



Action Plan

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Date: July 2008

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INTRODUCTION

Vision: To empower young people to drive sustainable change in their school and community

Goal: To promote healthy eating patterns, regular physical activity and healthy bodies amongst youth;

And

To improve the capacity of families, schools and community organisations to sustain the promotion of healthy eating and physical activity in the East Geelong / Bellarine Area

Population Group: The five intervention Secondary School's (Bellarine Secondary College, Catholic Regional College, Christian College, Geelong High School and Newcomb Secondary College). There are also 12 comparison schools representative of the region completing the baseline data process.

Symbols: ✓ = completed, → = in progress,

☑ = commenced ahead of schedule

☒ = not commenced behind schedule

○ = not commenced as yet

ACTION PLAN OBJECTIVES

- Objective One: BUILDING CAPACITY
To build the capacity of families, schools, and community organisations to promote healthy eating and physical activity
- Objective Two: SOCIAL MARKETING
To achieve a high awareness of the project's key messages
- Objective Three: EVALUATION
To evaluate the process, impact and outcomes of the 'It's Your Move!' Project
- Objective Four: WATER VERSUS SWEET DRINKS
To significantly decrease the consumption of high sugar drinks and to promote the consumption of water
- Objective Five: BREAKFAST
To significantly increase the proportion of young people eating a healthy breakfast
- Objective Six: FRUIT & VEGETABLES
To significantly increase fruit and vegetable consumption
- Objective Seven: FOOD @ SCHOOL
To significantly increase the healthiness of school food
- Objective Eight: WALKING & CYCLING
To significantly increase active transport
- Objective Nine: GETTING ACTIVE
To significantly increase participation in organised sports and other active recreation
- Objective Ten: BODY IMAGE (SIZE & SHAPE)
To create an acceptance of different healthy body sizes/ shapes and decrease episodes of inappropriate dieting

Abbreviations:

IYM	'It's Your Move!' Project		
LM	Louise Mathews	(Project Coordinator)	
SE	Support & Evaluation (including those below)		
BS	Boyd Swinburn	MdC	Max de Courten
CB	Colin Bell	AS	Anne Simmons
MM	Marj Moodie	LME	Lawrie Meade
CK	Caryn Kave	ASg	Andrea Sanigorski
PD	Phil Day	MMA	Mary Malakellis
IT	Intervention Research Assistants		
LSC	Local Steering Committee		
RC	Reference Committee (Project Coordinator & Principals, Representatives for DHS and DEECD)		
PMC	Project Management Committee (Project Coordinator & School Project Officer's)		
SBMC	School Based Management Committee		
IVS	Intervention Schools		
ISA	'It's Your Move!' Student Ambassadors		

IVS Schools:

Prin	Principal	SPO	School Project Officer's
BSC	Bellarine Secondary College	LR	Lauren Reading
		SB	Sharon Barker
CC	Christian College	KF	Kerryn Fearnside
CRC	St. Ignatius College	LT	Lyndal Taylor
GHS	Geelong High School	KM	Kate Meadows
		CG	Christine Green
NSC	Newcomb Secondary College	LD	Leanne Denny

Key Stakeholders:

- ALCOA (Brendan Foran)
- Barwon Primary Care Forum (TB Tony Blackwell)
- Bellarine Health (Karen Oliver)
- Costa's
- Deakin University
- Department of Human Services - Gordon Institute of TAFE
- Leisure Networks (Brooke Williams)
- Barwon Health
- Barwon Water (Nick Stone)
- Bendigo Bank
- City of Greater Geelong
- Department of Education

Objective One – Building Capacity:

Aim: *To build the capacity of families, schools, and community organisations to promote healthy eating and physical activity*

Definition of key words:

- Build capacity: Increasing the knowledge, skills, or ability to accomplish work by acquiring or sharing resources (such as equipment or materials), funding, or people through their knowledge, skills, and expertise.

Priority Areas:

- Families
- Schools
- Community Organisations

Data:

- Community Readiness to Change
- School Environmental Audits (inc. Principal, Canteen Manager & three teachers)

Process Indicators:

- Identification / Development / Implementation of Resources
- Implement & Maintain Project Structures (Project Management & Reference Committee)
- Conduct training with students, staff and others
- Identification / Development / Implementation of Programs, Policies and activities

Impact Indicators:

- Development and implementation of resources and strategies in schools
- Implementation of policies in secondary schools
- Successful funding proposals to support the direction of the project
Integration of health promotion strategies into the
- community/organisations
- Presentations, publications, workforce development

Outcome Indicators:

- Increased knowledge and skills of staff in secondary schools
- Organisational changes-reorientation of existing staff and Integration of health promotion strategies into the organisation's activities
- Sustainable structure of the Student Ambassador Model

Strategies:

- 1.1 Identify Resources
- 1.2 Develop and maintain the necessary structures and relationships
- 1.3 Provide ongoing training for staff, students and others
- 1.4 Develop programs, policies and activities

Summary of Intervention Strategies:

Training

- Social Marketing Workshop (PMC)
- Health Promotion Principles (PMC)
- Media Training (SPO's and students)
- Student Ambassador Training (2005-2006)
- Student Ambassador Training (2006 – 2008)
- Certificate II Event Management

Workshops

- Student Ambassador Camp 2005
- Student Ambassador Camp 2007
- Obesity Prevention in Communities (OPIC) Meetings (Fiji, Tonga x 2)

Presentations

- Rosemary Stanton Evening (Parents & SPOs)
- Conferences
 - International Congress on Obesity: Satellite Visit (2006)
 - VHETTA Annual Conference (2006 & 2007)
 - Obesity Prevention Short Course (2007)
 - ASSO (2007)
 - Deakin / DHS Partnership (Barwon) (2007)
 - ACHPER Annual Conference (2007)

Grants / Funding and Sponsorship

- ALCOA
- Barwon Primary Care Partnership
- Bendigo Bank
- City of Greater Geelong
- Department of Human Services

In kind support

- The Rock Indoor Climbing Centre (Student Ambassador Camp 2005)
- La Porchetta (Student Ambassador Camp 2005)
- The Potato Shed (Rosemary Stanton Evening (2006)
- Skilled Stadium (Student Ambassador Camp 2007)

Student Supervision

- 4 Health Promotion Students

Media

- Go For Your Life episode

Objective Two – Social Marketing:

Aim: *To achieve a high awareness of the project's key messages*

Definition of key words:

- Key Messages: Key messages are not necessarily slogans or taglines but brief statements highlighting the bottom-line message to a campaign.

Priority Areas:

- Design, Develop and implement a Social Marketing Plan

Data:

- Process Evaluation
- School Environmental Audit
- PDA Survey-PAN KSB

Process Indicators:

- Recruit Marketing Consultant
- Develop logo and branding
- Design / Develop / Test and Implement project's key messages
- Implement Phase One of the Social Marketing Plan
- Implement Phase Two of the Social Marketing Plan

Impact Indicators:

- Awareness of the key messages by students and teachers
- Recollection of key messages by students in secondary schools
- Implement Phase Three of the Social Marketing Plan

Outcome Indicators:

- Recollection of key messages

Strategies:

2.1 Design and develop Social Marketing Plan

Summary of Intervention Strategies:

- Develop logo
- Engage with local graphic artist
- Engage with Arts teachers within the intervention schools
- Arts teachers to work with students to develop social marketing messages (content, look and feel)
- Develop social marketing messages with graphic artist
- Consult Student Ambassadors as to the 'mock up' versions of social marketing messages and posters/ postcards
- Print social marketing material

Objective Three – Evaluation:

Aim: *To evaluate the process, impact and outcomes of ‘It’s Your Move!’*

Definition of key words:

- Formative evaluation
- Process evaluation
- Impact evaluation
- Outcome evaluation

Priority Areas:

- Formative Evaluation
- Process Evaluation
- Impact and Outcome Evaluation
- Dissemination

Data:

- Community Capacity Building Index
- Process Evaluation Forms
- Follow up measures (Impact & Outcome)

Process Indicators:

- Formative processes recorded by project staff
- Process Evaluation Forms recorded by project staff
- Evaluation of training programs
- Evaluation Plan

Impact Indicators:

- Project Progress reports
- Social Marketing Plan
- Communication Plan
- Action Plan

Outcome Indicators:

- Process Evaluation
- Impact Evaluation
- Outcome Evaluation

Strategies:

- 3.1 Formative Evaluation
- 3.2 Process Evaluation
- 3.3 Impact and Outcome Evaluation
- 3.4 Dissemination

Summary of intervention strategies:

- Process Evaluation: PMC to complete process evaluation forms
- Impact and Outcome: Develop Evaluation Plan

Objective Four – Water vs. Sweet Drinks:

Aim: *To significantly reduce the consumption of sweet drinks and to promote the consumption of water*

Definition of key words:

- Significantly reduce
- Sweet drinks: Sweet drinks include all fruit juices, soft drinks, energy drinks, cordials, flavoured mineral waters and sports drinks either bought or home-made.
- Fruit juices contain sugars that are found naturally in fresh fruits, but become very concentrated when made into juice.

Priority Areas:

- Youth
- Families
- Schools
- Canteens (onsite food outlet)

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In depth interviews & Survey (2)

Process Indicators:

- Distribution of Water Bottles (Teachers & Students)
- Increase in the number of Water Policies
- Increase in the number of water fountains located within the school
- Development of a Curriculum Unit to educate the negatives of sweet drinks and benefits of drinking water
- Decrease the number of sweet drinks sold in the canteen
- Change contents of the vending machines, to selling 80% water
- Water to be provided at all staff and student functions inc. camps (Food@ School Framework)

Impact Indicators:

- Increased awareness of this Key Message by school staff
- Increased awareness of this Key Message by students
- Reduction in the types of sweet drinks sold through the school canteen
- Reduction in the number of vending machines within the school
- Adoption of drinks policies by schools
- Installation of drinking fountains
- Teaching of Curriculum Unit on this KM

Outcome Indicators:

- Reduced proportion of youth that had sweet drinks 'yesterday'
- Reduced amount of sweet drinks consumed 'yesterday' by youth

Social Marketing Messages

'H₂O, way to go'

Strategies:

- 4.1 Promote water consumption
- 4.2 Water Policy
- 4.3 Increase Water Availability
- 4.4 Curriculum integration
- 4.5 Canteen: reduce sweet drinks sold
- 4.6 Vending Machines: change contents

Summary of Intervention Strategies:

- Water bottles handed out to teachers to be role models
- Water bottles included on the school book list
- Student Ambassadors develop a 'water' presentation to present to staff
- Installation of new water fountains/ bubblers
- Water bottle postcards that could be displayed upon entry to certain classrooms
- Development of water bottle rules for the classroom
- Development of a water policy
- Teachers develop curriculum about 'sweet drink content'
- Removal of sweet drinks from the canteen and vending machines
- Information placed in the school newsletters
- *H₂O way to go!* (Social Marketing message)

Objective Five – Breakfast:

Aim: *To significantly increase the proportion of young people eating a healthy breakfast*

Definition of key words:

- Healthy breakfast:

Priority Areas:

- Breakfast Programs
- Canteen
- Parent Information and Motivation
- Education programs for young people in relation to time management and sleep

Data:

- PDA Survey-PAN KSB
- Socio-cultural In depth interviews & Survey (2)
- Process Evaluation: Postcard of Breakfast Program
- Process Evaluation: Curriculum Unit

Process Indicators:

- Breakfast Programs
- Breakfast served on camps

Impact Indicators:

- Increased awareness of Key Message by students
- Teaching of curriculum unit on this KM
- Proportion of healthy breakfast options increased in the canteen

Outcome Indicators:

- Decreased proportion of youth not eating breakfast
- Improved consumption and choice of breakfast of youth

Social Marketing Messages:

'Start your day on the right foot...eat breakfast'

Strategies:

5.1 Breakfast Programs

5.2 Parent Information and Motivation

Summary of Intervention Strategies:

- Breakfast program
- Breakfast survey and report (GHS) (Health Promotion Students)
- Development of a curriculum resource for year 7 teachers
- Breakfast Week

Objective Six – Fruit and Vegetables:

Aim: *To significantly increase fruit and vegetable consumption*

Definition of key words:

- Fruit: 2 serves per day
- Vegetables: 5 serves per day

Priority Areas:

- Canteen availability / promoting / pricing of fruit and vegetables
- Programs and activities
- Parent Information on fruit and vegetables

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In depth interviews & Survey (2)
- Process Evaluation: Apple Slinky

Process Indicators:

- Development of key messages for students
- Implementation of programs and activities

Impact Indicators:

- Point-of-sale (?) promotion of fruit and vegetables at the school canteen
- Increased awareness of this Key Message by students
- Changes to canteen menus -Decrease in price of fruit and vegetables sold at the school canteen

Outcome Indicators:

- Increased number of serves of fruit eaten per day
- Increased number of serves of vegetables eaten per day
- Increased number of days per week where fruit is eaten after school

Social Marketing Messages:

'2 fruit and 5 veg...I can do that'

Summary of Intervention Strategies:

- Market Fresh
- Soup Days
- Juice Days
- Vegetable Garden
- Apple Slinky

Objective Seven – Food @ School:

Aim: *To significantly increase the healthiness of school food*

Definition of key words:

- Healthiness of food

Priority Areas:

- School Food Policies
- Canteens: availability, pricing & promotion

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In depth interviews & Survey (2)
- Community Readiness to Change
- Process Evaluation: Colour Coding the Canteen Menu

Process Indicators:

- Colour coding of canteen menus
- Develop the strategies needed to fulfil the Food @ School Guidelines (12 areas)
- Provide professional development to assist schools in the implementation / development of nutrition policies within their school

Impact Indicators:

- Implement the Food @ School Guidelines
- Policies in place about the foods provided through the school: Canteen, Vending Machines, Camps, excursions and sport days, Fundraising, Catering, & also about rewarding students
- Increased promotion of healthy food choices throughout the school
- Increased proportion of students rating their teachers to be positive role models for healthy eating

Outcome Indicators:

- Increase in healthy options sold at the school canteen
- Increase in rating of canteen foods by staff
- Increase in rating of canteen foods by students
- Increased rating of school's support for healthy eating by students

Social Marketing Messages:

Canteen:

*'Green Foods are Great Food',
'Amber is ok, but not everyday',
'Red in moderation, only on the odd occasion'*

Summary of Intervention Strategies:

- Development of the Food @ School Framework (inc all action areas)
- Fifteen Minutes of Food Recipe Books
- Healthy Eating Days
 - Wraps
 - Icy Poles
 - Yoghurt Van Visits
 - Sushi
- Canteen Managers Professional Development
- Information to parents in the newsletter
- Development of the 'Safe Food Handling @ School' tip sheet

Objective Eight – Walking and Cycling:

Aim: *To significantly increase active transport to / from school*

Definition of key words:

- Active Transport

Priority Areas:

- Parent information
- School Policies (drop off zones)

Data:

- PDA Survey-PAN KSB
- Socio-cultural In depth interviews & Survey (2)

Process Indicators:

- Development of social marketing for students
- Development of school strategies to increase AT
- Implementation of existing programs (such as Travel Smart & Bicycle Victoria)

Impact Indicators:

- Increased awareness of this Key Message by students
- Establishment of school drop off zones

Outcome Indicators:

- Increased number of students walking to school who live within 15 minutes walking distance
- Increased number of students cycling or cycling to school who live within 30 minutes cycling distance

Social Marketing Messages:

‘Walk and cycle...all you need is shoes and a bicycle’

Summary of Intervention Strategies:

- Walk 2 Where?
- Run 2 Where?
- *Take the Next Step* 10,000 Steps Adolescent Resource Package
- Ride 2 School
- Lunchtime walking groups

Objective Nine – Getting Active:

Aim: *To significantly increase participation in organised sports and other active recreation*

Definition of key words:

- Significantly increase participation
- Organised Sport
- Active Recreation

Priority Areas:

- Parent Education (support & role models)
- School Policies on Participation
- Change School Rules / systems to support facility/equipment use
- Partnership programs with clubs

Data:

- PDA Survey-PAN KSB
- School Environmental Audit
- Socio-cultural In depth interviews & Survey (2)
- Process Evaluation: Walk to Where?

Process Indicators:

- Development of partnerships with sporting clubs
- Development of PE Teachers Network
- Development of SM materials for students
- Development of Policies on participation

Impact Indicators:

- Professional development of PE Teachers through PE Teachers Network
- Increase in number of lunchtime activities for students
- Increased proportion of students rating their teachers as positive role models for physical activity

Outcome Indicators:

- Increased number of students being active at lunchtime
- Increased number of students being physically active after school
- Increased number of students participating in organised sport

Social Marketing Messages:

'Get up, get out and get active'

Summary of Intervention Strategies:

- Physical Education Teachers Professional Development Network
- Lunchtime activities: yoga, dance, martial arts, soccer, basketball
- *Go For Your Life* Bus
- Tabloid Sports
- Roller skating excursion

Objective Ten – Healthy Body Size and Shape:

Aim: *To create an acceptance of different healthy body size/ shape and decrease episodes of 'inappropriate' dieting*

Definition of key words:

- Acceptance
- Awareness of healthy body size, shape
- Inappropriate dieting

Priority Areas:

- Curriculum
- Social Marketing
- Programs and Events

Data:

- PDA Survey-PAN KSB
- Socio-cultural In depth interviews & Survey (2)

Process Indicators:

- Curriculum development around this KM
- Design, develop and test key messages in relation to body size / shapes & weight
- Programs and Events

Impact Indicators:

- Increased awareness of this Key Message by students
- Curriculum implementation

Outcome Indicators:

- Decrease in the proportion of students that are healthy weight but are 'unhappy' with their shape & size
- Decrease in the proportion of students that are healthy weight but are trying to lose weight
- Decrease in prevalence of students within a healthy weight category, classifying themselves as overweight or obese

Social Marketing Messages:

'If you can learn to love your body...you will learn to love yourself'

Summary of Intervention Strategies:

- Fad Diets won't work
- *It's Your Body!* Pilot Study
- Social Marketing

Table 1: Objective One - Building Capacity

: To increase the capacity of families, schools and community organisations to promote healthy eating and physical activity

Strategy	Actions	By Whom	Timeline	Status	Notes
1.1 Identify Resources	1.1.1 Identify internal and external key stakeholders	LM	Sept 2005	✓	LM to compile list of contacts and review periodically
	1.1.2 Identify possible overlay with other projects being conducted within the intervention site	LM	Dec 2006	✓	LM to continue to liaise with new and existing partners
	1.1.3 Liaise with potential partners with an interest in nutrition, physical activity and body image	LM & SPO	Dec 2006	✓	LM to continue to source new partnership opportunities
	1.1.4 Identify potential staff within each of the intervention schools that could assist in the delivery of the project and its objectives	LM & SPO's	Dec 2006	✓	LM and SPOs Identify potential staff
	1.1.5 Identify potential resources (financial or in kind support) within the community that would assist to meet the strategies of particular objectives that promote healthy eating, physical activity and body image defined from the ANGELO process	PMC/ RC	Dec 2006	✓	LM consult and inform LGA's & NGO's of potential of events & programs where there is potential overlay
	1.1.6 Support Project Management Team to identify and apply for external funding opportunities via the Reference Committee	PMC / RC	Dec 2006	✓	LM to support SPO's to apply for funding through grant applications
	1.1.7 Continue to consult with key local government agencies, non government organisations to develop partnership activities within the intervention site	LM / RC	Dec 2006	✓	LM to consult and inform LGA's & NGO's of cross promotional opportunities
	1.1.8 Consult with key stakeholders about grants, sponsorship or events where IYM could be integrated	PMC/RC	Ongoing	✓	Continue consultation process
	1.1.9 Continue to link with new partners over the course of the project	PMC/RC	Ongoing	Ongoing	Continue consultation process
	1.1.10 Collect documentation such as 'Strategic Plans' where organisations have incorporated IYM Objectives / Strategies	PMC/RC	Ongoing	Ongoing	Collect and store as they become available

Strategy	Actions	By Whom	Timeline	Status	Notes
1.2 Develop and maintain Relationships and Structures	1.2.1. Establish an interim steering committee's to guide the initial direction of the project	LSC	Jan 2004	✓	LSC to be developed, engage & obtain commitment of the principals
	1.2.2 Define the roles, responsibilities and lines of management of the Project Coordinator and School Project Officers	LSC	Jan 2005	✓	LSC to develop Job Description
	1.2.3 Appoint the Project Coordinator & School Project Officers at each of the intervention schools	LSC	May 2005	✓	RC members to interview candidates and appoint coordinator
	1.2.4 LSC Meeting of all members of the project	LSC	July 2005	✓	Meeting of all project personnel, meeting focused on discussing the TOR for each committee
	1.2.5 As steering committee expands, develop restructure proposal for discussion, agreement and implementation	LM	July 2005	✓	Document clear TOR for each committee
	1.2.6 Develop clear Terms of Reference for each Subcommittee	LM	Aug 2005	✓	Implement the Reference Committee and Project Management Committee roles and responsibilities
	1.2.7 Implement the new management structure(organise meeting times, allocation of people to various subcommittee's	LM	Aug 2005	✓	Make necessary adjustments to project personnel
	1.2.8 Management Committee to develop an initial action plan	PMC	Jan 2006	✓	Development of the framework documentation of the strategies of each Objective
	1.2.9 Develop a project budget reporting system to monitor expenditure	LM	Jan 2006	✓	Develop reporting system in liaison with Business Manager
	1.2.10 Design and develop key documentation guidelines for the project	LM	Jan 2006	✓	Develop communication protocol, risk management plan and social marketing plan
	1.2.11 Continue to develop the Action Plan through the course of the project	LM	Jan 2006	✓	Every 6 months PMC & RF committee to review the direction of the Action plan

Strategy	Actions	By Whom	Timeline	Status	Notes
1.2 Develop and maintain Relationships and Structures (continued)	1.2.12 Bi annually review project guidelines eg. Communication plan & protocol	PMC	Ongoing	✓	PMC & RC committee to review project documentation
	1.2.13 Develop the communication guidelines for the dissemination of project information and processes for the distribution of information to the intervention schools and the community	LM	Jan 2006	✓	LM to provide ongoing opportunity for schools and the community to be aware of the findings
	1.2.14 Coordinate six monthly combined Reference & Management Committee Meetings	LM	Ongoing	✓	LM to organise PMC & RC meetings every six months
	1.2.15 Conduct 'yearly' reflection evening with Ambassadors, Teachers, SPO's, S7E Team and Parents	LM	June 2006	✓	As organised
	1.2.16 Mail out 'thank you' or certificates of appreciation to contributors of the program, event, or activity	LM	Ongoing	✓	LM & AS to ensure 'certificates' are available to SPO's and others, for their contribution (copies available)
	1.2.17 Conduct Evaluation of exiting personnel expectations and outcomes of the project	SE	Ongoing	✓	Evaluation to occur upon completion of an intervention program, event or activity
	1.2.18 Begin Review of Action Plan	PMC	Mar, 2007	✓	Update as necessary
	1.2.19 Conduct Reference Meeting	LM	Mar, 2007	✓	Conducted quarterly
	1.2.20 Conduct PMC Planning Day	LM	July, 2007	✓	Two per year (see minutes)
	1.2.21 Coordinate joint PMC & RC "SUSTAINABILITY meeting to plan for the rest of 2007 / 2008	LM	Aug 2007	✓	See minutes of the meeting
	1.2.22 Review Action Plan direction based on "SUSTAINABILITY" discussions for 2008	LM	Aug – Sept 2007	✓	As required
1.2.23 Circulate Action Plan Revisions	LM	Ongoing	✓	Circulate to PMC & RC	

Strategy	Actions	By Whom	Timeline	Status	Notes
1.2 Develop and maintain Relationships and Structures (continued)	1.2.24 Inform PMC of Revised Action Plan	LM	March 2008	✓	LM to provide to SPO's
	1.2.25 Inform RC of Revised Action Plan	LM	March 2008	✓	LM to provide to RC
	1.2.26 Finalise the Action Plan on Project Completion	LM	June 2008	✓	Completed in June 2008

Strategy	Actions	By Whom	Timeline	Status	Notes
1.3 Provide ongoing training for students, staff and others	1.3.1 Deakin support and evaluation team approach Principals to designate staff to assist the project	LSC	Jan 2004	✓	BS, CB & AS promote and get commitment for the project
	1.3.2 Staff at intervention schools invite students to attend a workshop at Deakin University	LSC	Mar 2004	✓	Staff organise students to attend Deakin workshop
	1.3.3 Conduct ANGELO workshop at Deakin University with students from the intervention Schools	SE	April 2004	✓	Students, Staff and DSE conduct ANGELO workshop (refer to evaluation)
	1.3.4 Engage a social marketing consultant to up skill the PMC in the area of social marketing (Rob Donovan)	AS	July 2005	✓	AS to organise dates with Rob Donovan
	1.3.5 Conduct student focus groups at within the intervention schools on the objective 'Getting Active' in preparation for Social Marketing Short Course	LM & SE	Sept 2005	✓	students attend focus groups to give information about Objective 9
	1.3.6 Project Management Team attend Social Marketing Short Course	LM & SE	Sept 2005	✓	PMC attend SM workshop (refer to evaluation)
	1.3.7 Project Coordinator attends 'Obesity Prevention In Communities' Investigators Meeting: Fiji	LM	Nov 2005	✓	LM attend Fiji to share resources and learn from other OPIC Projects
	1.3.8 Conduct two day workshop with students from the intervention schools, focus on designing and implementing ideas	LM / SPO's	Nov 2005	✓	ISA & SPO's to work to 'Developing a Plan of Action'

Strategy	Actions	By Whom	Timeline	Status	Notes
1.3 Provide ongoing training for students, staff and others (continued)	1.3.9 DHS to provide Media training to a select group of students so that they are able to use the media	SE/ IYMA	Nov 2005	✓	students attend workshop to develop skills to work with the media
	1.3.10 Conduct a Project Management Team Planning Day to collectively advance an objective of the action plan	LM	Mar 2006	✓	PMC develop collaborative approach on Objective 5
	1.3.11 Engage local TAFE to provide training and accreditation to student Ambassadors in the form of a 'Certificate of Participation', upon demonstrating various outcomes	LM & SPO'S	Mar 2006	✓	LM to approach local TAFE to accredit students efforts
	1.3.12 PMC to be briefed on Health Promotion Principles	LM / SPO'S	May 2006	✓	DHS (Helen Walsh) to provide up skilling on Health Promotion Principles
	1.3.13 Conduct PMC Planning Day	LM / SPO's	July 2006	✓	- Conduct planning day for SPO/IVS (minutes documented)
	1.3.14 Conduct 1 st training session with 'new' student ambassadors at the Gordon TAFE	SPO / ISA	Oct 2006	✓	Up skill new ISA in the project
	1.3.15 Provide information to Canteen Managers to attend 'Go For Your Life' Canteen Managers Professional Development Session	PMC	Nov 2006	✓	Canteen Managers attended. Workshop beneficial. Need continued support
	1.3.16 Leisure Networks to commence the coordination and timeline of the PE / PD Networks	LM /BW	Feb 2007	✓	Discussed Network & logistics, positive outcome
	1.3.17 Conduct PMC Planning Day	LM / SPO's	Feb, 2007	✓	See Planning Day Summary
	1.3.18 Conduct 2 nd Training session with Student Ambassadors	LM / PMC	Mar, 2007	✓	As per session notes
1.3.19 Conduct 3 rd Training Session with Student Ambassadors	LM / PMC / SE	May, 2007	✓	As per session notes	

Strategy	Actions	By Whom	Timeline	Status	Notes
1.3 Provide ongoing training for students, staff and others (continued)	1.3.20 Leisure Networks to conduct 1 st PE / PD Session at one of the intervention schools	BW	Term, 2 2007	✓	Touch Rugby at Geelong High School
	1.3.21 Leisure Networks to conduct 2 nd PE / PD Session at one of the intervention schools	BW	Term,3 2007	✓	Minor Games at Newcomb Secondary College
	1.3.22 Conduct 4 th Training Session with Student Ambassadors	LM / MB	Sept, 2007	✓	As per session note
	1.3.23 Conduct Two Day Workshop / Camp with Student Ambassadors	LM / MB & SPO's	Nov, 2007	✓	As per camp documentation
	1.3.24 Conduct 6 th Training Session with Student Ambassadors	LM / MB	Feb, 2008	✓	Completed as per session notes
	1.3.25 Conduct 7 th Training Session with Student Ambassadors	LM / MB	March, 2008	✓	Completed as per session notes
	1.3.26 Conduct 8 th Training Session with Student Ambassadors	LM / MB	April, 2008	✓	Completed as per session notes
	1.3.27 Conduct First Aid Training Session with Student Ambassadors	LM / MB	April, 2008	✓	Completed as per session notes

Strategy	Actions	By Whom	Timeline	Status	Notes
1.4 Develop programs, policies and activities	1.4.1 Identify programs, policies and activities that are currently being conducted in the intervention	LM / RC & SPO'S	Ongoing	✓	SPO's to continue to liaise with key staff within the school as to collaborative opportunities between programs & activities
	1.4.2 Identify programs, policies and activities that are currently being conducted outside of the intervention schools, local, state and national in relation to each Objective	LM / RC & SPO'S	Ongoing	✓	LM to inform PMC & RC of external opportunities that could support initiatives of the Action Plan

Table 2: Objective Two - Social Marketing

: To achieve a high awareness of the project's key messages

Strategy	Actions	By Whom	Timeline	Status	Notes
2.1 Develop and implement a social marketing plan	2.1.1 Engage a social marketing consultant to up skill the Project Management Team in the area of social marketing	AS	Sept 2005	✓	Refer to Social Marketing Short Course Evaluation
	2.1.2 Develop logo	LM	Sept 2005	✓	13 th Beach Marketing / Student completed logo
	2.1.3 Develop branding for materials such as newsletters, letterheads	LM	Jan 2006	✓	Completed
	2.1.4 Send out letters to the Arts / Technology teachers to involve classes in the design and development of the Social Marketing key messages	LM	May 2006	✓	Letters to teachers sent
	2.1.5 Appoint Graphic Artist to work with the teachers and students to work to develop key messages and images	LM	May 2007	✓	Graphic Artists spoke to students and teachers
	2.1.6 Paul Kelly Design to Print to work with the teachers and students	LM	Ongoing	✓	Development of materials
	2.1.7 Design and develop a social marketing process for getting the key messages for each Objectives	LM	Nov 2007	✓	Paul Kelly obtained student work from graphics teachers
	2.1.8 Implement the Phase One of the social marketing plan	PMC	Jan 2008	✓	Water bottle postcards, rules, body image poster put up around schools & introduce new canteen menu
	2.1.9 Implement the Phase Two of the social marketing plan	PMC	Ongoing	✓	Walking & Cycling and Getting Active posters put up around schools
	2.1.10 Implement the Phase Three of the social marketing plan	PMC	Ongoing	✓	Remainder of social marketing materials circulated
	2.1.11 Refer to the 'Social Marketing Plan'	PMC	Ongoing	✓	LM to continue to monitor

Table 3: Objective Three – Evaluation

: To evaluate the process, impact and outcomes of the ‘It’s Your Move!’ Project

Strategy	Actions	By Whom	Timeline	Status	Notes
3.1 Formative Evaluation	3.1.1 Consult with the Department of Education in the region to identify intervention schools	BS & CB	June 2004	✓	BS & CB to obtain consent to approach intervention schools
	3.1.2 Meeting with SE and Principals from the IVS	BS, CB & AS	Sept 2004	✓	BS, CB & AS to consult with Principals & gain overall consent
	3.1.3 Conduct ANGELO workshop with students and staff to identify needs and priorities	BS, CB & AS	Nov 2004	✓	BS, CB & AS to conduct workshop with students & staff of the intervention schools
	3.1.4 Develop project action plan	BS, CB & AS	March 2005	✓	From ANGELO workshop, consolidation of information to form the initial Action Plan
	3.1.5 Action Plan is presented to LSC	BS, CB & AS & students	May 2005	✓	LSC to affirm the direction of the Action Plan
	3.1.6 Facilitate the development of the project name and identity (logo)	BS, CB & AS	May 2005	✓	Students from IVS attend workshop to develop name
	3.1.7 Appoint Project Coordinator and School Project Officer’s	CB & Principal	May – Aug 2005	✓	PC & SPO’s appointed to commence July, 2005
	3.1.8 Meet with School Principals, Staff and Parents & Friends Committee’s to introduce the project concept and direction	BS, CB, AS & LM	June, 2005	✓	Various staff and parents and friends meetings

Strategy	Actions	By Whom	Timeline	Status	Notes
3.2 Process Evaluation	3.2.1 Design and develop reporting template to collect process information	MM & AS	July 2005	✓	MM & AS to develop a reporting process that captures the information they require
	3.2.2 Up skill Project Management Team to fill out Process Evaluation forms	MM, AS, LM	Sept 2005	✓	MM & AS brief PMC in the process of filling out forms
	3.2.3 Periodically meet with Project Management Team to collect Process Evaluation Forms	AS	Ongoing	✓	AS to meet with SPO's to support them in collecting process data
	3.2.4 Support Project Management Team to complete Process Evaluation forms for the duration of the project	AS	Ongoing	✓	AS to continue to support PMC in process evaluation
	3.2.5 Disseminate provisional findings of the 'Process and Outcomes' upon completion of an intervention program, event or activity to PMC & RC	AS & LM	Ongoing	✓	AS to provide summaries of intervention activities to PMC & RC
	3.2.6 Write up Implementation Reports for each Objective	AS & LM	April- Aug 2008	<input checked="" type="checkbox"/>	LM and AS to write up Implementation Reports

Strategy	Actions	By Whom	Timeline	Status	Notes
3.3 Impact and Outcome Evaluation	3.3.1 Define key indicators for the 'It's Your Move!' Action Plan Objectives	SE/ LSC	Jan - May 2005	✓	Identify key indicators in relation to ANGELO
	3.3.2 Develop relationships with population group and setting specific questionnaires	SE/ LSC	Jan - May 2005	✓	SE & RC to develop the project
	3.3.3 Pilot questionnaires and data collection methods in an appropriate setting	LT & CRC	May 2005	✓	LT to guide further data collection / protocols

Strategy	Actions	By Whom	Timeline	Status	Notes	
3.3 Impact and Outcome Evaluation (continued)	3.3.4	Liaise with School Project Officer's to plan the collection of baseline data within the intervention schools	LM	July - Aug 2005	✓	PMC organised and coordinated baseline requirements
	3.3.5	Develop relationship with control schools, coordinate baseline data collection with appointed school contacts	PD	July- Sept 2005	✓	PD met with relevant Principal's & teachers to coordinate baseline requirements
	3.3.6	Collect baseline data in all schools inc: anthropometry, school environmental audits, time trade off, socio-cultural surveys, community readiness to change interviews	LM, PD and SPOs	July – Dec 2005	✓	Complete all OPIC baseline requirements
	3.3.7	Feedback individual school reports	LM, ASa, LMe& PK	June 2007	✓	Reports given to Principals and SPOs
	3.3.8	Develop an Evaluation Plan describing Impact Evaluation Methodology	LM & ASa	Sept 2007	✓	Produce a plan of measuring and reporting impact & evaluation
	3.3.9	Conduct follow up measures on year 12 students exiting the project	PD	Ongoing 2006-2007	✓	PD to coordinate data collection
	3.3.10	Pilot follow up data collection methods	PD & LM	March 2008	✓	PD to coordinate pilot testing
	3.3.11	Conduct follow up data collection of the baseline measures anthropometry, school environmental audits, time trade off, socio-cultural surveys, community readiness to change interviews	PK, PD & LM	April- Sept 2008	☑	MMA to coordinate
	3.3.12	Conduct analysis of specific measures of the defined indicators for each Objective upon the completion of the intervention period	PK,LM, MMA	April- Sept 2008	☑	Data to be entered, cleaned and analysed
	3.3.13	As above: measure the same impact and outcome indicators in the control schools	PK,LM, MMA	April- Sept 2008	☑	Data to be entered, cleaned and analysed
	3.3.14	Merge impact and outcome indicator results of the intervention and control schools	PK,LM, MMA	Sept - Dec 2008	⊖	Data to be entered, cleaned and analysed
	3.3.15	Conduct analysis of data	PK,LM, MMA	Sept - Dec 2008	⊖	Data to be entered, cleaned and analysed

Strategy	Actions	By Whom	Timeline	Status	Notes
3.3 Impact and Outcome Evaluation (continued)	3.3.16 Measure the achievement of Objective 1 as strengthening / building the capacity of the Geelong / Bellarine Community	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.17 Measure the achievement of Objective 2 as the level of awareness of the project	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.18 Measure the achievement nutrition related Objectives (4,5,6,7)	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.19 Measure the achievement of physical activity objectives (8,9)	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed
	3.3.20 Measure the achievement of objective 10	PK,LM, MMA	Sept - Dec 2008	⊗	Data to be entered, cleaned and analysed

Strategy	Actions	By Whom	Timeline	Status	Notes
3.4 Dissemination	3.4.1 Develop and implement a Communication Plan and Protocol for Abstracts	LM / BS	Dec 2006	✓	Ensure that there is a level of consideration and opportunity for the RC & PMC to contribute to data and have an awareness of where it is presented
	3.4.2 Develop a Dissemination Protocol	LM	Aug 2008	⊗	Develop guidelines for using data for publications and conferences

Table 4: Objective Four - Water versus Sweet Drinks

: To statistically reduce the consumption of sweet drinks and to promote the consumption of water

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.1 Promote water consumption (continued)	CHRISTIAN COLLEGE					
	4.1.1	Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	ISA / KF	Feb 2006	✓	As per process evaluation forms
	4.1.2	Evaluation of 'teachers' behavioural patterns in response	AS/ KF	March 2006	✓	As per process evaluation forms
	4.1.3	Water bottles distributed to year 9 students who attended the 'Fad Diets' event	IYM	April 2006	✓	As per process evaluation forms
	GEELONG HIGH SCHOOL					
	4.1.4	Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	KM / ISA	Feb 2006	✓	As per process evaluation forms
	4.1.5	Water bottles distributed to students who attended the 'Fad Diets' event	IYM	March 2006	✓	As per process evaluation forms
	4.1.6	Evaluation of 'teachers' behavioural patterns in response	AS / KM	April 2006	✓	As per process evaluation forms
	NEWCOMB SECONDARY COLLEGE					
	4.1.7	Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	ISA / LD	Feb 2006	✓	As per process evaluation forms
	4.1.8	Design 'H ₂ O' way to go!' posters to put up around the school	ISA / LD	March 2006	✓	As per process evaluation forms
	4.1.9	Evaluation of 'teachers' behavioural patterns in response	AS / LD	April 2006	✓	As per process evaluation forms
4.1.10	Water bottles distributed to students who attended the 'Fad Diets' event	IYM	July 2006	✓	As per process evaluation forms	
4.1.11	Water bottles distributed to incoming year 7 students	LD	Feb 2007	✓	As per process evaluation forms	
4.1.12	Water bottles distributed to year 12 students	LD	Feb 2008	✓	As per process evaluation forms	

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.2 Promote water consumption	4.2.1 PMC and ISA propose to seek water bottles from Local Water Company: Barwon Water	PMC	Sept 2005	✓	discussed at Social Marketing Short Course	
	4.2.2 Approach Barwon Water to provide water bottles for the project	LM	Sept 2005	✓	LM met with Education Officer: Nick Stone, sponsorship approved	
	4.2.3 Obtain funding for the water bottles from the Barwon Primary Care Partnership (PCP)	LM	Oct 2005	✓	LM to write funding proposal	
	4.2.4 Funding approved & water bottles received	LM	Oct 2005	✓	Water bottles stored until decision	
	4.2.5 ISA identify 'teachers' as role models and suggest giving water bottles donated from Barwon Water / Barwon PCP to them, to encourage students to drink water	ISA	Nov 2005	✓	ISA made decision at the camp	
	BELLARINE SC					
	4.2.6 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	LR	Feb 2006	✓	As per process evaluation forms	
	4.2.7 Evaluation of 'teachers' behavioural patterns in response	AS /LR	April 2006	✓	As per process evaluation forms	
	4.2.8 Water bottles distributed to students who attended the 'Fad Diets' event	IYM	July 2006	✓	As per process evaluation forms	
	SAINT IGNATIUS COLLEGE					
	4.2.9 Water bottles distributed to teachers by ISA with the message of drinking water, observable to students	LT	Feb 2006	✓	As per process evaluation forms	
	4.2.10 ISA present a water DVD to staff when they receive the water bottles	ISA / LT	March 2006	✓	As per process evaluation forms	
	4.2.11 Evaluation of 'teachers' behavioural patterns in response	AS / LT	April 2006	✓	As per process evaluation forms	
	4.2.12 Water bottles distributed to students who attended the 'Fad Diets' event	IYM	July 2006	✓	As per process evaluation forms	
4.2.13 Water bottles listed on the 2007 School Booklist	LT / Prin	Jan 2007	✓	As per process evaluation forms		
4.2.14 Water bottles sold at the canteen	LT / Canteen	T1- T4, 2007	✓	As per process evaluation forms		

4.2 Water Availability (School Grounds)	BELLARINE SC					
	4.2.1	Audit current water fountains and their usage within the school	LR / ISA	March 2006	✓	As per process evaluation forms
	4.2.2	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	LR / ISA	April 2006	✓	As per process evaluation forms
	4.2.3	Identify ways to encourage young people to drink water	LR / ISA	May 2006	✓	As per process evaluation forms
	4.2.4	Cost installation of a free standing water unit	LR / ISA	June 2006	✓	As per process evaluation forms
	4.2.5	Discuss possible installation with Principal	LR / ISA	June 2006	✓	As per process evaluation forms
	4.2.6	Address safety / vandalism concerns	LR / ISA	July 2006	✓	As per process evaluation forms
	4.2.7	Define maintenance costs to Principal	LR / ISA	Sept 2006	✓	As per process evaluation forms
	4.2.8	Install free standing water unit	LR / ISA	May 2006	✓	As per process evaluation forms
	4.2.9	Monitor the free standing water unit	LR / ISA	Ongoing	✓	As per process evaluation forms
	4.2.10	Look to install more free standing water units as funds become available	LR / ISA	Ongoing	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE					
	4.2.11	Audit current water fountains and their usage within the school	LT / ISA	March 2006	✓	As per process evaluation forms
	4.2.12	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	LT /ISA	April 2006	✓	As per process evaluation forms
	4.2.13	Identify ways to encourage young people to drink water	LT/ ISA	April 2006	✓	As per process evaluation forms
	4.2.14	Cost installation of a free standing water unit	LT / ISA	May 2006	✓	As per process evaluation forms
	4.2.15	Discuss possible installation with Principal	LT	May 2006	✓	As per process evaluation forms
	4.2.16	Define maintenance costs to Principal	LT / ISA	June 2006	✓	As per process evaluation forms
	4.2.17	Address safety / vandalism concerns	LT / ISA	July 2006	✓	As per process evaluation forms
	4.2.18	Install free standing water unit in staffroom, reception area and outside Senior Years Area	LT	Aug 2006	✓	As per process evaluation forms
4.2.19	Monitor the free standing water unit	LT / ISA	Ongoing	✓	As per process evaluation forms	
4.2.20	Install another free standing water unit outside Middle Years classrooms	LT	Sept 2006	✓	As per process evaluation forms	

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.2Water Availability (School Grounds) (continued)	CHRISTIAN COLLEGE					
	4.2.21	Audit current water fountains and their usage within the school	KF / ISA	March 2006	✓	As per process evaluation forms
	4.2.22	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	KF / ISA	April 2006	✓	As per process evaluation forms
	4.2.23	Place water dispenser in corridor of the Year Nine Area & in sick bay area	KF / ISA	April 2006	✓	As per process evaluation forms
	GEELONG HIGH SCHOOL					
	4.2.24	Audit current water fountains and their usage within the school	KM/ CG / ISA	March 2006	✓	As per process evaluation forms
	4.2.25	Discuss with ISA some of the motivators and barriers to drinking water from available outlets	KM / CG/ ISA	April 2006	✓	As per process evaluation forms
	NEWCOMB SECONDARY COLLEGE					
	4.2.26	Audit current water fountains and their usage within the school	LD / ISA	March 2006	✓	As per process evaluation forms
4.2.27	Discuss with ISA some of the motivators and	LD / ISA	April 2006	✓	As per process evaluation forms	

	barriers to drinking water from available				
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Strategy	Actions	By Whom	Timeline	Status	Notes
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Strategy	Actions	By Whom	Timeline	Status	Notes
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4.3 Water Policy	4.3.1	Investigate current policy examples on the internet	LM / SPO's	March 2006	✓	As per process evaluation forms
	4.3.2	Develop 'draft water policy with 'gold, silver and bronze standards	LM / SPO's	April – May 2006	✓	As per process evaluation forms
	4.3.3	'Draft' policy and resource put to the RC	LM / RC	May 2006	✓	As per the minutes (change from rating to a framework with other objectives)
	BELLARINE SC					
	4.3.4	Investigate current policies that exist within the school and the process that development must go through to gain support and total endorsement of the policy (ratified)	LR / ISA	Jan 2006	✓	As per process evaluation forms

4.4 Water Policy (continue)	4.3.5	Meet with the Principal to discuss the potential 'Water Policy' and direction to develop and implement Policy	LR / ISA	March 2006	✓	As per process evaluation forms	
	4.3.6	Design 'Water Policy' with ISA	LR / ISA	March 2006	✓	As per process evaluation forms	
	4.3.7	Submit 'Water Policy' to the Principal for feedback	LR / ISA	May 2006	✓	As per process evaluation forms	
	4.3.8	Put 'Water Policy' to the Whole Staff	LR / ISA	June 2006	✓	As per process evaluation forms	
	4.3.9	Develop 'guidelines' for water in the classroom	LR / ISA	July 2006	✓	As per process evaluation forms	
	SAINT IGNATIUS COLLEGE						
	4.3.10	Investigate current policies that exist within the school and the process they must go through to gain support and ratification	LT / ISA	Feb 2006	✓	As per process evaluation forms	
	CHRISTIAN COLLEGE						
	4.3.11	Investigate current policies that exist within the school and the process they must go through to gain support and ratification	KF/ ISA	Feb 2006	✓	As per process evaluation forms	
	GEELONG HIGH SCHOOL						
4.3.12	Investigate current policies that exist within the school and the process they must go through to gain support and ratification	KM /CG /ISA	Feb 2006	✓	As per process evaluation forms		
NEWCOMB SECONDARY COLLEGE							
4.3.13	Investigate current policies that exist within the school and the process they must go through to gain support and ratification	LD / ISA	Feb 2006	✓	As per process evaluation forms		

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.4 Curriculum	BELLARINE SECONDARY COLLEGE					
	4.4.3					
	SAINT IGNATIUS COLLEGE					
	4.4.4					
	CHRISTIAN COLLEGE					
	4.4.5	Develop unit on sweet drink content	KF	Term 2, 2006	✓	Develop lesson plans
	4.4.6	Students to produce a display and present to the whole staff	KF	Term 2, 2006	✓	Students present at a staff meeting
	4.4.7	Display to be placed 'in sight' for other students to see in the school	KF	Term 2, 2006	✓	Display placed in high traffic area (photo's taken)
	4.4.8	Project design passed on to other ISV	KF	Term 2, 2006	✓	As per process evaluation forms
	4.4.9	Plan to teach unit in 2007	KF	Term 2, 2006	✓	As per process evaluation forms
	GEELONG HIGH SCHOOL					
	4.4.10	Investigate current teaching practice of nutritional content of sweet drinks in comparison with water	KM	Term 3, 2006	✓	As per process evaluation forms
	4.4.11	Design Curriculum Unit to demonstrate the contents of sweet drinks sold at School	KM & KG	Term 3, 2006	✓	As per process evaluation forms
	4.4.10	Purchase all drinks sold at School	KM & KG	Term 3, 2006	✓	As per process evaluation forms
	4.4.11	Students to investigate the contents of sugar of each drink	KG & students	Term 3, 2006	✓	As per process evaluation forms
	4.4.12	Students to produce a display and present to the whole staff	KG & students	Term 3, 2006	✓	As per process evaluation forms
	4.4.13	Display to be placed 'in sight' for other students to see in the school	KG & students	Term 3, 2006	✓	Photo's taken
	NEWCOMB SECONDARY COLLEGE					
	4.4.14					

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.5 Canteen (removal of carbonate sweet drinks)	BELLARINE SECONDARY COLLEGE					
	4.5.1	Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	SAINT IGNATIUS COLLEGE					
	4.5.2	Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	CHRISTIAN COLLEGE					
	4.5.3	Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
	GEELONG HIGH SCHOOL					
	4.5.4	Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines
NEWCOMB SECONDARY COLLEGE						
4.5.5	Remove sweet drinks as per Victorian Government: Department of Education Guidelines	Canteen Managers	Term 1, 2007	✓	As per Department of Education Guidelines	

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.6 Vending Machines	BELLARINE SECONDARY COLLEGE					
	4.6.1	Audit current vending machine contents and location	LR / ISA	Aug 2006	✓	As per process evaluation forms
	4.6.2	Monitor their usage (frequency etc)	LR / ISA	Aug 2006	✓	As per process evaluation forms
	4.6.3	Speak to the Business Manager to find out how much revenue the machine raises	LR / ISA	Sept 2006	✓	As per process evaluation forms
	4.6.4	Speak to Canteen Manager about changing the contents of the vending machine	LR/ ISA	Sept 2006	✓	As per process evaluation forms
	SAINT IGNATIUS COLLEGE					
	4.6.5	No vending machines at the School	LT	Aug 2006	✓	School Environmental Audit
	CHRISTIAN COLLEGE					
4.6.6	No vending machines at the School	KF	Aug 2006	✓	School Environmental Audit	

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.6 Vending Machines (continued)	GEELONG HIGH SCHOOL					
	4.6.7	Audit current vending machine contents and location	KM / CG / ISA	April 2006	✓	KM to audit current vending machines
	4.6.8	Monitor their usage (frequency etc)	KM / CG / ISA	May 2006	✓	KM & ISA to monitor use
	4.6.9	Speak to the Business Manager to find out how much revenue the machine raises	KM / CG	June 2006	✓	KM to get permission to change contents of vending machine
	4.6.10	Speak to Canteen Manager about changing the contents of the vending machine	KM / CG	July 2006	✓	KM to speak to Canteen Manager
	4.6.11	Call vending machine company to change the contents in the machine	KM / CG	Aug 2006	✓	KM to arrange a time for the regional rep to come to the school
	4.6.12	Change the contents of the vending machine to 80% water, 10% 250 ml juice and one 350ml 'zero' alternative	KM / CG	Sept 2006	✓	Contents of vending machine changed
	NEWCOMB SECONDARY COLLEGE					
	4.6.13	Audit current vending machine contents and location	LD / ISA	April 2006	✓	LD to audit current vending machines
	4.6.14	Monitor their usage (frequency etc)	LD / ISA	May 2006	✓	LD & ISA to monitor use
	4.6.15	Speak to the Business Manager to find out how much revenue the machine raises	LD	June 2006	✓	LD to get permission to change contents of vending machine
	4.6.16	Speak to Canteen Manager about changing the contents of the vending machine	LD	July 2006	✓	LD to speak to Canteen Manager
	4.6.17	Call vending machine company to change the contents in the machine	LD	Aug 2006	✓	KM to arrange a time for the regional rep to come to the school
	4.6.18	Change the contents of the vending machine to 80% water, 10% 250 ml juice and one 350ml 'zero' alternative	LD	Sept 2006	✓	Contents of vending machine changed

Strategy	Actions	By Whom	Timeline	Status	Notes	
4.7 Parent Information	BELLARINE SECONDARY COLLEGE					
	4.7.1	Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	4.7.2	Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE					
	4.7.3	Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL					
4.7.4	Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms	
NEWCOMB SECONDARY COLLEGE						
4.7.5	Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms	

Table 5: Objective Five - Breakfast

To significantly increase the proportion of young people eating breakfast

Strategy	Actions	By Whom	Timeline	Status	Notes	
5.1 Breakfast Programs	BELLARINE SECONDARY COLLEGE					
	5.1.1	Meet with the School Nurse to discuss the Breakfast Program at BSC (Ocean Grove Campus)	LR	Term 1, 2006	✓	LR to meet with School Nurse (as per process evaluation)
	5.1.2	Audit food being sold and survey students that attend the Breakfast Program	LR / AS	Term 1, 2006	✓	Postcard evaluation (report provided to LR)
	5.1.3	Provide feedback to the School Nurse	LR	Term 1, 2006	✓	LR to provide feedback to School Nurse
	5.1.4	Change food and arrangements for food being provided to students	LR	Term 1, 2006	✓	School Nurse changed food
	SAINT IGNATIUS COLLEGE					
	5.1.5	No breakfast or canteen open before school	LT	Term 1, 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE					
	5.1.6	No breakfast or canteen open before school	KF	Term 1, 2006	✓	As per School Environmental Audit
	GEELONG HIGH SCHOOL					
	5.1.7	Two Health Promotion (Deakin) students conducted a survey and focus group with students about breakfast	KM / LM	Term 2, 2006	✓	HP Student's produced report
	5.1.8	HP students developed recipe book and tip sheet on the importance of breakfast	LM / Karoline & Megan	Term 2, 2006	✓	HP Student's produced booklet of recipe's and pamphlet
	5.1.9	'House' leaders intend on conducting a breakfast week	KM/ House Leader	Term 3, 2006	✓	Meetings with House Leaders (as per process evaluation forms)
	5.1.10	Year 7 Coordinator intend on conducting an Integrated Unit on Breakfast	KM / LM/ Terry Kealey	Term 2, 2006	✓	Did not get up due to lack of time. Unit of work ready to go
NEWCOMB SECONDARY COLLEGE						
5.1.11	Healthy breakfasts provided on the Ride 2 School Days	LD / ISA	Ongoing	✓	LD & ISA to prepare food for students on Ride 2 School Days	

Strategy	Actions	By Whom	Timeline	Status	Notes	
5.2 Parent Information	BELLARINE SECONDARY COLLEGE					
	5.2.1	Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	5.2.2	Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE					
	5.2.3	Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL					
5.2.4	Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms	
NEWCOMB SECONDARY COLLEGE						
5.2.5	Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms	

Table 6: Objective Six - Eating Fruit and Vegetables

: To significantly increase fruit and vegetable consumption

Strategy	Actions	By Whom	Timeline	Status	Notes	
6.1 Canteen availability / promoting / pricing of fruit and vegetables	6.1.1 Audit current pricing arrangement of products sold at the canteen (school environmental audit)	SPO's / ISA	Feb 2006	✓	Examine the Canteen	
	6.1.2 Look for examples of canteens integrating fruit and vegetables in their canteen menu	PMC	Ongoing	✓	Find examples & report to PMC Meeting	
	6.1.3 Find creative ideas for beyond the canteen for promoting fruit	LM / AS / PMC	Ongoing	✓	Find examples & report to PMC Meeting	
	6.1.4 Consult with ISA to gauge opinions of what would encourage them to eat more fruit and vegetables	LM / SPO	July 2006	✓	Conduct focus group with ISA	
	6.1.5 Engage local fruit and vegetable suppliers to support the pricing and promotion of fruit and vegetables at school	PMC	Ongoing	✓	SPO's to call local suppliers & engage with the project	
	6.1.6 Introduce & market 'special's' into the canteen and/ or lunch time options	SPO's / ISA	Ongoing	✓	SPO's, canteen manager, ISA's to trial products in the canteen	
	BELLARINE SECONDARY COLLEGE					
	6.1.7 Work with Canteen Manager to price healthy food cheaper	LR	Ongoing	✓	LR to work with Canteen Manager on Menu and Pricing	
	SAINT IGNATIUS COLLEGE					
	6.1.8 Work with Canteen Manager to price healthy food cheaper	LT	Ongoing	✓	LT to work with Canteen Manager on Menu and Pricing	
	CHRISTIAN COLLEGE					
6.1.9 Work with Canteen Manager to price healthy food cheaper	KF	Ongoing	✓	KF to work with Canteen Manager on Menu and Pricing		
GEELONG HIGH SCHOOL						
6.1.10 Work with Canteen Manager to price healthy food cheaper	KM / CG	Ongoing	✓	KM & CG to work with Canteen Manager on Menu and Pricing		
NEWCOMB SECONDARY COLLEGE						
6.1.11 Work with Canteen Manager to price healthy food cheaper	KM / CG	Ongoing	✓	KM & CG to work with Canteen Manager on Menu and Pricing		

Strategy	Actions	By Whom	Timeline	Status	Notes	
6.2 Programs and activities	6.2.1	Examine Baseline Data	SPO's / ISA	Term 2, 2006	✓	LM to provide baseline data
	6.2.2	Examine other state Department of Health Initiatives eg. Fresh Tastes (NSW) & Active Ate (QLD)	PMC	March 2006	✓	Look at website & report to PMC
	6.2.3	Contact Nutrition Australia for information and current practice and resources	LM / AS / PMC	March 2006	✓	LM to report to PMC
	6.2.4	Liaise with Victorian Home Economics & Textiles Association for innovative curriculum approaches or packages / units of work that have been developed	LM / SPO	April 2006	✓	LM to report to PMC
	6.2.5	Consultation with SPO's and ISA to develop creative idea's that could be implemented at schools	PMC	April 2006	✓	SPO & ISA to trial 'special' days
	6.2.6	Book 'Market Fresh' Program to attend intervention schools	SPO's / ISA	April 2006	✓	SPO to ring & book program
	BELLARINE SECONDARY COLLEGE					
	6.2.7	Conduct <i>healthy lunch</i> Wednesdays (ocean grove)	LR / ISA	T1 2007 – Ongoing	✓	As per Process Evaluation Forms
	6.2.8	Conduct <i>Market Fresh Day</i>	LR / ISA	Term 2 2007	✓	As per Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	6.2.9	Set up <i>Vegetable Garden</i> outside Food Technology room	LT / Students	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.10	Conduct a <i>Wrap Day</i>	LT/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
6.2.11	Provide <i>Apple Slinky</i>	LT / ISA	Term 2, 2006- Ongoing	✓	As per Process Evaluation Forms	
CHRISTIAN COLLEGE						
6.2.12	Conduct <i>Icy Pole Day</i>	KF / ISA	T 1 – T4, 2006 & 2007	✓	As per Process Evaluation Forms	

Strategy	Actions	By Whom	Timeline	Status	Notes
	6.2.13 Conduct <i>Sushi Day</i>	KF / ISA	T 1 – T4, 2006 & 2007	✓	As per Process Evaluation Forms
	6.2.14 Conduct Healthy Eating Days	KF / ISA	Ongoing	✓	School to maintain
GEELONG HIGH SCHOOL					
	6.2.15 Conduct a <i>Wrap Day</i>	KM/ CG/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.16 Provide oranges to students who participated in cross country	KM/ CG/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.17 Conduct Healthy Eating Days	CG / ISA	Ongoing	✓	School to maintain
NEWCOMB SECONDARY COLLEGE					
	6.2.18 Conduct a <i>Wrap Day</i>	LD/ ISA	Term 3, 2006	✓	As per Process Evaluation Forms
	6.2.19 Conduct <i>Sushi Day</i>	LD / ISA	Term 2, 2007	✓	As per Process Evaluation Forms
	6.2.20 Conduct Healthy Eating Days	LD /ISA	Ongoing	✓	School to maintain

Strategy	Actions	By Whom	Timeline	Status	Notes
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6.3 Parent Information	BELLARINE SECONDARY COLLEGE					
	6.3.1	Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	6.3.2	Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE					
	6.3.3	Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL					
	6.3.4	Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms
NEWCOMB SECONDARY COLLEGE						
6.3.5	Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms	

Table 7: Objective Seven - Food At School

: To significantly increase the healthiness of school food

Strategy	Actions	By Whom	Timeline	Status	Notes
7.1 Develop Guidelines for Food @ School	7.1.1 Define areas where food is provided / used at / in School	PMC	July, 2006	✓	As per Process Evaluation Forms
	7.1.2 Amalgamate Areas & incorporate into categories of the 'Food at School' Resource / Manual	LM & Amelie	July, 2006	✓	As per Process Evaluation Forms
	7.1.3 Obtain feedback from SPO's about Manual	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.4 Further design & develop template for Policy & Appendix Area's	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.5 Develop individual resources for each Area	LM & Amelie	Aug,2006	✓	As per Process Evaluation Forms
	7.1.6 Build Manual, incorporating Health Promotion Framework	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.7 Distribute '1 st DRAFT' to the Reference Committee for their comment	LM & Amelie	Aug, 2006	✓	As per Process Evaluation Forms
	7.1.8 Review, modify and further develop Manual	LM & Amelie	Sept, 2006	✓	As per Process Evaluation Forms
	7.1.9 Re-submit '2 nd DRAFT' to Reference Committee	LM & Amelie	Oct, 2006	✓	As per Process Evaluation Forms
	7.1.10 Review, modify and further develop Manual (integrate additional resources)	LM & Amelie	Oct, 2006	✓	As per Process Evaluation Forms
	7.1.11 SPO's to review & give feedback on current status	PMC	Nov, 2006	✓	As per Process Evaluation Forms
	7.1.12 Re-draft & 'finalise' for schools to pilot	LM & Amelie	Nov, 2006	✓	As per Process Evaluation Forms
	7.1.13 Give to marketing consultant to publish	LM	Dec, 2006	✓	As per Process Evaluation Forms
	7.1.14 Hand over Manual to SPO's	LM	Jan, 2007	✓	As per Process Evaluation Forms
	7.1.15 SPO to introduce priorities of 'It's Your Move!' & Manual to SBMC	SPO	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.16 SBMC to identify an Area of the Manual to address	SBMC	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.17 SBMC to set goals and desirable outcomes to achieve the Area / Policy	SBMC	Feb, 2007	✓	As per Process Evaluation Forms
	7.1.18 Support SPOs and schools to implement	LM	Ongoing	✓	As per Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Notes
7.1 Develop Guidelines for Food @ School (continued)	BELLARINE SECONDARY COLLEGE				
	7.1.19 Present and discuss the Food @ School Framework with relevant key stakeholders	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.20 Conduct relevant discussion groups with staff eg. at staff meetings	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.21 Meet with the Principal to discuss implementation process	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.22 Implement parts of the Food @ School Framework	LR	Term 1-4 2007	✓	As per Process Evaluation Forms
	SAINT IGNATIUS COLLEGE				
	7.1.23 Present and discuss the Food @ School Framework with relevant key stakeholders	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.24 Conduct relevant discussion groups with staff eg. at staff meetings	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.25 Meet with the Principal to discuss implementation process	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.26 Implement parts of the Food @ School Framework	LT	Term 1-4 2007	✓	As per Process Evaluation Forms
	GEELONG HIGH SCHOOL				
	7.1.27 Present and discuss the Food @ School Framework with relevant key stakeholders	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.28 Conduct relevant discussion groups with staff eg. at staff meetings	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.29 Meet with the Principal to discuss implementation process	LM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.30 Implement parts of the Food @ School Framework	KM / CG	Term 1-4 2007	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	7.1.31 Present and discuss the Food @ School Framework with relevant key stakeholders	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.32 Conduct relevant discussion groups with staff eg. at staff meetings	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.33 Meet with the Principal to discuss implementation process	LD	Term 1-4 2007	✓	As per Process Evaluation Forms
	7.1.34 Implement parts of the Food @ School Framework	LD	Term 1-4 2007	✓	As per Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Notes	
7.2 Develop Food @ School Policy	BELLARINE SECONDARY COLLEGE					
	7.2.1	Develop draft 'Food @ School' Policy	LR	Term3, 2007	✓	As per Process Evaluation Forms
	7.2.2	Circulate draft 'Food @ School' Policy to staff, students and parents for feedback	LR	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.3	Make necessary adjustments	LR	Term 1, 2008	✓	As per Process Evaluation Forms
	7.2.4	Present to the School Council for ratification	LR	TBC	⊗	To be completed
	SAINT IGNATIUS COLLEGE					
	7.2.5	Develop draft 'Food @ School' Policy	LT	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.6	Circulate draft 'Food @ School' Policy to staff, students and parents for feedback	LT	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.7	Make necessary adjustments	LT	Term 4, 2007	✓	As per Process Evaluation Forms
	7.2.8	Present to the School Council for ratification	LT	TBC	⊗	To be completed
	CHRISTIAN COLLEGE					
	7.2.9	Develop draft 'Food @ School' Policy	KF / Jonathan Ryan(team)	Term 3, 2007	✓	As per Process Evaluation Forms
	7.2.10	Circulate draft 'Food @ School' Policy to staff, students and parents for feedback	KF / Jonathan Ryan(team)	Term 3, 2007	✓	As per Process Evaluation Forms
7.2.11	Make necessary adjustments	KF / Jonathan Ryan(team)	Term 4, 2007	✓	As per Process Evaluation Forms	
7.2.12	Present to the Heads of School for ratification	KF / Jonathan Ryan(team)	Term 1, 2008	✓	As per Process Evaluation Forms	
GEELONG HIGH SCHOOL						
7.2.13	Develop draft 'Food @ School' Policy	CG	Term3, 2007	✓	As per Process Evaluation Forms	

Strategy	Actions	By Whom	Timeline	Status	Notes	
7.2. Develop Food @ School Policy	7.2.14 Circulate draft 'Food @ School' Policy to staff, students and parents for feedback	CG	Term 4, 2007	✓	As per Process Evaluation Forms	
	7.2.15 Make necessary adjustments	CG	Term 1, 2008	✓	As per Process Evaluation Forms	
	7.2.16 Present to the School Council for ratification	CG	TBC	⊘	To be completed	
	NEWCOMB SECONDARY COLLEGE					
	7.2.17 Develop draft 'Food @ School' Policy	LD	Term3, 2007	✓	As per Process Evaluation Forms	
	7.2.18 Circulate draft 'Food @ School' Policy to staff, students and parents for feedback	LD	Term 4, 2007	✓	As per Process Evaluation Forms	
	7.2.19 Make necessary adjustments	LD	Term 1, 2008	✓	As per Process Evaluation Forms	
	7.2.20 Present to the School Council for ratification	LD	TBC	⊘	To be completed	

Table 8: Objective Eight - Walking and Cycling

: To significantly increase active transport to / from school

Strategy	Actions	By Whom	Timeline	Status	Notes	
8.1 Parent Information	BELLARINE SECONDARY COLLEGE					
	8.1.1	Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	8.1.2	Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE					
	8.1.3	Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL					
8.1.4	Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms	
NEWCOMB SECONDARY COLLEGE						
8.1.5	Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms	

Strategy	Actions	By Whom	Timeline	Status	Notes	
8.2 School Policies (Drop Off Zone)	BELLARINE SECONDARY COLLEGE					
	8.2.1	Most school students are bus travellers	LR	Jan 2006	✓	As per baseline data
	SAINT IGNATIUS COLLEGE					
	8.2.2	Most school students are bus travellers	LT	Jan 2006	✓	As per baseline data
	CHRISTIAN COLLEGE					
	8.2.3	Most school students are bus travellers	KF	Jan 2006	✓	As per baseline data
	GEELONG HIGH SCHOOL					
8.2.4	No real need to change drop off zone	KM / CG	Jan 2006	✓	As per Process Evaluation Forms	
NEWCOMB SECONDARY COLLEGE						
8.2.5	No real need to change drop off zone	LD	Jan 2006	✓	As per Process Evaluation Forms	

Table 9: Objective Nine - Getting Active

: To significantly increase participation in organised sports and other active recreation

Strategy	Actions	By Whom	Timeline	Status	Notes	
9.1 Parent Information	BELLARINE SECONDARY COLLEGE					
	9.1.1	Information placed in school newsletters	LR	Ongoing	✓	Information attached to Process Evaluation Forms
	SAINT IGNATIUS COLLEGE					
	9.1.2	Information placed in school newsletters	LT	Ongoing	✓	Information attached to Process Evaluation Forms
	CHRISTIAN COLLEGE					
	9.1.3	Information placed in school diaries with stickers	KF	Ongoing	✓	Information attached to Process Evaluation Forms
	GEELONG HIGH SCHOOL					
9.1.4	Information placed in school newsletters	KM / CG	Ongoing	✓	Information attached to Process Evaluation Forms	
NEWCOMB SECONDARY COLLEGE						
9.1.5	Information placed in school newsletters	LD	Ongoing	✓	Information attached to Process Evaluation Forms	

Strategy	Actions	By Whom	Timeline	Status	Notes
9.2 School Policies on participation	BELLARINE SECONDARY COLLEGE				
	9.2.1 Policies and expectations on participation already exist in Physical Education and School Sport	LR	Jan 2006	✓	As per School Environmental Audit
	SAINT IGNATIUS COLLEGE				
	9.2.2 Policies and expectations on participation already exist in Physical Education and School Sport	LT	Jan 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE				
	9.2.3 Policies and expectations on participation already exist in Physical Education and School Sport	KF	Jan 2006	✓	As per School Environmental Audit
	GEELONG HIGH SCHOOL				
9.2.4 Policies and expectations on participation already exist in Physical Education and School Sport	KM / CG	Jan 2006	✓	As per School Environmental Audit	
NEWCOMB SECONDARY COLLEGE					
9.2.3 Policies and expectations on participation already exist in Physical Education and School Sport	KF	Jan 2006	✓	As per School Environmental Audit	

Strategy	Actions	By Whom	Timeline	Status	Notes
9.3 Change School Rules / systems to support facility equipment use	BELLARINE SECONDARY COLLEGE				
	9.3.1 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LR	Jan 2006	✓	As per
	SAINT IGNATIUS COLLEGE				
	9.3.2 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LT	Jan 2006	✓	As per School Environmental Audit
	CHRISTIAN COLLEGE				
	9.3.3 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	KF	Jan 2006	✓	As per School Environmental Audit
	GEELONG HIGH SCHOOL				
9.3.4 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	KM / CG	Jan 2006	✓	As per School Environmental Audit	
NEWCOMB SECONDARY COLLEGE					
9.3.5 Students are able to borrow sports equipment at lunchtime (from staff or student monitors)	LD	Jan 2006	✓	As per School Environmental Audit	

Strategy	Actions	By Whom	Timeline	Status	Notes
9.4 PE Teachers PD Network	9.4.1 Invite PE Teachers to initial forum about the potential of developing a Network between the IVS	LM	Term 1, 2006	✓	Emails sent to PE Coordinators
	9.4.2 Discuss the potential of the network to be based on all IVS PE staff, attending professional development, resource sharing and up skilling each other in various sports / physical activity	LM	Term 1, 2006	✓	2/5 Physical Education teachers turned up
	9.4.3 Obtain commitment of the five ISV PE Coordinators to the idea	LM	Term 1, 2007	✓	Letters sent to PE Coordinators about PD Network
	9.4.4 Engage the services of Leisure Networks	LM	Term 1, 2007	✓	Meeting with Brooke and Jordie to gain their support
	9.4.5 Leisure Networks to approach the clubs and organisations to facilitate the professional development session of code of conduct of working in schools	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.6 Leisure Networks to provide a list to the PE teachers of available coaches and trainers of sport & physical activity (names, numbers and availability and specialty)	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.7 Consult with PE Coordinators as to a sport / physical activity that they would like to do (and require an outside specialist eg. Gymnastics coach)	LM	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.8 Obtain agreement among PE teachers a time line (date and venue) of sports / activities to be covered to suit the PE teachers	LM & BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.9 Each school to commit to a particular sport being conducted at their school	LM & BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.10 Leisure Networks to give a copy contacts of the clubs and organisations to the PE Coordinator, to assist in integrating student involvement into curriculum or lunch/ after school activities	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.11 Develop a series of professional development sessions at each of the intervention schools on a timeline	BW	Term 2, 2007	✓	As per Process Evaluation Forms
	9.4.12 Email the PE coordinators professional development session times and venues	BW	Term 2, 2007	✓	As per Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Notes	
9.4 PE Teachers PD Network (continued)	BELLARINE SECONDARY COLLEGE					
	9.4.13	Attend Professional Development Sessions	LR	Ongoing	✓	As per Process Evaluation Forms
	9.4.14	Intend to host a PD Session	LR	Term 2, 2008	⊘	To be decided
	SAINT IGNATIUS COLLEGE					
	9.4.15	host 1 st PE PD Session (Badminton)	Alison	Term 2, 2007	✓	13 teachers from across 5 schools turned up
	9.4.16	Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	CHRISTIAN COLLEGE					
	9.4.17	Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	GEELONG HIGH SCHOOL					
	9.4.18	Host 2 nd PE PD Session (Touch Rugby)	Andrew	Term 2, 2007	✓	As per session attendances
	9.4.19	Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances
	NEWCOMB SECONDARY COLLEGE					
9.4.20	Host 1 st PE PD Session (Minor Games)	Maree	Term 2, 2007	✓	As per session attendances	
9.4.21	Attend Professional Development Sessions	PE Teachers	Ongoing	✓	As per session attendances	

Table 10: Objective Ten - Healthy Body Size and Shape

: To create an acceptance of different healthy body sizes/ shapes and decrease episodes of ‘inappropriate’ dieting

Strategy	Actions	By Whom	Timeline	Status	Notes	
10.1 Social Marketing	BELLARINE SECONDARY COLLEGE					
	10.1.1	Work with ISA to develop social marketing message and look for the poster	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.2	Take photo's for the poster	LM / LR / BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.3	Show students various drafts of poster	LM / LR BSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.4	LM to show ISA to gain final approval	LM / LR BSC ISA	April 2008	✓	As per Process Evaluation Forms
	SAINT IGANTIUS COLLEGE					
	10.1.5	Work with ISA to develop social marketing message and look for the poster	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.6	Take photo's for the poster	LM / LT / CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.7	Show students various drafts of poster	LM / LT CRC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.8	LM to show ISA to gain final approval	LM / LT CRC ISA	April 2008	✓	As per Process Evaluation Forms
	CHRISTIAN COLLEGE					
	10.1.9	Work with ISA to develop social marketing message and look for the poster	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.10	Take photo's for the poster	LM / KF / CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.11	Show students various drafts of poster	LM / KF CRC ISA	Dec 2007	✓	As per Process Evaluation Forms
	10.1.12	LM to show ISA to gain final approval	LM / KF CRC ISA	Dec 2007	✓	As per Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Notes
10.1 Social Marketing	GEELONG HIGH SCHOOL				
	10.1.13 Work with ISA to develop social marketing message and look for the poster	LM / CG / GHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.14 Take photo's for the poster	LM / CG / GHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.15 Show students various drafts of poster	LM / CG CHS ISA	July 2007	✓	As per Process Evaluation Forms
	10.1.16 LM to show ISA to gain final approval	LM / CG CHS ISA	July 2007	✓	As per Process Evaluation Forms
	NEWCOMB SECONDARY COLLEGE				
	10.1.17 Work with ISA to develop social marketing message and look for the poster	LM / LD / NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.18 Take photo's for the poster	LM / LD / NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.19 Show students various drafts of poster	LM / LD NSC ISA	April 2008	✓	As per Process Evaluation Forms
	10.1.20 LM to show ISA to gain final approval	LM / LD NSC ISA	April 2008	✓	As per Process Evaluation Forms

Strategy	Actions	By Whom	Timeline	Status	Notes
10.2 It's Your Body!	CHRISTIAN COLLEGE				
	10.2.1 Engage the school in the IYB concept	LM	Feb 2007	✓	LM Reflective Journal and Thesis
	10.2.2 Campus Manager to inform teachers of the opportunity to be involved in the study	Prin	April, 2007	✓	LM Reflective Journal and Thesis
	10.2.3 Teachers are assigned to the study	Prin	May, 2007	✓	LM Reflective Journal and Thesis
	10.2.4 Conduct Body Image Sensitivity training with all Middle School Staff	LM / Chris Hickey, Lisa Gibbs & Boyd Swinburn	July, 2007	✓	LM Reflective Journal and Thesis
	10.2.5 Develop Unit of Work	LM & Monique Bregman	July- Sept 2007	✓	LM Reflective Journal and Thesis
	10.2.6 Pilot Unit of Work	LM & Monique Bregman	Sept – Oct 2007	✓	LM Reflective Journal and Thesis

Strategy	Actions	By Whom	Timeline	Status	Notes
	10.2.7 Conduct Interviews with Teachers, Students and Parents	LM & Monique Bregman	Sept – Oct 2007	✓	LM Reflective Journal and Thesis
	10.2.8 Analyse transcripts	LM & Chris Hickey	Jan – April 2008	✓	LM Reflective Journal and Thesis
	10.2.9 Write up report	LM & Chris Hickey	June 2008	✓	LM Reflective Journal and Thesis

Strategy	Actions	By Whom	Timeline	Status	Notes
10.3 Fad Diet Event	10.3.1 Obtained funding through the DHS / Primary Care submission of 'Why Fad diets do not work'	LM / TB	April 2006	✓	DHS Funding Submission
	10.3.2 Consult with Barwon Primary Care EO (Tony Blackwell) as to the concept of the event, incorporating all 5 ISV	LM / TB	April 2006	✓	Meet and discuss idea's
	10.3.3 LM & TB to commit to the concept and begin to plan the pre –event, event and post – event outline	LM / TB	April 2006	✓	Commit to Project Plan
	10.3.4 LM & TB to delegate roles and responsibilities for event to occur and to identify external resources to support the event and management	LM / TB	April 2006	✓	Assign Roles and Responsibilities
	10.3.5 Get plan to a point for the RC to make a decision	LM / TB	April 2006	✓	Work on Project Plan
	10.3.6 Put project proposal to the Reference Committee of IYM to gain approval	LM / TB	May 2006	✓	Get confirmation from RC
	10.3.7 Principals from the RC to inform Student Welfare and Health / PE Coordinators of the event, and to also to pass on a survey of the 'issues' they would like covered at the event	Prin	May 2006	✓	Principals to inform key staff at IV schools
	10.3.8 Identify Key Stakeholders in this area within Geelong and their role and potential involvement in the event	LM / TB	May 2006	✓	Meet with key youth workers in the City of Greater Geelong
	10.3.9 Contact Geelong GP Association, organise and meet with Meredith Burn	LM / TB	May 2006	✓	Meet with Meredith Burn (EO)

Strategy	Actions	By Whom	Timeline	Status	Notes
10.4 Fad Diet Event	10.3.10 Obtained funding through the DHS / Primary Care submission of 'Why Fad diets do not work'	LM / TB	April 2006	✓	DHS Funding Submission
	10.3.11 Consult with Barwon Primary Care EO (Tony Blackwell) as to the concept of the event, incorporating all 5 ISV	LM / TB	April 2006	✓	Meet and discuss idea's
	10.3.12 LM & TB to commit to the concept and begin to plan the pre –event, event and post – event outline	LM / TB	April 2006	✓	Commit to Project Plan
	10.3.13 LM & TB to delegate roles and responsibilities for event to occur and to identify external resources to support the event and management	LM / TB	April 2006	✓	Assign Roles and Responsibilities
	10.3.14 Get plan to a point for the RC to make a decision	LM / TB	April 2006	✓	Work on Project Plan
	10.3.15 Put project proposal to the Reference Committee of IYM to gain approval	LM / TB	May 2006	✓	Get confirmation from RC
	10.3.16 Principals from the RC to inform Student Welfare and Health / PE Coordinators of the event, and to also to pass on a survey of the 'issues' they would like covered at the event	Prin	May 2006	✓	Principals to inform key staff at IV schools
	10.3.17 Identify Key Stakeholders in this area within Geelong and their role and potential involvement in the event	LM / TB	May 2006	✓	Meet with key youth workers in the City of Greater Geelong
	10.3.18 Contact Geelong GP Association, organise and meet with Meredith Burn	LM / TB	May 2006	✓	Meet with Meredith Burn (EO)

Strategy	Actions	By Whom	Timeline	Status	Notes	
10.5 Fad Diet Event (continued)	10.3.19 Contact DHS School Nurse Coordinator, notify of the event and invite them to be involved	LM	May 2006	✓	As per Process Evaluation Forms	
	10.3.20 DHS trained body image facilitators to conduct focus groups based on information from the baseline to develop the social marketing messages	DHS Facilitator	May 2006	✓	As per Process Evaluation Forms	
	10.3.21 Discuss content and logistics with the SPO's at the Project Management Meeting	LM	May 2006	✓	As per Process Evaluation Forms	
	10.3.22 Social Marketing messages, body image characters and event show bags need to be put together	LM (Amelie)	May 2006	✓	As per Process Evaluation Forms	
	10.3.23 Notify the media through the DHS media unit (Cameron Scott) as to the events location and focus etc.	LM	May 2006	✓	As per Process Evaluation Forms	
	10.3.24 Organise generic permission forms and information about bus arrangements	LM	May 2006	✓	As per Process Evaluation Forms	
	10.3.25 SPO's to notify the Principal and daily organisers of the bus arrangements for each school	SPO's	May 2006	✓	As per Process Evaluation Forms	
	10.3.26 Event program, V.I.P guests, venue confirmation to be confirmed	LM / TB	June 2006	✓	As per Process Evaluation Forms	
	10.3.27 Students of the ISV Year 9 – 10 to attend the event	SPO's	June 2006	✓	As per Process Evaluation Forms	
	10.3.28 Event is conducted as per project plan	LM	July 2006	✓	As per Process Evaluation Forms	
	BELLARINE SECONDARY COLLEGE					
	10.3.29 Staff and students attend event	LR	July 2006	✓	As per Process Evaluation Forms	
	SAINT IGNATIUS COLLEGE					
	10.3.30 Staff and students attend event	LT	July 2006	✓	As per Process Evaluation Forms	
	CHRISTIAN COLLEGE					
	10.3.31 Staff and students attend event	KF	July 2006	✓	As per Process Evaluation Forms	
GEELONG HIGH SCHOOL						
10.3.32 Staff and students attend event	KM / CG	July 2006	✓	As per Process Evaluation Forms		
NEWCOMB SECONDARY COLLEGE						
10.3.33 Staff and students attend event	LD	July 2006	✓	As per Process Evaluation Forms		