guidelines that assist the school to have a physical activity culture.	The school's senior management/BOT have demonstrated commitment to prioritising physical activity by developing and implementing guidelines that assists the school to have a relevant physical activity culture.	The school's senior management/BOT have demonstrated commitment to prioritising physical activity by developing, implementing and reviewing guidelines that assists the school to have a sustainable and relevant physical activity culture.
Community links and partnerships	The school has established school – community relationships, structures, and processes to support physical activity in the school.	The school has established working school-community relationships and applies structures and processes to support ongoing physical activity in the school.	The school has clear and explicit working relationships with a comprehensive range of community agencies and educational institutions, and applies effective structures and processes to support sustained physical activity in the school.
Resources equipment	The school has analysed both its physical and social environment and its resources to identify barriers and enablers for students to meet their needs for physical activity.	The school has developed a three-year plan to manage both its physical and social environment and its resources to meet students' needs for physical activity.	The school is implementing and monitoring a three-year plan to manage both its physical and social environment and its resources to meet students' needs for physical activity.

* Co-curricular physical activity opportunities are provided by students, school staff, and community individuals/groups.