

Na Vuli Sautu

Kushal Paathshaalaa

"Protecting Future Generations"



HEALTH PROMOTING SCHOOLS PROJECT

SCHOOL - BASED ASSESSMENT TOOL

School-based assessment tool used to assess, monitor and evaluate practices in three different strategic areas namely Diet and Physical Activity, Mental Health and Well-being and Water, Sanitation and Hygiene.

Instructions

The Health Promoting Schools (HPS) project supports schools to put in place simple strategies for enhancing the health of the school community by focusing on the impact of the school environment and organisational systems. It is designed to enrich staff, students' and their families' health and lifestyles.

The Health Promoting Schools project is designed to meet the needs of schools in Fiji. It takes into account elements of an effective Health Promoting Schools approach and breaks the implementation down into three accreditation levels: **Bronze, Silver and Gold.**

In becoming a health promoting school, you assess your school's current policies and practices related to health promotion to determine your school community's needs and priorities. While each school will be assessing all three HPS strategic areas, namely, **Diet and Physical Activity, Water, Sanitation and Hygiene, and Mental Health and Well-being**, only ONE area should be studied.

These School-based Assessment Tools has been designed to help you in making these assessments. These tools consist of a series of criteria related to the whole-school approach. Using these criteria can help you identify what your school already does well, what areas need improvement, and what you want to focus on in your health promoting school.

Having identified a priority strategic area, the school-based assessment tool should be used to monitor your progress. You can compare your answers from the first assessment to those of the second to assess your school's progress, and it can help you make further adjustments to your health promoting school implementation programmes.

Each school must first meet all requirements for Bronze level achievement before moving on to complete the requirements for a Silver award.

An assessor will conduct an annual site visit to confirm that you meet the requirements of the Health Promoting Schools Bronze award first and to provide additional technical support. Once you have been accredited, your Health Promoting Schools Bronze award will remain valid as long as you continue to progress all Health Promoting Schools to Silver Standard Accreditation requirements, and demonstrate improvements in your four identified health and wellbeing priority areas. If you have any questions about the accreditation process, or would like to speak to a Health Promoting Schools District Level Coordinators, please contact them on xxxxxxxxx.

Mental Health and well-being (MHW): School-Based Assessment Tool


This Water, Sanitation and Hygiene School-based Assessment Tool are for use by the school. The approach ensures that healthy habits are taught, practised and integrated into daily school routines. The tool may be used to review and evaluate what is going well, and what needs to be improved in the four key areas of the Health Promoting School Expansion Project. These key areas are:

- **The Whole-School Environment (Physical & Social)**
- **Curriculum and Learning**
- **Policy and Planning**
- **Partnerships (Family & Community Links)**

This is in line with the six factors of the Health Promoting Schools (HPS): Framework for Action. Schools should use all available evidence from a range of people including teachers, students and parents/guardians and the community, to review the extent to which it meets the criteria, as set out in this assessment tool, using the following three levels:

Levels		Assessment	Evaluation
0/1- Bronze		No Attempt/Engage	Priority for development (Action Needed)
2- Silver		Implement	Room for improvement (Some Action Needed)
3- Gold		Embed	Working successfully (Monitoring Only Needed)
Total Points	Levels		
0-36	BRONZE		
37-72	SILVER		
73-108	GOLD		

Mental Health and Well-being (MHW): School-Based Assessment Tool

KEY AREA 1: Environment (Physical and Social)	ASSESSMENT Apply rating 0-3 taking account of criteria listed		
	BRONZE (No Attempt/Engage) Rating- 0/1	SILVER (Implemen t) Rating -2	GOLD (Embed) Rating -3
CRITERIA			
1.1 General Environment			
A. The school physical environment has adequate ventilation and lighting	Evidence of 1 set of windows for each room	Evidence of two sets of windows for each room	<p>Evidence of two sets of windows and some lights with switches for each room</p>  <p style="text-align: center;">Newly installed 4 ceiling fans</p>



Ventilated classroom



Switch for light and fan

B. The school has security procedures, namely padlocks and/or alarm system as well assembly area during natural disasters

Evidence of a school security register which shows a checklist for padlocks and/or, alarm system, and a map of assembly area and allocation route

Evidence of school security register which has been reviewed and updated in the last 12 months


Evidence of follow up procedures undertaken to monitor and improve school security procedures

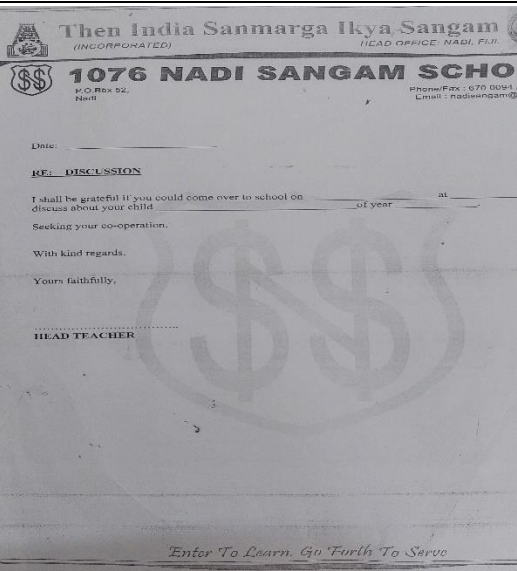


Padlock key organization for security





Assembly area for Natural Disaster

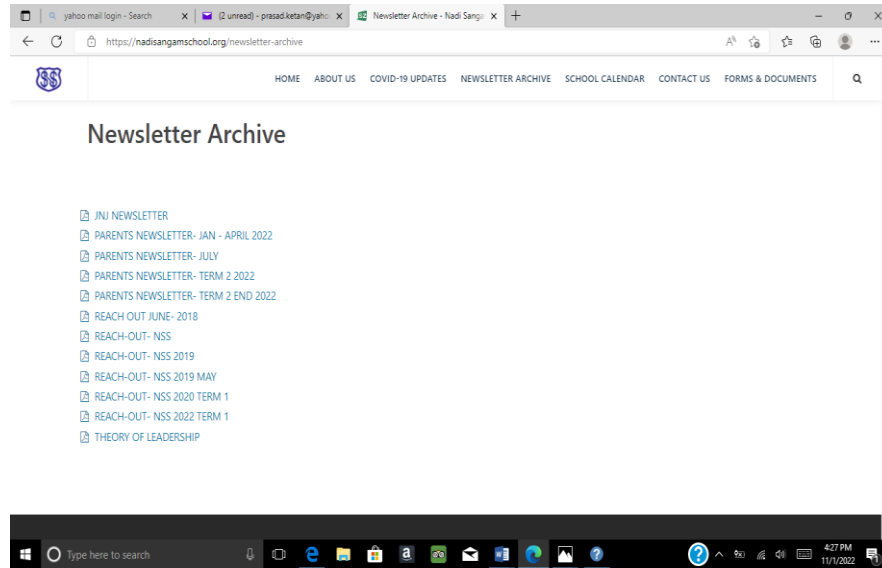
			 <p>Siren warning system for Natural Disasters/Emergency</p>
C. Access is suitable to the needs of all users including persons with disabilities (if any)	Evidence of some paved footpath to cater for students with special needs (e.g. Wheelchair)	Evidence of a ramp for children with special needs (e.g. Wheelchair) to enter and exit classroom	Evidence of a ramp for children with special needs (e.g. Wheelchair), to enter and exit classroom and toilet <i>(Not Applicable)</i>
D. The school has teachers who have adequate training in student counselling	Evidence of school staff list which shows names of teachers who have received training in student counselling	Evidence of a student counselling register from the last 12 months showing counselling reports	Evidence of communication between school and community and follow up procedures undertaken to address student issue/s


			<div data-bbox="1330 193 1845 766"></div> <div data-bbox="1279 799 1895 837"><p>Parent calling letter to address student issues</p></div>
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Teachers under going a session with MOH staff in regards to Student counselling and Mental Health

E. There is a secure and private room for counselling	Evidence of an area for student counselling	Evidence of a private room for student counselling	<p>Evidence of a secure and private room which is clearly marked, and has wheel chair access for students with special needs (if applicable)</p>  <p>Secure and private counselling room</p>
F. There is a school procedure which allows all students to voice concerns about school work and school life including inappropriate and/or abusive behaviour	Evidence of a copy of the school grievance procedure	Evidence of a copy of regular communication between students, school and the Board of Trustees	<p>Examples of student voice utilised in the last 12 months. Inclusion of strategy to enhance student voice within the action and evaluation plan</p> 

			Evidence of students use facility to voice their concerns through suggestion box
G. There is a school procedure which allows parents to voice concerns about school work and school life including inappropriate and/or abusive behavior	Evidence of a copy of the school grievance procedure	Evidence of a copy of regular communication between parents, school and the Board of Trustees	<p>Examples of parent voice utilised in the last 12 months. Inclusion of strategy to enhance parent voice within the action and evaluation plan</p>  <p>School website which regularly communicates with parents</p>

			 <p>Secured Communication Box for Staff/Parents to voice out their concerns</p>

