



# School action planner

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*A companion document for the SHE online school manual*



## Colophon

### Title

School action planner: A companion document for the SHE online school manual

### Authors

Erin Safarjan M.P.H.  
Goof Buijs M.Sc.  
Silvia de Ruiter M.Sc.

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CBO  
P.O. Box 20064, 3502 LB Utrecht, the Netherlands  
Email: [she@cbo.nl](mailto:she@cbo.nl)



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is lead by UC SYD.  
Contact us: [SHE@ucs.dk](mailto:SHE@ucs.dk)**

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## 1. Introduction

Becoming a health promoting school is an interesting and important process. It will take you time and good preparation but will ultimately lead you to create a more efficient and effective health promoting school.

Our experience is that it may take a whole school year to make your health promotion school action plan. The *School action planner* is designed to assist you in this process, for example to describe your aims and actions and determine who will be responsible for what. In doing this, it helps you make the process of becoming a health promoting school go better, organise your communication and help you move forward effectively in your plan.

The five phases of becoming and remaining a health promoting school are shown in the following diagram (Diagram 1). As you can see from the arrows in the diagram, the process is on-going and cyclical. This document focuses on the first three phases of this process with the aim of helping you to develop your own health promoting school action plan.

While the *School action planner* includes some examples of key concepts to help you complete your action plan, comprehensive explanations are not included. Please refer to corresponding phases and sections in the *SHE online school manual: 5 steps to a health promoting school* for additional information.

*Diagram 1. Key phases for a whole-school approach to becoming and remaining a health promoting school*



## 2. Phase 1: Getting started: Set up a working group

### 2.1. Setting roles and tasks

Once you have established a health promoting school working group, it is helpful to assign and confirm roles/responsibilities and tasks for the working group members. Filling in the following table can help you in this process.<sup>1</sup>

Roles and tasks: health promoting school working group members				
Name	Position	Tasks	Roles/ responsibilities	Time commitment (hours per school year)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

### 2.2. Establishing a meeting agenda

Establishing a meeting agenda for the next school year(s) helps to ensure that the working group members are available to meet together on a regular basis and for an extended period of time. It can also prevent miscommunication and clarifies key roles.

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**Health promoting school working group meeting agenda**

**Who will lead the meetings?**

**Who will record the meeting minutes/take notes?**

**How often will you meet?**

**What will you cover in the meetings?**

**When will you meet (which dates)?**

**Where will you meet?**

**How long will the meetings last?**

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### **3. Phase 2: Assessing your starting point**

#### **3.1. Setting your priorities and writing them down**

Once you have assessed your school's current situation with regard to health promotion, you can start to think about what your health promoting school priorities and challenges are and how you want to approach them.

When you have chosen your school's priority areas/topics, you can include them in the following table to document your choices.

<b>Your school's health promoting school priorities</b>
<b>1.</b>
<b>2.</b>
<b>3.</b>
<b>4.</b>
<b>5.</b>

## 4. Phase 3: Planning for action

### 4.1. Aims and objectives

Once you have determined your school's priorities for your health promoting school, it is important to decide on your corresponding aims and objectives. Aims are the overall desired improvement in health and well-being and should be based on the chosen priority areas. Objectives are aims broken down into measurable activities and outcomes that are expected to achieve the aims.

*Example 1. A whole-school approach: aims and objectives to prevent and deal with bullying*

#### Priority: To prevent and deal with bullying

##### **Aims for priority**

1. To develop a school policy for dealing with and preventing bullying
2. To document incidents of bullying
3. To create a social environment in which bullying can be openly discussed and reported
4. To train teachers and other school staff to better identify and deal with school bullying
5. To educate students about school bullying in the classroom

##### **Objectives for priority**

1. A comprehensive\* policy on bullying is in place within the next two years.
2. A system is established within the next year for identifying and documenting incidents of bullying.
3. There is a social environment in which students and school staff feel respected and free to report incidents of bullying.
4. Teachers and other key school staff have taken a course on identifying and dealing with school bullying.
5. Teachers and other school staff know how they need to respond to incidents of bullying, how it needs to be reported and to whom.
6. Students know why bullying is harmful and know who they need to tell if they or other students are being bullied.

***\*to identify and appropriately reprimand students identified as bullies; to make it easier to report bullying and to address the causes of bullying***

In the following tables you can write down your school’s health promoting school aims and objectives based on your chosen priorities. If you have more than three priorities, you can add additional tables.

<b>Priority 1.</b>
<b>Aim(s) for priority 1</b>
<b>Objectives for priority 1</b>

<b>Priority 2.</b>
<b>Aim(s) for priority 2</b>
<b>Objectives for priority 2</b>

<b>Priority 3.</b>
<b>Aim(s) for priority 3</b>
<b>Objectives for priority 3</b>



## 4.2. Indicators

With the help of indicators, you can determine whether you are on the right track, how far you have come and how far you still need to go to achieve your aims and objectives. Comparing your indicators to your draft action plan can further help you to refine your plan.

### *Example 2. Indicators: Spreading the health promoting school concept<sup>2</sup>*

Aims	Indicators
<ol style="list-style-type: none"> <li>1. To disseminate/spread the concept of the health promoting schools among the school community members</li> <li>2. To promote the feeling of knowing this concept among the school community members</li> </ol>	<ul style="list-style-type: none"> <li>• New teachers, other school staff, students and parents are informed about the concept and strategy for becoming and remaining a health promoting school</li> <li>• Teachers and other key staff have been provided with access to publications and other materials concerning the health promoting school concept and school health promotion</li> <li>• Key school staff have participated in health promoting school training activities as indicated in the plan</li> <li>• School staff, students and parents feel that their knowledge about the health promoting school concept and plan is satisfactory to carry out the health promoting school activities</li> </ul>

In the following table you can write down your school's indicators which correspond with your aims or objectives.

Aims/Objectives	Indicators

### 4.3. Planning for communication

Communication is vital to every phase of becoming a health promoting school. Within the school community, communicating the right messages and using the right communication channels will help you gain support for the health promoting school. It will help clarify important steps in the process and ensure that the school community has a sense of ownership for the process and results. To communicate effectively in different situations, a communication plan will be very useful. In the following tables you can write down important components of your communication plan.<sup>3</sup>

#### Make clear communication goals

Communication goals are what you want to achieve with your communication messages.

##### *Examples 3. Communication goals for school staff:*

Goal 1 (knowledge): All of the school staff are aware of the benefits of becoming a health promoting school within the first three months of the planning process.

Goal 2 (attitude): To convince the school management (school director/head teacher), that becoming a health promoting school will have a positive impact on the health and educational attainment of students and on the functioning and image of the school.

Goal 3 (behaviour): At least 75% of the school staff is actively involved in the development and implementation of the health promoting school over the coming 3-5 years.

In the following table, you can write down your school's communication goals by target group.

Communication goals	
Target group/receiver	Goals

#### Make clear and simple messages

Communication messages are the messages you want to get across to specific school community members or individuals/groups outside the school community with regard to your health promoting school.

*Example 4. Communication messages*

Communication messages	
Target group/receiver	message
School management	Health promoting school activities can improve a school's image in the community
Head teacher	Health promoting school activities can improve both the health and well-being of the whole school community and the educational attainment of students
Local media	Our school is in the process of becoming a health promoting school in order to promote/improve the health and well-being of the whole school community and to further promote the educational attainment of our students

In the following table you can write down your own communication messages by target group. You will probably have different messages for a target group at different phases of the process. It might be helpful to divide the messages by phase/timeframe.

Communication messages	
Target group/receiver	message

**Decide on good communication channels**

Communication channels are the means for spreading your communication messages. The method/channel you choose will depend on several factors, including the preferences of your target group, the timeframe you have to spread the message and cost. In the following table, you can see examples of possible communication channels for students and parents.

Communication channels							
Target group	Channels						
	School news-letters	School website	Informational meetings	Press release	Social media	Print materials (e.g., posters/flyers)	...
Students			x		x	x	
Parents	x	x	x			x	

In the following table you can indicate your chosen communication channels by target group

Communication channels							
Target group	Channels						
	School news-letters	School website	Informational meetings	Press release	Social media	Print materials (e.g., posters/flyers)	...

#### 4.4. Planning for evaluation

Evaluation is an important part of the process of becoming and remaining a health promoting school. Your evaluation (what, when and how) depends on the other components of your health promoting school plan, including your communication strategy and health promoting school priorities, aims and objectives. Creating SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals, aims/ objectives, activities and indicators will allow you to evaluate your health promoting school.

## Choosing your evaluation questions and evaluation methods

### *Example 6. Evaluation questions and methods*

Evaluation questions	Evaluation method
1. To what extent have the health promoting school activities been implemented as planned?	e.g., observation, documentation, questionnaire and/or interviews of school staff and students
2. What communication activities have taken place?	e.g., observation, documentation, questionnaire and/or interviews of school staff and students
3. To what extent were the communication activities carried out as planned?	e.g., observation, questionnaire and/or interviews of school staff and students
4. To what extent have the programme aims and objectives been reached?	e.g. compare baseline and outcome measures to assess progress (quantitative change) using questionnaires and documentation
5. To what extent have the communication goals been reached?	e.g., questionnaire or interview of school staff and students
6. What are the attitudes of school staff and parents toward the new health promoting school practices?	e.g., questionnaire or interview of school staff and parents

In the following table, you can write down your own evaluation questions and methods.

Evaluation questions	Evaluation method

### **4.5. Putting it all together: The health promoting school action plan**

Now that you have written down the key components of your health promoting school action plan, you can put it all together to complete your plan, including the timeframe for activities, who is responsible for what and what your budget is for the activities.

The following three tables can help you put the components together into one action plan, including your communication plan and evaluation plan.

4.5.1. Table: Health promoting school action plan						
Aims	Objectives	Success criteria / indicators	Tasks/activities	Key personnel & responsibilities	Resources & costs	Timeline

4.5.2. Table: Health promoting school communication plan							
Target group(s)	Goal(s)	Message(s)	Activities	Channel(s)	Key personnel & responsibilities	Resources/costs (human & financial resources)	Timing (phase and duration)

**4.5.3. Table: Health promoting school evaluation plan**

Indicators/Evaluation questions	Method of assessment	Tasks/activities	Key personnel & responsibilities	Resources & costs	Timeline



## 5. References

1. RIVM (2013). Handleiding Gezonde School middelbaar beroepsonderwijs, Projectplan. <https://www.gezondeschool.nl/communicatiematerialen-en-instrumenten-gezonde-school-1>
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