

# Active School Kids

## Project Summary Report 2007



**G**rant **O**ppportunity  
for **S**chool **H**ealth

NORTH COAST AREA HEALTH SERVICE

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For further information please contact:

Health Promotion Unit  
Population Health, Planning & Performance Directorate  
North Coast Area Health Service  
PO Box 498  
Lismore NSW 2480  
Phone: 02 6620 7500  
Fax: 02 6622 2151

Report written by: Johnston, Margo; Johnson, Pam.

March 2008

*Front Cover:*

*Student from Urunga Public School using physical activity equipment funded by the Grant Opportunity for School Health project. Image: G. Thorncroft*

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- Photographic Image: courtesy Urunga Public School, 2007.
- Project Review Panel - prioritised successful submissions based on identified criteria and provided valuable information to improve future review process.
- Project Review Panel members:
  - Patty Delaney: Manager and Regional Programs Coordinator, NSWCCNR
  - Steve Harris: Student Welfare Coordinator, Port Macquarie Education Office - North Coast Region, DET
  - Jillian Adams: NUPA Coordinator, NCAHS
- Health Promotion Officers who conducted thirty one focus groups with funded primary schools; Trish Davis, Jane Dixon, Pam Johnson, Jan Mills, Maxine Molyneux, Janet Petit, , Avigdor Zask and Margo Johnston

## Executive Summary

In Australia, the prevalence of overweight and obesity in children has increased markedly over the past few decades<sup>1 2 3</sup>. There are now an estimated 1.5 million young people under the age of 18 in Australia who are overweight or obese<sup>4</sup>.

The burden of illness associated with overweight and obesity is significant. Obese children and adolescents are at increased risk of cardiovascular problems, orthopaedic problems, neurological problems, gastroenterological, endocrine, respiratory, psychological and social problems<sup>5</sup>.

Overweight and obesity is related to technological, social, economic and environmental changes that have reduced physical activity and increased food access and passive energy consumption<sup>6</sup>.

Physical activity is therefore identified as a key strategy in arresting increasing levels of childhood obesity.

The 2004 Schools Physical Activity and Nutrition Survey (SPANS) found that only 50% of boys and 60% of girls were adequately fit and one quarter of children do not get even an hour of moderate to vigorous physical activity a day<sup>7</sup>.

To address these issues on the north coast, North Coast Area Health Service (NCAHS) Health Promotion in partnership with the NSW Cancer Council Northern Region (NSWCCNR) and Australian Sports Commission (ASC) offered primary schools across the north coast seeding grants of up to \$1,000 to identify barriers to and increase physical activity opportunities in the school setting<sup>8</sup>.

Projects were student identified, engaged the wider student community and were driven through student leader bodies. The focus was on empowering students to examine the whole school environment (natural, built, social

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<sup>1</sup> Booth M et al. Sydney: NSW Department of Health; 2006. *NSW Schools Physical Activity and Nutrition Survey (SPANS) 2004: Summary Report*

<sup>2</sup> Booth M et al. *Health Promotion International* 2005 20(1):7-17; doi:10.1093/heapro/dah502  
Reducing sedentary behaviour and increasing physical activity among 10-year-old children: overview and process evaluation of the 'Switch-Play' intervention

<sup>3</sup> Magarey et al. 2001. *MJA* 2001; 174: 561-564 *Prevalence of overweight and obesity in Australian children and adolescents: reassessment of 1985 and 1995 data against new standard international definitions*

<sup>4</sup> Department of Health and Ageing 2003. MDP 15, PO Box 9848, CANBERRA ACT 2601. *Healthy Weight 2008, Australia's Future Report*

<sup>5</sup> *Physical Activity Monitoring & Evaluation Toolkit*. 2003 Timperio, A. Salmon, J. Centre for Physical Activity & Nutrition Research (C-PAN) Victoria Australia)

<sup>6</sup> NSW Centre for Overweight and Obesity website. Sydney University. 2008. [www.coo.com.au](http://www.coo.com.au)

<sup>7</sup> Booth M et al. Sydney: NSW Department of Health; 2006. *NSW Schools Physical Activity and Nutrition Survey (SPANS) 2004: Summary Report*

<sup>8</sup> North Coast Area Health Service, *Population Health, Planning and Performance, Performance Agreement 2007 – 2008*

and cultural) to identify barriers and increase opportunities for all students for participation in physical activity.

Thirty four schools received Grant Opportunity for School Health (GOSH) funding resulting in increased physical activity levels and choices for 6,953 students. Schools reported ninety one per cent of students increased physical activity levels in a sustainable way from the implemented GOSH projects.

Achieving sustainable physical activity increases in 91% of funded schools assists with the NCAHS and NSW Health goals of reducing childhood overweight and obesity.

## Recommendations

1. The project is allocated continuation funding in 2008 – 2010 due to the positive outcomes generated and its focus on increasing physical activity, a key strategy in arresting increasing levels of childhood obesity.
2. Develop and distribute GOSH newsletter to promote selected past projects as good practice examples, to be accessible to schools on the NCAHS internet by Term 3, 2008
3. Revise application toolkit and process following focus groups' evaluation and review panel feedback. Increase the percentage of wholly student identified, led and driven projects by including the wording "student use only" on pages 4 to 6 of the toolkit. Ensure that directions for the return of completed applications are unambiguous and that a range of return mechanisms is offered; email, facsimile or post.
4. Explore with project partners, whether the project should continue to be offered to previously funded primary schools in 2009.
5. Improve review panel process by seeking formal feedback from all review panel members. Continue review panel representation from education, health and the NSW Cancer Council. Invite participation on review panel from an Australian Sports Commission representative as an expert on physical activity.
6. Continue evaluation focus group process with all funded schools in 2008, due to consistent feedback from schools and health on the importance of listening to and reporting on project outcomes. Seek continued assistance from Health Promotion staff in conducting the focus groups.

7. Consult with Research and Evaluation staff to revise and improve data collection through the focus group process and consideration of more objective physical activity evaluation techniques.
8. Consult with Department of Education and Training (DET) Personal Development Health and Physical Education (PDHPE) specialists and NSW Health as to how the project can link to and support the Live Life Well @ School program.
9. Promote the successes and transferability of the project at the 2008 NCAHS Awards, through DET and Catholic Education PDHPE specialists, the NSW Cancer Council, the Australian Sports Commission and to health promotion, education and other relevant workers via peer reviewed publications and presentations.

## Process

A simple funding application toolkit suitable for completion by primary school aged children was developed by Health Promotion. The GOSH project aimed to empower students by engaging them throughout the project - from completing the initial toolkit application, working on their project to active participation in the evaluation focus group. Health promotion evidence strongly advocates active consumer engagement in initial project planning, implementation and evaluation.

An invitation was extended to primary schools to apply for grants for health promotion physical activity projects using a comprehensive, whole school approach to be implemented from term 2 to 4 in 2007.

A letter and flyer about the project was distributed electronically via *In-Principal* by the area offices of public and Catholic education to primary schools located between Tweed Heads and Camden Haven. Independent schools received the information through individual facsimile notification. All schools received the information in term 4, 2006 and term 1 2007.

A review panel representative of the project partners considered each of the GOSH applications based on the following criteria.

Projects should;

- consider the barriers to physical activity
- increase physical activity levels
- be student driven
- have evaluation plans, and
- have ongoing physical activity benefits within the school community.

Projects which did not get funded were those which were considered:

- unsustainable by the project review panel

- capital works, for example provision of funding for a shed for storage of physical activity equipment. Schools have access to capital works funding for projects such as this.
- to have no impact on increasing physical activity levels in the school, for example funding for fruit to support a physical activity project.
- not multi-strategic, for example provision of equipment without complimentary policy and/or practice for its use.

## Partners

The NSWCCNR has been an enthusiastic GOSH project partner since 2004 with input into project development, planning expertise, funding of \$4,000 per annum and representation on the review panel convened to assess grant applications.

The ASC became a partner from 2007 with the provision to successful applicant schools of approximately \$4,000 of resources and professional development.

Due to positive project outcomes, NSWCCNR and the ASC have committed the same funding and resources in 2008.

DET advised on initial project development, disseminated project information electronically to schools and was represented on the review panel.

The Catholic Education Commission (CEC) supported the dissemination of project information electronically to schools.

## Funding

Project funding for GOSH of \$21,316.65 was derived from the NCAHS Health Promotion budget and \$4,000 from the NSWCCNR budget. Total funding of \$25,316.65 was distributed to the thirty four successful schools, representing an investment of \$3.65 per student.

In a parallel and complimentary process the ASC contributed physical activity equipment, teaching tools, professional development and support for four schools through a separate merit selection process.

The ASC awarded funding of \$1,000 to a school in each of the four ASC regions encompassed within the NCAHS geographic boundary. The four ASC Regional Coordinators were responsible for allocation of the ASC awards.

Due to the enthusiasm of schools for the ASC awards, the ASC NSW Manager made available extra \$150 resource kits for all other schools that applied for GOSH grants and who were not previously affiliated with ASC.



## Reach

Seventy five schools requested a GOSH application toolkit, comprising 53 public, 12 independent and 10 Catholic schools. The schools ranged from large student population schools of over seven hundred and fifty students to schools comprising less than thirty students.

Thirty eight schools submitted completed applications. Twenty five public schools, seven Catholic schools and two independent schools received funding. Schools from Tweed Heads to Port Macquarie and Lord Howe Island as well as smaller schools in isolated rural localities away from the coast were funded.

The project reach was unevenly distributed across the geographic region of the NCAHS. The imbalanced reach is probably due to the project being available to schools in the lower NCAHS since 2003 and to schools in the upper NCAHS region since 2007. There may be increased acceptance and familiarity of GOSH to lower NCAHS schools.

Funded schools according to Network:

| <b>Network</b>   | <b>Number schools funded</b> | <b>Total student population</b> |
|------------------|------------------------------|---------------------------------|
| Hastings/Macleay | 16                           | 3,809                           |
| Coffs/Clarence   | 9                            | 2,044                           |
| Tweed/Byron      | 4                            | 360                             |
| Richmond         | 5                            | 740                             |

Fifty per cent of the 2007 funded schools had been successful in attaining GOSH funding in a previous year. The majority of these schools used the new funding to enhance projects established through a prior GOSH grant.

Schools receiving funding were demographically and culturally representative of the NCAHS population with an overrepresentation of Aboriginal and Torres Strait Islander students. The 2007 project reached 6,953 students.

## ► Evaluation

### Focus Groups

Focus groups were conducted with thirty one funded schools' student leader groups. Lord Howe Island Central School, due to geographic isolation, submitted an electronic response completed by the principal and student leader group.

Two of the schools, due to organisational barriers had not completed the GOSH project at the time the focus groups were conducted. These two schools were not included in the correlated responses and will be interviewed later in 2008.

The focus group questions (see appendix) were designed to elicit responses on the experience of students' using the GOSH toolkit and any project outcomes.

An average of 3.5 female students and 3.3 male students attended each focus group. In 90% of focus groups the teacher whose role was student leader group coordinator (SLGC) was in attendance.

## ► Process Evaluation

### Predominant themes regarding use of the GOSH toolkit

- **EASY TO USE**

Ninety one per cent of student leader group's interviewed thought that the GOSH Toolkit was easy to use. The majority of comments were that the toolkit was simple and this was reflected in the result that 79% completed the toolkit with minimal assistance from the SLGC.

26% of student leader group's got some assistance from the SLGC to complete the toolkit and 8% of SLGC only completed the toolkit. To reduce the risk of SLGC monopolisation of the planning and decision making process, there is a recommendation to include the wording "student use only" on pages 4 to 6 of the toolkit.

One SLGC commented that it wasn't clear where or who to return the application to.

This issue has been addressed by the recommendation to "ensure that directions for the return of completed applications are unambiguous and that a range of return mechanisms is offered; email, facsimile or post."

Both student leader groups and coordinators reported that the examples given within the toolkit helped with the process of completing the application.

### **Comments by students on the application toolkit:**

*"It explained it simply – it was easy to understand. It was interesting - it made us think about what was needed."*

*"It was totally awesome! I think that filling (the toolkit) out and getting the money was more exciting than using the equipment!"*

- **CONSULTATIVE, BRAINSTORMING, SURVEYING PROCESS**

It was evident that a high degree of consultative process was used. There was much discussion and brainstorming within the student body, including the use of survey tools to arrive at an egalitarian decision. Some public school student leader group's used an education based planning model similar to a Health Promotion planning framework.

The majority of student leader groups reported involvement of the wider student body in the decision making process about the focus of the grant application.

Some student leader groups surveyed the student body on the current degree of physical activity, physical activity preferences and what was perceived by the wider student body to be the barriers to increasing physical activity levels.

There were a few exceptions to this where the SLGC monopolised the planning and decision making process, but fortunately this was in a minority of schools.

*"We brainstormed equipment options then voted on what equipment was best."*

*"When we were doing it we all became one brain and did it together, we didn't argue because we all agreed on what we wanted to do."*

## Impact Evaluation

Thirty four schools were funded for a variety of innovative and multi-strategic projects which student leaders worked on from the beginning of term two to term four. Schools introduced new physical activity choices; increased access to physical activity, introduced student led competitions and games and enhanced existing physical activity resources and programs.

Schools were responsible for evaluating their projects and used a variety of methods depending on the strategies. Although project evaluations were strengthened by results of the focus groups, the current evaluation process is limited by predominantly qualitative feedback in reporting project outcomes. Recommendation ten attempts to address this by, "consulting with Research and Evaluation staff to revise and improve data collection through the focus group process and consideration of more objective physical activity evaluation techniques."

### Predominant themes re project impact

- **REPORTED INCREASE IN PHYSICAL ACTIVITY**

91% of schools reported increased physical activity levels in a sustainable way across the whole school.

97% of schools increased the range of physical activity choices available.

Comments by students on the project impact:

*"Yes, there is heaps more being active across all the age groups – from the young kids to the older ones. I reckon there are double the boys who are doing dance since we got the new CD player and the new music."*

*"More kids are playing games now. On wet days they open the hall and more kids play. Kids form teams and are doing all sports."*

- **REDUCED INCIDENCE OF BULLYING/DISCIPLINARY INCIDENTS**

Almost one third of school projects reported reduced incidents of bullying, arguments, fights and disciplinary incidents both within the playground and classroom by opening up areas previously closed to physical activity, rescheduling break times to increase time for physical activity and line marking more concrete areas for active play.

Incidences of anti-social behaviour have reportedly decreased in part because student leaders examined school outdoor space, modified and improved usability. There was a reported reduction in incidences of anti-social behaviour, including arguments over space and equipment.

*“They used to waste time arguing about whose goal was bigger than the others, now we have both goals no one argues. There’s more activities and they’re spread out so people don’t run into the little kids as much. The basketball area is far less crowded now there’s games out the back – less people getting hurt. All ages play together. The project was just the best thing we’ve ever done – all the kinders playing with the big kids. It’s been a gigantic success and the equipment is going to be there for the next student leaders.”*

*“Gosh has reduced bullying and more people are making friends it’s really excellent, it’s so good for school and good for the teachers, kids really enjoy the pavement paintings for hop scotch and snakes and ladders.”*

- **INCREASED SOCIAL REACTION**

Another reported impact is a marked increase in positive social interaction between age groups and students outside their usual social cohort.

*“Yes. Heaps of fun – everyone has smiles on their faces. Most of the boys skip and the girls who used to huddle and talk now skip. Everybody cheered when we (student leaders) got up at the assembly and handed out a box of (skipping) ropes to each class.”*

*“Everyone uses the handball courts. Used to not be enough for everyone to play. So now everyone can play. Even kinders play handball now. The older boys used to stop everyone else from playing, but now the lines are painted, they don’t because everyone has a square.”*

## ■ Sustainability

Projects addressed sustainability in a range of ways, including ensuring that equipment purchased through GOSH had a maintenance and supervisory process, and embedding the project within existing school infrastructure through student leader bodies.

*“It feels good to know that we contributed to getting these new games in the school and that kids will still be playing years later.”*

*“We think it is important to look after the equipment so it will last longer.”*

## Evaluation Summary

The overwhelming impact from the GOSH project, evidenced from student leader focus group responses was that ninety one per cent of school student bodies reported being more active at school following the inception of funded projects.

100% of funded schools would reapply for project funding in the future because of the ease of the process, the dedicated funding and the outcomes generated, and 97% of funded school leaders said the project was fun.

### Limitations

Nine per cent of schools reported little or no sustained increase in student physical activity for a number of reasons. One school's inadequate equipment storage shed was perceived as a project barrier as accessing equipment was very difficult. The large student body of another school was perceived as a barrier. Running the project with a student population of 760 was seen as too difficult, in hindsight.

*"You put out the equipment and they didn't come. The first three weeks they all came but then they didn't."*

*"With the SRC someone is always away for (school and sport) commitments so it was hard to commit (to the project)."*

*"The problems we had were school problems, not project problems."*

The project was evaluated primarily through use of a self report tool, a focus group comprising the student leader body and the SLGC teacher. It was a relatively inexpensive process which aligned with the overall project resource allocation.

The focus group process used a set of six questions and prompts to elicit responses on process and project impact. The findings from the focus groups are limited as they cannot be generalised to a larger population since the groups were not a random sample. The focus group process generated substantial qualitative data that was challenging to analyse. Two staff members worked together to identify the main themes and data from the information, which is presented above.

Self-reported physical activity can be over-reported as people tend to respond in socially desirable ways. (12) This may be especially true when using a focus group tool with primary school children ranging from five to twelve years of age. Children may have wanted to tell us they had achieved better rates of physical activity because of the project, as a way of thanking us for supporting their application.

## Acronyms

|         |   |
|---------|---|
| AASCP   | Active After School Communities Program       |
| ASC     | Australian Sports Commission                  |
| CEC     | Catholic Education Commission                 |
| DET     | Department of Education and Training          |
| GOSH    | Grant Opportunity for School Health           |
| NCAHS   | North Coast Area Health Service               |
| NSWCCNR | NSW Cancer Council Northern Region            |
| NUPA    | Nutrition and Physical Activity               |
| SLGC    | Student Leader Group Coordinator              |
| SPANS   | School Physical Activity and Nutrition Survey |

## Appendix 1: Letter to Principals

fax

NORTH COAST  
AREA HEALTH SERVICE  
NSW HEALTH

|         |   |                           |   |
|---------|---|---------------------------|---|
| TO      | Principal, North Coast Primary School<br>SRC and SRC Coordinator, North Coast Primary School<br>P & C Committee, North Coast Primary School | FROM                      | Uta Dietrich, Director Health Promotion                 |
| COMPANY |   | BRANCH                    | Population Health, Planning and Performance Directorate |
| FAX     |   | FAX                       | Fax. 02 -6622 2151                                      |
| TEL     |   | TEL                       | Tel. 02 6620 7517                                       |
| DATE    | January, 2007   | PAGES INCLUDING THIS PAGE | 2   |
| SUBJECT | Grant Opportunity for School Health (GOSH) 2007 – A school based physical activity project.   |                           |   |

The Grant Opportunity for School Health (GOSH) is an award winning project, winning a NAPCAN prize in 2006 and being Runner-Up in the 2005 North Coast Area Health Service (NCAHS) Quality Awards for service excellence.

Health Promotion from the NCAHS and the NSW Cancer Council Northern Region in 2007 is offering \$1,000 grant opportunities to north coast primary schools that are located within the geographical boundary of the NCAHS. The boundary encompasses Tweed Heads to the north, Camden Haven to the south and west to Dorrigo and Urbenville.

**The goal of the GOSH project is to enhance the capacity of north coast primary schools to develop and implement sustainable health promotion initiatives using a comprehensive, whole school approach.**

**In 2007 the focus will be on funding physical activity projects that are initiated and driven by the Student Representative Council (SRC).**

The application process will be a simple one which requires the SRC to consult with its student body on the barriers to physical activity at school. The SRC will, with the support of the student body and SRC Coordinator develop strategies, including a budget to address the barriers. The proposal will be presented for support to the Principal and parent and carer body at a P & C meeting. Following this, it will be sent to the funding body for consideration.

To register your schools' interest, please email, telephone or fax either of the contact people listed below. Your school will be sent a simple application kit, including an *Active Kids Toolkit* in term 1, 2007. Assistance to complete the application will be available.

Margo Johnston  
Health Promotion Officer

E: [mjohnst@mncahs.health.nsw.gov.au](mailto:mjohnst@mncahs.health.nsw.gov.au)

T: 02 6562 6066

F: 02 6562 8116

Pam Johnson

Health Promotion Officer

E: [pajohnson@mncahs.health.nsw.gov.au](mailto:pajohnson@mncahs.health.nsw.gov.au)

T: 02 6648 7220

F: 02 6648 7227

This fax is intended for the named addressee, is confidential and may contain legally privileged information. The copying or distribution of this fax or any information it contains is prohibited. If you have received this fax in error please advise the sender immediately by telephone so that disposal arrangements can be made either for the destruction of the document or its return to the sender.



## Appendix 2: Flyer



### Grant Opportunity for School Health

An invitation is extended to primary schools to apply for grants for health promotion projects using a comprehensive, whole school approach to be implemented in 2007.

The Cancer Council NSW Northern Region and North Coast Area Health Service Health Promotion are offering grants of up to \$1,000 to help identify barriers and increase physical activity opportunities in your school.

Increased physical activity has been identified as a key strategy in addressing increasing levels of childhood obesity.

Applications are sought for projects which are student identified, engage the student body, and are driven through the Student Representative Council. The focus is on empowering students to examine the whole school environment (natural, built, social and cultural) to identify barriers and increase opportunities for participation in physical activity.

All primary schools or clusters of schools in the North Coast Area Health Service boundary (Tweed Heads to Camden Haven) are eligible to apply.

For an application kit or to register your school's interest for a 2007 kit contact:

Margo Johnston  
Phone: 02 6562 6066  
Fax: 02 6562 8116  
mjohnst@mncahs.health.nsw.gov.au

**OR**

Pam Johnson  
Phone: 02 6648 7220  
Fax: 02 6648 7227  
pajohnson@mncahs.health.nsw.gov.au

Application kits will be available early in Term 1 2007.

The closing date for completed applications is

**April 5<sup>th</sup> 2007**

Project partners: The Cancer Council  
NSW Northern Region,  
North Coast Area Health Service,  
Population Health, Planning &  
Performance Directorate,  
Australian Sports Commission,  
Department of Education & Training,  
Catholic Education Commission,  
Association of Independent Schools.



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## Appendix 3: Toolkit

**ACTIVE KIDS TOOLKIT**

# Grant Opportunity for School Health GOSH

**Active Kids are Healthy Kids**



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**LIVE LIFE well**  
NSW HEALTH  
NORTH COAST  
AREA HEALTH SERVICE

**Active After-school Communities**  
Helping kids and communities get active

**The Cancer Council**  
New South Wales

# GOSH ACTIVE KIDS TOOLKIT



Active Kids Are Healthy Kids



## Grant Opportunity for School Health

Dear SRC, SRC Coordinator and Principal,

Welcome to the *GOSH* Active Kid's Toolkit! This toolkit will help you to apply for a possible \$1,000 *GOSH* grant for your school. The *GOSH* project is funded by North Coast Area Health Service Health Promotion and the NSW Cancer Council Northern Region. The Australian Sports Commission is also providing four extra prizes and there is more information about this on page 9.

*GOSH* grants of up to \$1,000 are being offered for physical activity projects which are student identified, engage the student body and are driven through the Student Representative Council (SRC). The focus is on empowering students to examine the whole school environment (natural, built, social and cultural) to identify barriers and increase opportunities for student participation in physical activity. Physical activity or being active means moving your body in ways like walking, skipping, dancing, bike riding and playing games.

This application package includes a simple *GOSH* Active Kids Toolkit to be completed by the SRC with the support of the SRC Coordinator. Pages 8 and 9 need to be considered and signed off by the principal. The **closing date for application is April 5<sup>th</sup> 2007**. Successful schools will be notified at the beginning of Term 2 and funds will be sent during Term 2.

If you need any help with this *GOSH* toolkit we can visit your school or talk with you by telephone. Please contact Margo Johnston on 6562 6066 or Pam Johnson on 6648 7220.



## GOSH: What the SRC Need To Do



Active Kids Are Healthy Kids

- ① Have a look at the questions and examples provided on page 5-7 of the toolkit to give you some ideas about physical activity in your school.
- ② Talk to the kids in your school and get their ideas about the questions asked.
- ③ Answer the questions by putting the ideas for your school in the space provided.
- ④ Fill out the budget for what you would spend your money on. The budget is on Page 7 of the toolkit.
- ⑤ Present the ideas for your school to a P&C and staff meeting. (If there is no P&C meeting before this application is due to be sent back to us, ask to be included on the agenda of the next meeting and present your ideas then.)
- ⑥ Get your SRC Coordinator and Principal to sign off and submit your GOSH application so we receive it by April 5<sup>th</sup>, 2007. Keep a copy of your completed GOSH application.



# How will your GOSH Application be judged?

Active Kids Are Healthy Kids

A Review Panel from education, health, the Cancer Council NSW and the Australian Sports Commission will assess all applications received and select the successful primary schools. The decision of the Review Panel will be final.

## The following criteria apply:

1. Applications must be from schools within the geographical boundary north to Tweed Heads west to Dorrigo and Urbenville, and south to Camden Haven.
2. GOSH Projects are to be identified and driven by the Student Representative Council and engage the student body.
3. The Student Representative Council must complete the *GOSH Active Kids Toolkit*.
4. Applications must be agreed to by the school principal. Pages 8 and 9 must be completed and signed by the principal.
5. GOSH Projects must have the potential to directly influence physical activity levels within the school community.
6. Preference will be given to GOSH projects which will have ongoing benefits to the school community.

## Successful Applicants will be required to:

Participate in the evaluation process, which includes:

1. Contact with GOSH staff and participate in a 30 minute follow up evaluation interview with the SRC Coordinator and SRC members in Term 4, 2007.
2. Provide evidence if required that grant money issued has been expended on the GOSH project described within the GOSH application.
3. Provision to GOSH staff of copies of digital photos, published media articles, policies or lesson plans relating to the GOSH project. This material may be used to illustrate positive outcomes in the final report of the GOSH project.



# Your GOSH Ideas!



## 1. How are you active at school now?

**EXAMPLES**

- Getting to and from school
- Sport and PE
- Dance and drama
- Recess and lunchtime games
- Active class breaks

Please tell us how students are active at your school...

.....

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## 2. What stops you being active at school?

**EXAMPLES**

- Not having sports or games equipment
- Uniform restricts play
- Playground rules
- Too hot or no shade
- Wet weather
- Good places to play
- No active class times
- Bullying

Please tell us what stops you being active at your school...

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### 3. What would you do about this?

**EXAMPLES**

- Ask council for a cycle path to school
- Access to sports or games equipment
- Change playground rules
- Provide active choices in wet weather eg. Music for dancing in hall
- Stop bullying
- Change break times

Please tell us what you would do...

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### 4. What do you need to help you do this?

**EXAMPLES**

- Camera to record what needs to be done
- Money for equipment - music, dance, sport games
- Teacher time to help
- Introduce new school activities
- More bike racks
- Mapping safer routes to school

Please tell us what you need...

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### 5. How can you see if it has worked?

**EXAMPLES**

- Show us (with camera) what has changed.
- Survey students: are they more active?
- Is there more choice of activities?

Please tell us what has changed...

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### 6. How will you make sure your program keeps going in your school?

**EXAMPLES**

- Get teacher and parent support for your GOSH project.
- Pass your project on to the next SRC so they can continue it.
- If you buy equipment, try to make it easily available to everyone who wants to use it.
- Make it fun!

Please tell us how the project will be ongoing...

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# GOSH Active Kids Toolkit-BUDGET



Active Kids Are Healthy Kids

| What will you spend your money on?                   | Where will you purchase items? | How much will it cost?               | Total \$ |
|--|--------------------------------|--------------------------------------|----------|
| EXAMPLE 1: Skipping ropes                            | Coffs Harbour Sportsworld      | 10 @ \$5 (each)                      | \$50     |
| EXAMPLE 2: Disposable Camera                         | Lismore Chemist                | 2 @ \$12.99                          | \$25.98  |
| EXAMPLE 3: Teacher time, or Relief from Face to Face | School                         | Depends on the amount of time needed | \$       |
|  |                                |                                      |          |
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## The Australian Sports Commission 4 ADDITIONAL PRIZES



The Australian Sports Commission (ASC) will provide:

- ① Free  $\frac{1}{2}$  day teacher in-service demonstrating the 'Playing for Life' delivery model. The 'Playing for Life' delivery model has been developed to assist with the engagement of traditionally less active children. The model focuses on Fun, Inclusive, Safe and High Activity (FISH) structured physical activities that are easy to plan and deliver. Playing for Life activities have a multi-skill, general physical activity focus that is 'game centred' rather than 'technique centred'. It makes the game the focus of an activity session and provides fun, inclusive and safe activities for all participants.
- ② A Hart Sports multi-skill kit valued at \$450, consisting of a range of user-friendly sporting equipment that will assist the teacher to address the key components of mobility and motor skill development in the participating students.
- ③ A 'Playing for Life' resource kit valued at \$109 consisting of over 100 game cards that will provide the teacher with a variety of delivery options depending upon the competency level of participant students.

### PRINCIPAL TO COMPLETE THIS SECTION

#### Criteria for the ASC additional prize

- At least 50% of teaching staff will attend the  $\frac{1}{2}$  day teacher in-service.
- Participate in a ten minute telephone evaluation interview in term 4 with an ASC staff member.
- Prize will be used to support and directly influence physical activity levels within the school community.

Please note: A short phone interview from an ASC staff member may be required to support your application.

Do you agree to the above criteria and would your school like to be considered for one of the four additional ASC prizes?

Please circle one: YES NO

Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

# GOSH ACTIVE KIDS TOOLKIT

## Application Details



Active Kids Are Healthy Kids

**(Principal to complete this page)**

Name of School:

Address:

Telephone:

Fax:

Email

Principals Name:

SRC Coordinator:

Student Population (number):

Culturally and Linguistically Diverse (CALD) (number of students):

Aboriginal and Torres Strait Islander (number of students):

Does the school currently receive Priority Funding *(circle one)*: YES NO

Will the program be accessible to all students within the school community regardless of race, sex, marital status, age, homosexuality, disability, religion, philosophy or cultural background? *(circle one)*:

YES NO

If you answer NO, please attach an outline of why the program targets a specific segment of the school community and the perceived benefits of limiting access to this group).

Was (or will) the proposed GOSH project be presented by the SRC at a P & C and staff meeting? *(circle one)*: YES NO

Principal Signature:

Date:

SRC Coordinator Signature:

SRC Representative Signature:

## Appendix 4: Focus Group Questions

Grant Opportunity for School Health 2007

Student Representative Council Focus Group Questions:

1. What (things) made the GOSH Active Kids Toolkit easy for you to use?
  - (prompt) Who filled in the form?
  - (prompt) Help from SRC coordinator or another adult?
  - (prompt) Were the words easy to understand?
  
2. Thinking again about the GOSH Active Kids Toolkit, was there anything about it that made it hard for you to fill in?
  - (prompt) Was it too long ?
  - (prompt) Was the budget page easy to fill in?
  
3. Do you think any students are more active at school since your GOSH project started? (as a result of your GOSH project?)
  - (probe) If yes, in what ways are they more active?
  - (probe) When are they more active – recess, lunch, before or after school or during school?
  - (probe) How many are more active?
  - (probe) Are the kids having fun in their activities?
  
4. Do you think your GOSH project will still be running a year from now?
  - (probe) If no, why do you think it won't be?
  
5. \*What did you do about the things we didn't fund? (eg bullying, hats etc)
  
6. What else could be done to make it easier to be more active at school?

Thank you all for your helpful answers. What we want to do with everyone's answers is to make the GOSH project better, and with your help, we will. We also want to know whether the project has worked.

\* Only ask this question if the SRC raised non physical activity issues as barriers in their GOSH application kit.

## Appendix 5: Funded Projects Synopsis

### Grant Opportunity for School Health 2007 Funded Schools' Project Synopses

| SCHOOL  | PROJECT SYNOPSIS   |
|---|--|
| 1. Murwillumbah South Infants School (K-2)      | Enhance existing PA program, make available in breaks  |
| 2. Tyalla Public School                         | Funds for sports equipment trolley, with a student led borrowing system                              |
| 3. Gladstone Public School                      | Funds for gymnastic equipment to enhance existing program  |
| 4. Coffs Harbour Christian Community Jnr School | Funds for new PA equipment , students to teach younger students to use (buddy system)                |
| 5. Eungai Public School                         | Refurbish existing PA resources, introduce new PA opportunities                                      |
| 6. Ulong Public School                          | Hold 3 tabloid sports days, introduce new PA choices   |
| 7. St Patricks Primary School                   | Equipment to hold world Olympic day; introduce new PA choices, line-marking on concrete, team bibs   |
| 8. Beechwood Public School                      | Peer led Quest program for break times, develop dance program  |
| 9. Bellimbopinni Public School                  | Increase access to PA through simple sports equipment, more accessible process                       |
| 10. Crescent Head Public School                 | Purchase of sports equipment trolley to increase ease and use of equipment                           |
| 11. Glenreagh Public School                     | Purchase equipment, line marking, wear hats, maintain equipment                                      |
| 12. Kempsey East Public School                  | Purchase equipment, line marking, hold competitions, allocate days for play                          |
| 13. Smithtown Public School                     | Purchase different PA equipment and increase use of equipment, establish maintenance process         |
| 14. Sandy Beach Primary School                  | Increase and introduce different PA equipment, students organise playground competition each term    |
| 15. Wollongbar Primary School                   | More equipment and increase access through class sets of equipment, increase shade                   |
| 16. Greenhill Public School                     | Purchase PA equipment, increase PA opportunities, shade sail to increase solar protected play area   |
| 17. St Peters Primary School                    | Increase PA equipment access at recess, increase shade, purchase PA equipment to increase PA choice. |
| 18. Kempsey South Public School                 | Increase access and variety of PA equipment, increase wet weather PA options, address bullying       |
| 19. Tacking Point Public School                 | Increase access & variety of PA equipment, shade, organised student led competition and games        |
| 20. Mary Help of Christians Primary School      | Increase inclusive PA through peer groups, access to PA, increase skipping opportunities             |

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|---|--|
| 21. St Josephs Primary School           | More PA choices, encourage bike riding, designated PA areas  |
| 22. Millbank Public School              | Increase athletic skills through PA equipment purchase, long jump pit installation                           |
| 23. Goonellabah Public School           | Increase variety and quantity of PA equipment, increase wet weather PA options, increase marked PA areas     |
| 24. St Josephs Primary School           | Increase skipping across school, student leader pre and post PA student surveys                              |
| 25. Kempsey West Public School          | Purchase PA equipment, instigate student leader operated PA borrowing system                                 |
| 26. Tweed Heads Public School           | Purchase PA equipment, peer led supervision of games and competitions, increase wet weather PA options       |
| 27. St Josephs Primary School           | Intro new PA opportunities - gymnastics  |
| 28. Heritage Christian School           | Refurbish unusable land to make volleyball and soccer area, change break times                               |
| 29. Lord Howe Island Central School     | Purchase PA equipment, increase variety of PA, roster equipment for equitable use                            |
| 30. Stratheden Public School            | Upgrade weather shed for games, purchase PA resources to increase range and opportunity for PA               |
| 31. Upper Orara Public School           | Bubbler for playground, shade trees, PA equipment, increase wet weather PA options, develop games ideas book |
| 32. Main Arm Upper Public School        | Build second sandpit to increase access, shade area, purchase PA resources                                   |
| 33. Saint Francis Xavier Primary School | Increase variety & quantity of PA equipment, close library at lunch.   |
| 34. Bexhill Public School               | Provide active wet weather PA choice and lengthen break times to increase PA opportunity.                    |