

School Wellness Policy Evaluation Tool modified for use in New Zealand (WellSAT-NZ)

The Rudd Center for Food Policy and Obesity

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The Wellness School Assessment Tool 2.0 provides a standard method for the quantitative assessment of school wellness policies. Such policies have been required since 2006 in all school districts participating in the National School Lunch Program. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school wellness policies within or among states. It was developed in 2010 and updated in 2014 by researchers funded by the Robert Wood Johnson Foundation

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School Wellness policies are evaluated based on the degree to which they address 40 policy items, which are categorised into four sections. The sections include Nutrition Education, Nutrition Standards for Foods and Beverages, Promoting a Healthy Food and Nutrition Environment, and Communication and Evaluation.

For each of the 40 policy items, policy statements are to be rated “0,” “1,” or “2,” using the definitions below. Three items may be rated “NA” if the policy statement does not apply. This evaluation tool lists each policy item followed by an explanation of the item and examples of “1” and “2” statements.

| | | Explanation |
|---|--------------------------------|--|
| 0 | = Not Mentioned | The item is not addressed in the text of the policy. |
| 1 | = Weak Statement | <p>Assign a rating of “1” when the item is mentioned, <i>but</i></p> <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>. • Statements are listed as <i>goals, aspirations, suggestions, objectives, or recommendations</i>. • There are <i>loopholes</i> in the policy that weaken enforcement of the item, such as a <i>disclaimer</i> that states that policies are non-enforceable and/or subject to change without notification. • The policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p> |
| 2 | = Meets / Exceeds Expectations | <p>Assign a rating of “2” when the item is mentioned, and it is clear that the child care center is committed to making the item happen because:</p> <ul style="list-style-type: none"> • The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). • Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. • A centre is unable to enforce an item, but the goal is clearly stated (e.g., “teachers eat the same foods served to children”). • Statements in parent handbooks that are preceded with “please” (e.g., “please do not bring in sweets or dessert foods for your child’s lunch”) are acceptable for a rating of a “2.” • Instructional statements in the staff manual (e.g., “do not use food as reward or punishment”) are acceptable for a rating of a “2.” |

Evaluating hint One method for deciding between a rating of a “1” and a “2” is to consider the scenario of a parent approaching a schools principal or Head Teacher to discuss an issue. If the policy is ambiguous on how the school should handle the issue at hand, rate the item as a “1.” If the written policy gives clear guidance about how to decide whether the school complies with the policy, rate the item as a “2.”

How to Score School Food and Nutrition Policies

Policies are scored to determine Comprehensiveness and Strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

| Score | Explanation |
|---|--|
| Comprehensiveness Score by section | Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100. |
| Strength Score by section | Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100. |
| Total Comprehensiveness | Total comprehensiveness is calculated by averaging the Comprehensiveness Scores of all 5 sections. |
| Total Strength | Total strength is calculated by averaging the Strength Scores of all 5 sections. |

*There are two items (NS8, NS23) in section 2, four items (PW31, PW35, PW37 and PW38) in section 3, and one item in section 5 (CE60) for which it is possible to receive a rating of “NA.” Items rated “NA” should not be included in the total number of items used for scoring a particular section.

The example below shows the calculation of sample scores for Section 1.

| Section 1. Nutrition Education | | Code |
|---|---|------|
| NE1 | Addresses the provision of <u>nutrition education</u> for children. | 2 |
| NE2 | <u>Food-related activities</u> are consistent with nutrition education or health promotion. | 0 |
| NE3 | Addresses the provision of <u>nutrition education training</u> for <u>teachers</u> . | 2 |
| NE4 | Addresses the provision of <u>nutrition education</u> for <u>parents</u> . | 1 |
| NE5 | <u>Mealtime</u> is used as an opportunity to <u>teach nutrition</u> and/or food concepts. | 1 |
| NE6 | Addresses the <u>allocation of funds</u> for nutrition education. | 0 |
| Subtotal for Section 1 Nutrition Education | | |
| Comprehensiveness Score <i>Count the number of items rated as “1” or “2” and divide this number by 6. Multiply by 100. Do not count an item if the rating is “0.”</i> | | 67 |
| Strength Score <i>Count the number of items rated as “2” and divide this number by 6. Multiply by 100.</i> | | 33 |

Comprehensiveness Score = There are 2 items rated as “1” and 2 items rated as “2,” for a total of 4 items. Four divided by 6 equals 0.67, multiplied by 100 for a score of 67 (rounded to nearest whole number).

Strength Score = There are 2 items rated as “2.” Two divided by 6 equals 0.33, multiplied by 100 for a score of 33 (rounded to nearest whole number).

Total Comprehensiveness Score = If Sections 1, 2, 3, 4, and 5 had Comprehensiveness Scores of 67, 50, 41, 30, and 50, respectively, the Total Comprehensiveness Score would be the sum of the Comprehensiveness Scores for each section (67 + 50 + 41 + 30 + 50) divided by 5 = 48 (rounded to nearest whole number).

Total Strength Score = If Sections 1, 2, 3, 4, and 5 had Strength Scores of 33, 40, 24, 15, and 25, respectively, the Total Strength Score would be the sum of the Strength Scores for each section (40 + 40 + 24 + 15 + 25) divided by 5 = 29 (rounded to nearest whole number).

Section A. Nutrition Education

| # | Item | Rating Guidance |
|-----|--|--|
| NE1 | Addresses the inclusion of <u>nutrition education</u> in the teaching curriculum for all grades. | Note: This item does not include informal nutrition education during mealtimes. |
| | | 0 Not mentioned. |
| | | 1 Either of the following: <ul style="list-style-type: none"> Describes a general health and wellbeing curriculum or lesson plan, and implies but does not ensure, that lessons address nutrition specifically Suggestions that students receive nutrition education and/or healthy eating will be promoted in the curriculum Mention of an internal school health program that implies but does not ensure nutrition education is addressed specifically Examples: <ul style="list-style-type: none"> <i>"The health education curriculum is designed to promote healthy eating and activity"</i> <i>"Staff will try incorporate nutrition education into the already existing teaching curriculum where appropriate"</i> <i>"Students learn about different kinds of foods through nutrition education included in the curriculum"</i> |
| | | 2 Requires that <ul style="list-style-type: none"> Nutrition education is provided to the whole school. Examples: <ul style="list-style-type: none"> <i>"The school curricula will include lessons on nutrition for students from all year levels"</i> <i>"The health education curricula will include lessons on nutrition and healthy eating...."</i> |
| NE2 | Addresses the importance of regularly reviewing and updating the quality of <u>nutrition education</u> . | 0 Any of the following: <ul style="list-style-type: none"> Not mentioned. Specifies food-related activities that clearly do not promote healthy eating (e.g., using lollies in mathematics for fractions, etc.). Specifies food-related activities that occur outside of the context of nutrition education or healthy eating (e.g., "zero-waste lunchboxes", recycling, worm farms/composting). Example: <i>"We encourage children to sort their own lunchboxes leftovers into rubbish, recycling and compost."</i> |
| | | 1 Either of the following: <ul style="list-style-type: none"> Vague and/or suggested Mentions revisions (eg: changes, additions) in curriculum but does not refer specifically to nutrition education Example: <i>"The Health Committee will hold a meeting with appropriate subject HODs to discuss the teaching of health. This meeting will take place once a year to include revisions and updates".</i> |
| | | 2 Requires <ul style="list-style-type: none"> A specified plan for revising and updating nutrition education curriculum, including timeframes. Example: <i>"An annual review conducted by a registered dietician will make recommendations to ensure that the nutrition education curriculum is in line with current nutrition and dietary guidelines for children and adolescents."</i> |
| NE3 | | 0 Not mentioned. |

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| | Addresses the provision of <u>nutrition education training</u> for <u>teachers</u> . | 1 | Either of the following: <ul style="list-style-type: none">• Suggestions for the provision of nutrition education for staff• Mentions nutrition training for staff but no specific activities/tasks identified Example: <i>“It is recommended that teaching staff participate in health education training, which includes training on topics <u>such as</u> nutrition...”</i> |
| | | 2 | Requires <ul style="list-style-type: none">• Provision of nutrition education training for staff, which can include training in facilitating or planning nutrition-related activities. Example: <i>“All teaching staff must undertake annual training on nutrition education curriculum and activities for students...”</i> |
| NE4 | Addresses the provision of <u>nutrition education</u> for <u>parents</u> . | 0 | Not mentioned. |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Describes the provision of nutrition education for parents but does not mention specific methods or activities. |
| | | 2 | Requires either of the following: <ul style="list-style-type: none">• Provision of at least one nutrition education activity for parents, such as workshops or information via newsletters.• Parents are encouraged and notified to access nutrition education materials on the school website/in the enrollment handbook Examples: <ul style="list-style-type: none">• <i>“The school will host a whanau night once a term to cover topics and discussions on healthy eating and nutrition for students and families”.</i>• <i>“Nutrition education information will be provided on the school website/school newsletters”</i> |
| NE5 | Addresses the <u>allocation of funds</u> for nutrition education. | 0 | Not mentioned. |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Vague or suggestive about revenue allocated for nutrition education• Suggests that a portion of the school revenue will be used to develop nutrition related activities/facilities Example: <i>“A proportion of revenue generated from fundraising activities will be allocated towards the development of a school garden”</i> |
| | | 2 | Requires that: <ul style="list-style-type: none">• Funds are made available and allocated for the provision of nutrition education, and/or nutrition related activities, resources and training Example: <i>“Each year the school will allocate 10% of revenue generated from fundraising activities to provide nutrition-related programmes for all grades”</i> |

Section B. Nutrition Standards for Food and Beverages

| # | Item | Rating Guidance |
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| NS7 | Addresses the implementation of <u>nutrition standards</u> that meet the <u>Ministry of Health Food and Nutrition Guidelines</u> and/or the <u>Food and Beverage Classification System/ Fuelled4Life</u> | 0 Not mentioned. |
| | | 1 Vague and/or suggested. Examples: <ul style="list-style-type: none"> “All food and beverages provided and sold to students should comply with the Ministry of Health’s Food and Nutrition Guidelines.” “It is recommended that all foods and beverages sold at school comply with recommendations form Fuelled4Life” |
| | | 2 Requires <ul style="list-style-type: none"> Compliance and specific criteria/standards mentioned. Examples: <ul style="list-style-type: none"> “All foods and beverages sold to students must comply with the Ministry of Health Food and Nutrition Guidelines” “Only ‘everyday’ and ‘sometimes’ foods will be served at the school canteen” “Foods that are categorized as ‘occasional’ by Fuelled4Life including fizzy drinks, fruit drinks, flavored milk, lollies, chocolate, sugary cereals, and/or hot chips are not allowed to be served or consumed at our school.” |
| NS8 | Addresses the implementation of <u>nutrition standards</u> (such as NS6) for <u>foods brought from home</u> for breaks and/or snacks. | 0 Not mentioned. |
| | | 1 Vague, suggested, or weakened by exceptions such as birth celebrations. Examples: <ul style="list-style-type: none"> “Parents are encouraged to pack healthy snacks and lunch, and limit lollies and other confectionary” |
| | | 2 Provides parents with written nutrition standards for food brought into the centre and requires parents to follow the standards (even if you feel the standards are weak). Examples: <ul style="list-style-type: none"> “Parents must pack healthy snacks and lunch which includes ‘everyday’ items and drinking water. Absolutely no fizzy drinks, chips, lollies and other confectionary are allowed to be brought to school” “The school has a policy of no packaged foods and beverages to be consumed on school grounds. This extends to student lunchboxes and snacks” |
| NS8 | Addresses replacing <u>saturated fat</u> with <u>monounsaturated and polyunsaturated fat</u> for foods provided and/or sold | Note: Foods high in saturated fat include regular beef, pork, lamb, cheese, yoghurt, cream, ice cream, butter, coconut oil and lard. Foods that are high in poly- and monounsaturated fat include most vegetable oils (e.g., olive, canola, corn, rice bran and soybean), avocado, some fish, nuts, peanut butter, and other nut butters. Do not rate statements about milk for this item; milk is addressed in NS16. |
| | | 0 Not mentioned. Blanket “low-fat” statements are insufficient for a rating of “1” or “2.” |
| | | 1 Any of the following: <ul style="list-style-type: none"> Vague, suggested, or weakened by exceptions such as staff discretion. Specifies only that foods shall meet the <u>Ministry of Health’s Food and Nutrition Guidelines</u>. Mentions promoting items low in fat, sugar and salt Example: “Shall serve foods low in saturated fat.” |

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| | | 2 | <p>Any of the following:</p> <ul style="list-style-type: none"> Ensures some replacement of major sources of saturated fat (e.g., butter, lard, and other animal fats) with mono- and/or polyunsaturated fat (e.g., vegetable oils). Ensures some replacement of red meats (e.g., beef, pork, lamb) with white meats or vegetable protein (e.g., poultry, fish, beans, tofu, nuts). Specifies reducing or limiting saturated fats and encouraging mono- and polyunsaturated fat. <p>Examples:</p> <ul style="list-style-type: none"> <i>"All foods prepared in the canteen will be cooked with olive or canola oil only"</i> <i>"The canteen will not serve food prepared with bacon, sausages, ham or luncheon as these are high in saturated fat. Instead there will be more options with lean meat, white meat and vegetable protein"</i> |
| NS9 | Addresses providing <u>whole grain cereals</u> for foods provided and/or sold | 0 | Not mentioned. |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Encourages the use of whole grains (cereals, bread) with no specified amounts Mentions that foods will meet the <u>Ministry of Health's Food and Nutrition Guidelines</u> recommendations to serve foods with whole grains <p>Example: <i>"The canteen will provide whole grain sandwich options for interval and lunch"</i></p> |
| | | 2 | <p>At least half the cereals available are required to be whole grains.</p> <p>Example: <i>"Schools will ensure that 75% of breakfast cereals sold at the canteen are wholegrain"</i></p> |
| NS10 | Addresses limiting <u>sugar</u> content of foods and beverages provided and/or sold | 0 | Not mentioned. If policy specifies <u>Ministry of Health's Food and Nutrition Guidelines</u> and <u>no other standards</u> , rate as a "0." Only regulating or limiting confectionery is insufficient for a rating of "1" or "2." |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Limit is suggested, not quantified, or weakened by exceptions such as staff discretion. Discourages or limits sugary foods but does not prohibit a comprehensive list of sugary foods from being provided/sold at school or brought from home. <p>Examples:</p> <ul style="list-style-type: none"> <i>"Lollies and confectionary can only be brought in for birthday celebrations"</i> <i>"Foods with a high sugar content, such as lollies, will only be available for sale occasionally"</i> |
| | | 2 | <p>Either of the following:</p> <ul style="list-style-type: none"> Requires a quantified limit. Prohibits a comprehensive list of sugary foods from being provided and sold at school; and foods/beverages brought from home <p>Example: <i>"Foods containing high level of sugar are banned at our school. As such, please do not include lollies, chocolate, iced cakes, fruit leathers or biscuits in lunchboxes."</i></p> |
| NS11 | | 0 | Not mentioned. |

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| | Addresses restricting the <u>sale of sugar-sweetened beverages</u> at all times/occasions | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested• Discouraged or limited without prohibiting Example “Fizzy drinks are discouraged from being consumed on school grounds” |
| | | 2 | Requires a quantified limit of less than 600 mg of sodium per 100g. <ul style="list-style-type: none">• Provision and/or sale of sugar-sweetened beverages is not allowed during school hours or at after-school activities• Students are not allowed to bring sugar-sweetened beverages to schools, or for school-related activities, from home Example: “The school has a strict policy on the consumption of sugar-sweetened beverages. These items will neither be provided or sold, and must not be brought from home” |
| NS12 | Addresses limiting <u>sodium</u> content in foods provided and/or sold Addresses limiting <u>sodium</u> content in foods provided and/or sold | 0 | Not mentioned. |
| | | 1 | Any of the following: <ul style="list-style-type: none">• Suggests that whole or minimally processed foods are provided instead of highly processed convenience and fast foods.• Addresses limiting intake of foods high in salt (sodium), such as savoury snacks and biscuits, fast food and takeaways, and processed meats and cheese, but does not specify a limit.• Specifies only that foods shall meet the Ministry of Health’s Food and Nutrition Guidelines Example “The canteen will not serve sandwiches or other food items consisting of processed meats and cheese.” |
| | | 2 | Requires <ul style="list-style-type: none">• a quantified limit of less than 600 mg of sodium per 100g. Example: “We only offer snacks which contain less than 600 mg of sodium per 100g, such as rice crackers and corn thins.” |
| NS13 | Addresses the availability of <u>both fruits and vegetables</u> for provision and/or sale | 0 | Not mentioned |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested that both fruits and vegetables are provided/sold but not quantified Example: “Fruit options will be available at the canteen” |
| | | 2 | Requires <ul style="list-style-type: none">• The sale of fruits and vegetables by the daily school food service• Ensures provisions are made to provide a variety of fruits and vegetables options; quantified• Ensures that efforts are made to sell fruits and vegetables at a minimal cost |

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| | | <p>Example: “A variety of seasonal fruits for \$0.50/piece will be available for sale at the canteen every day.”</p> <p>“Each student will receive a piece of fruit during the daily 10am fruit break sponsored by KidsCan”</p> |
| NS14 | Addresses limiting the <u>fat content of milk</u> for provision and/or sale | <p>0 Not mentioned.</p> <p>1 Vague and/or suggested</p> <p>2 Requires that only plain reduced or low-fat cow’s milk, and soy/rice milk will be provided and/or sold to students.</p> <p>Example: “Only green, yellow or light-blue top, plain cow’s milk is available at the canteen.”</p> |
| NS15 | Addresses limiting the <u>portion/serving sizes</u> of foods and beverages provided and/or sold | <p>0 Not mentioned.</p> <p>1 Any of the following: <ul style="list-style-type: none"> Vague and/or suggested Mentions that foods be guided by the Ministry of Health’s Food and Nutrition Guidelines for portion sizes for different age groups <p>Example “We use minimally processed foods where possible and try to limit the use of salt.”</p> <p>“We don’t serve processed meats and cheese.”</p> </p> <p>2 Requires: <ul style="list-style-type: none"> a quantified limit according to student age groups Mentions that foods/beverages will meet the Ministry of Health’s Food and Nutrition Guidelines for portion/serving sizes for different age groups <p>Example: “The canteen will ensure that foods/beverage options will abide by the Ministry of Health’s guidelines for portion/serving sizes”</p> <p>“Fruit and vegetable juice will be restricted to less than 250ml to ensure that they do not fall into the ‘occasional’ FBCS category”</p> </p> |
| NS16 | Addresses the implementation of <u>nutrition standards</u> (such as NS6) for foods and beverages sold to students during the school day through the school <u>canteen/cafeteria</u> , and/or <u>lunch-order system</u> , and/or <u>vending machines</u> | <p>0 Not mentioned.</p> <p>1 Any of the following: <ul style="list-style-type: none"> Vague and/or suggested Mentions compliance to one or more standards but does not specify how it will do so (no specific criteria state) <p>Example: “The school canteen will offer choices that are consistent with the Fuelled4Life”</p> </p> <p>2 Requires <ul style="list-style-type: none"> Compliance to nutrition standards <u>and</u> that specific criteria is mentioned <p>• Example: “All items offered by the lunch-order system are compliant with Fuelled4Life. Only ‘everyday’ and ‘sometimes’ items are offered”</p> </p> |

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| NS17 | Addresses nutrition standards (such as NS6) for <u>classroom rewards, celebrations, school events, and/or special occasions</u> | 0 | Either of the following: <ul style="list-style-type: none">• Not mentioned.• Policy allows traditional party foods (e.g., cake, confectionery, or biscuits) without stating any limits |
| | | 1 | Any of the following: <ul style="list-style-type: none">• Vague, suggested, or weakened by exceptions such as staff discretion.• Mentions compliance to one or more standards but does not specify how it will do so• Suggests or recommends the use of non-food alternatives for celebrations and classroom rewards Examples: <i>“Healthier food options will be encouraged at school camps”</i> |
| | | 2 | Requires: <ul style="list-style-type: none">• Prohibits the use of foods/beverages as classroom rewards• Compliance to nutrition standards <u>and</u> that specific criteria is mentioned Examples: <ul style="list-style-type: none">• <i>“Staff are not allowed to use food and beverages as classroom rewards”</i>• <i>All foods and beverages provided and sold at school events must comply with the Food and Beverages Classification System”</i> |
| NS18 | Addresses nutrition standards (such as NS6) for <u>foods/beverages used in fundraising.</u> | 0 | Does not mention nutrition standards for food sold for fundraising, or mentions the use of unhealthy food for fundraising. Example: <i>“The fundraising activities may include sausage sizzles, confectionery sales, bake sales, and special events.”</i> |
| | | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested, or weakened by staff discretion• Mentions compliance to one or more standards but does not specify how it will do so• Regulations of foods/beverages sold for fundraising only apply to a limited group of items or only to food sales on school grounds (but excludes activities off the school premises). Example: <i>“There will be no sausage sizzles or food sales for fundraising allowed during the school day.”</i> |
| | | 2 | Either of the following: <ul style="list-style-type: none">• Prohibits the sale of foods/beverages for fundraising.• Compliance to nutrition standards <u>and</u> that specific criteria is mentioned Example <i>“Only ‘everyday’ and ‘sometimes’ items can be used for fundraising initiatives”</i> |

Section 3. Promoting Healthy Eating in the Child Care Setting

| # | Item | Rating Guidance | |
|------|---|-----------------|---|
| PW19 | Ensures <u>adequate time</u> and a <u>pleasant environment</u> to eat during morning tea/interval and lunchtime. | 0 | Not mentioned. |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions the provision of an environment (space) for eating during break times without explicitly stating how • Mentions the provision of adequate time to consume food and beverages during breaks without specifying the amount of time allotted <p>Example: <i>“Students will be provided with adequate time to consume snacks and drinks during breaks”</i></p> |
| | | 2 | <p>Requires:</p> <ul style="list-style-type: none"> • Strategies in place to ensure the provision of an environment (space) for students to use during break times (eg: ensure adequate tables, use of classrooms during wet weather) • Specific mention of the length of break times <p>Examples: <i>“Students will be provided with 20 minutes for morning tea and 30 minutes for lunch time”</i> <i>“Students are encouraged to eat their meals outside the classroom for which benches and allocated outdoor spaces have been provided”</i></p> |
| PW20 | Addresses specific <u>course of action</u> when <u>food brought from home</u> does not meet nutritional standards (such as NS6). | 0 | Not mentioned. |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Suggested and/or vague. • Teachers monitor food from home, but when foods or beverages are not in compliance with nutritional standards, no course of action is specified. |
| | | 2 | <p>Teachers are required to take a specific course of action when food from home does not meet schools nutritional standards.</p> <p>Example: <i>“If a parent consistently sends food that does not meet the schools nutritional standards, then the classroom teacher will discuss this with the parent and provide resources to support positive action”</i></p> |
| PW21 | Encourages teachers to be role models for healthy eating, including staff consumption of foods and/or beverages meeting nutritional standards (such as NS 6) | 0 | Not mentioned. |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions teachers promoting and encouraging healthy eating <p>Example: <i>“Teachers are encouraged to adhere by the school nutritional standards”</i></p> |
| | | 2 | <p>Requires:</p> <ul style="list-style-type: none"> • Staff to model healthy eating behaviours during all interactions with students • Staff to comply with the schools (or standards such as NS 6) prescribed nutritional standard <p>Example: <i>“Teachers must adhere to the same standards prescribed for students”</i></p> |

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| PW22 | Addresses the <u>planning of the school food service menu by a health professional</u> | <table><tr><td>0</td><td>Not mentioned.</td></tr><tr><td>1</td><td>Either of the following:<ul style="list-style-type: none">• Vague and/or suggested.• Describes the oversight of the school menu by a health consultant but does not specify the use of a nutritionist or a professional with any nutrition qualifications Example: <i>“The planning of the school food service menu will be reviewed by the school board of trustees”</i></td></tr><tr><td>2</td><td>Requires:<ul style="list-style-type: none">• A health professional with specific qualifications/expertise in nutrition (dietician, public health nutritionist, nutrition/diet consultant) plan and approve school food service menus Example: <i>“The planning of the school food service menu will be done in conjunction with the community dietitian and public health nurse”</i></td></tr></table> | 0 | Not mentioned. | 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Describes the oversight of the school menu by a health consultant but does not specify the use of a nutritionist or a professional with any nutrition qualifications Example: <i>“The planning of the school food service menu will be reviewed by the school board of trustees”</i> | 2 | Requires: <ul style="list-style-type: none">• A health professional with specific qualifications/expertise in nutrition (dietician, public health nutritionist, nutrition/diet consultant) plan and approve school food service menus Example: <i>“The planning of the school food service menu will be done in conjunction with the community dietitian and public health nurse”</i> |
| 0 | Not mentioned. | | | | | | | |
| 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Describes the oversight of the school menu by a health consultant but does not specify the use of a nutritionist or a professional with any nutrition qualifications Example: <i>“The planning of the school food service menu will be reviewed by the school board of trustees”</i> | | | | | | | |
| 2 | Requires: <ul style="list-style-type: none">• A health professional with specific qualifications/expertise in nutrition (dietician, public health nutritionist, nutrition/diet consultant) plan and approve school food service menus Example: <i>“The planning of the school food service menu will be done in conjunction with the community dietitian and public health nurse”</i> | | | | | | | |
| PW23 | Addresses the provision of <u>nutrition training for staff involved in cooking and/or food preparation.</u> | <table><tr><td>0</td><td>Not mentioned or cook only requires training in food and safety (not nutrition).</td></tr><tr><td>1</td><td>Any of the following:<ul style="list-style-type: none">• Vague and/or suggested.• Mentions nutrition training for staff members, but does not specifically mention <u>all</u> staff or staff involved in food preparation.</td></tr><tr><td>2</td><td>Requires nutrition training for all staff or for staff involved in cooking and/or food preparation. Examples: <ul style="list-style-type: none">• <i>“Canteen staff will receive training in procedures and techniques to support children’s nutritional needs.”</i></td></tr></table> | 0 | Not mentioned or cook only requires training in food and safety (not nutrition). | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Mentions nutrition training for staff members, but does not specifically mention <u>all</u> staff or staff involved in food preparation. | 2 | Requires nutrition training for all staff or for staff involved in cooking and/or food preparation. Examples: <ul style="list-style-type: none">• <i>“Canteen staff will receive training in procedures and techniques to support children’s nutritional needs.”</i> |
| 0 | Not mentioned or cook only requires training in food and safety (not nutrition). | | | | | | | |
| 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Mentions nutrition training for staff members, but does not specifically mention <u>all</u> staff or staff involved in food preparation. | | | | | | | |
| 2 | Requires nutrition training for all staff or for staff involved in cooking and/or food preparation. Examples: <ul style="list-style-type: none">• <i>“Canteen staff will receive training in procedures and techniques to support children’s nutritional needs.”</i> | | | | | | | |
| PW24 | Addresses <u>method</u> for providing <u>accessible drinking water</u> throughout the day. | <table><tr><td>0</td><td>Not mentioned.</td></tr><tr><td>1</td><td>Any of the following:<ul style="list-style-type: none">• Vague and/or suggested.• Addresses the provision of drinking water throughout the day without mentioning method for providing drinking water. Examples: <ul style="list-style-type: none">• <i>“Clean drinking water is made available to children throughout the day.”</i></td></tr><tr><td>2</td><td>Specifies method for ensuring accessible drinking water throughout the day. Examples: <ul style="list-style-type: none">• <i>“Students have access to drinking water throughout the day. Water coolers are located inside the classroom, and water fountains are located across school grounds.”</i></td></tr></table> | 0 | Not mentioned. | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Addresses the provision of drinking water throughout the day without mentioning method for providing drinking water. Examples: <ul style="list-style-type: none">• <i>“Clean drinking water is made available to children throughout the day.”</i> | 2 | Specifies method for ensuring accessible drinking water throughout the day. Examples: <ul style="list-style-type: none">• <i>“Students have access to drinking water throughout the day. Water coolers are located inside the classroom, and water fountains are located across school grounds.”</i> |
| 0 | Not mentioned. | | | | | | | |
| 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Addresses the provision of drinking water throughout the day without mentioning method for providing drinking water. Examples: <ul style="list-style-type: none">• <i>“Clean drinking water is made available to children throughout the day.”</i> | | | | | | | |
| 2 | Specifies method for ensuring accessible drinking water throughout the day. Examples: <ul style="list-style-type: none">• <i>“Students have access to drinking water throughout the day. Water coolers are located inside the classroom, and water fountains are located across school grounds.”</i> | | | | | | | |
| PW25 | Addresses participation in <u>existing food and nutrition programmes</u> | <table><tr><td>0</td><td>Not mentioned.</td></tr><tr><td>1</td><td>Any of the following:<ul style="list-style-type: none">• Vague and/or suggested• Mentions the opportunities for participation in food programmes, nutrition-related programmes such as 5+ a day. Example: <i>“The school will encourage participation in healthy eating education programmes”</i></td></tr><tr><td>2</td><td>Schools are required to evaluate the opportunity and applicability to participate in at least one food and nutrition programme offered to schools, eg: Heart Foundation Food for Thought</td></tr></table> | 0 | Not mentioned. | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested• Mentions the opportunities for participation in food programmes, nutrition-related programmes such as 5+ a day. Example: <i>“The school will encourage participation in healthy eating education programmes”</i> | 2 | Schools are required to evaluate the opportunity and applicability to participate in at least one food and nutrition programme offered to schools, eg: Heart Foundation Food for Thought |
| 0 | Not mentioned. | | | | | | | |
| 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested• Mentions the opportunities for participation in food programmes, nutrition-related programmes such as 5+ a day. Example: <i>“The school will encourage participation in healthy eating education programmes”</i> | | | | | | | |
| 2 | Schools are required to evaluate the opportunity and applicability to participate in at least one food and nutrition programme offered to schools, eg: Heart Foundation Food for Thought | | | | | | | |

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| | | | Example: <i>"the school will participate in at least one [or specified] nutrition programmes that facilitate learning and healthy eating concepts for students"</i> |
| PW26 | Addresses providing nutritional information for <u>foods and/or beverages provided and/or sold</u> in addition to the nutrition information on food packages. | 0 | Not mentioned. |
| | | 1 | Any of the following: <ul style="list-style-type: none"> Suggested and/or vague. Example: <i>"Students will be provided with information to make healthy food choices at the school food service"</i> |
| | | 2 | Schools are required to provide nutritional information on all foods and beverages sold to students through the school food service Examples: <i>"Nutritional information on school canteen offerings are available on the school website"</i> |
| PW27 | Addresses the <u>promotion of healthy foods and beverages offered for sale</u> through the school food service | 0 | Not mentioned. |
| | | 1 | Any of the following: <ul style="list-style-type: none"> Discourages food as a reward or punishment. Only allows healthy food as a reward. Prohibits or discourages food as a punishment but does not prohibit food as a reward. Example: <i>"Teachers are never allowed to withhold food as a disciplinary measure."</i> |
| | | 2 | Prohibits food as a reward. Example: <i>"Food is never to be used as a punishment or reward."</i> |
| PW28 | Addresses the <u>establishment of a health advisory committee or school health council</u> consisting of <u>staff and students</u> | 0 | Not mentioned. |
| | | 1 | Any of the following: <ul style="list-style-type: none"> Vague and/or suggested. Mentions a health advisory committee but does not specify membership. Ensures that the general policy advisory committee, board of directors, or some other group that contributes to overseeing school wellbeing Example: <i>"Board of trustees will oversee that student achievement and wellbeing is prioritized"</i> |
| | | 2 | Formation of health advisory committee/council and specifies membership and tasks Example: <i>"A health council will be elected, comprising of staff and students. Their duties include... [specified tasks and outcomes]"</i> |
| | | 0 | Not mentioned or cook only requires training in food and safety (not nutrition). |
| | | 1 | Any of the following: <ul style="list-style-type: none"> Vague and/or suggested Mention the school will endeavour to promote consistent messages about healthy eating in all school activities and practice |

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| PW29 | Addresses that <u>messages/promotion about nutrition are consistent throughout the school</u> and aligned with existing guidelines/standards (such as NS6). | | <ul style="list-style-type: none"> Mentions promotion of healthy eating/nutrition in co-curricular and extra-curricular activities" |
| | | 2 | <p>Requires specific mention of the steps that schools will take to ensure nutrition standards/goals are maintained across school activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "The school will ensure that students are exposed to consistent messages of healthy eating through teaching curriculum, after school activities, school events and the main school food service" "The Heads of Departments and Canteen Manager will ensure that nutrition education curriculum and canteen offerings are aligned and do not send mixed messages to students" |
| PW30 | Addresses the <u>opportunity of students leaving school premises during break times or commercial providers delivering foods/beverages to students during the school day.</u> | 0 | Not mentioned. |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. <p>Example: "Students are not allowed to leave school grounds during the school day, unless prior approval from a staff member"</p> |
| | | 2 | <p>Requires that students are not allowed to leave school grounds for purchase of foods/beverages, unless parents have requested.</p> <p>Examples:</p> <ul style="list-style-type: none"> "Students are not allowed to leave the school grounds during the school day" "Students are not allowed to use food delivery services, like Uber Eats to drop off meals" |
| PW31 | Addresses food and/or beverages not being used as a <u>reward</u> for students. | 0 | Not mentioned. |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. <p>Example: "Staff are discouraged from using food and beverages to reward good behaviour"</p> |
| | | 2 | <p>Requires the prohibition of such practices</p> <p>Examples:</p> <ul style="list-style-type: none"> "Teachers are not allowed to use lollies and confectionary to reward good classroom behaviour" "Food and beverages will not be used as prizes for students" |
| PW32 | Specifies <u>restricting sponsorship and marketing/commercial advertising of unhealthy foods/beverages</u> in all areas of the school. | 0 | Not mentioned. |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. <p>Example: "The school will ensure limited opportunities for the marketing and advertising of unhealthy foods and beverages"</p> |
| | | 2 | <p>Requires the prohibition of any food and beverage marketing/advertising, including posters, brands on sports equipment/structures/educational resources, participation in food and beverage company sponsored programmes.</p> <p>Examples:</p> <ul style="list-style-type: none"> "Teachers are not allowed to use educational materials sponsored by food and beverage companies, as they are influential on student knowledge and decisions" |

Section D. Communication and Evaluation

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| CE33 | Addresses the <u>easy accessibility of the school food and nutrition policy/guidelines</u> for students, staff and parents. | 0 | Not mentioned. |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Mentions addressing the accessibility of the food and nutrition policy but does not specify the method through which this takes place |
| | | 2 | Requires that the food and nutrition policy is easily accessible to all members of the school community, and specifies the mode of access (online, school office, newsletter, email, etc.). Example: <i>"The school food and nutrition policy is available on the school website and can be accessed by all members of the public"</i> |
| CE34 | Addresses that any <u>changes in the school food and nutrition policy/guidelines are communicated</u> to students, staff and parents. | 0 | Either of the following: <ul style="list-style-type: none">• Not mentioned.• Only mentions that parents can visit the centre at any time. Example: <i>"We have an open door policy. Parents are welcome at any time."</i> |
| | | 1 | Any of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Mentions that changes in the policy should be notified to students, staff and parents but does not specify how this will occur Example: <i>"Students and parents will be notified if there are any changes to school policies"</i> |
| | | 2 | Required that schools notify all member part of the school community of any changes in school policies, and outlines the methods through which this will take place Examples: <i>"Students and parents will be notified via email and the school newsletter when policies are modified, reviewed and updated"</i> |
| CE35 | Addresses the <u>nomination of a staff/committee member to ensure adherence</u> to the school food and nutrition policy/guidelines. | 0 | Not mentioned. |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Specifies who is responsible, but communication is only suggested.• Communication is required, but the person or group responsible is vague.• Names staff members who have "signed"/agreed to the policy. |
| | | 2 | Designates a specific individual or group responsible for overseeing adherence to the food and nutrition policy. Example: <i>"The Head of Health and PE is responsible for overseeing that the school food and nutrition policy is adhered to, and will notify management of any issues"</i> |
| CE36 | Specifies a <u>course of action for breaches</u> in the school food and nutrition policy/guidelines. | 0 | Not mentioned. |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Vague and/or suggested.• Breaches are monitored but no specific action is taken for non-compliance, and no specific time frame given |

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| | | 2 | Requires that specific action is taken if any policy indicators are breached, and specifies a course of action to follow within a suitable timeframe Example: <i>"If a regulation of the school food and nutrition policy is breached, the Head of Health will inform senior management and a meeting will be organised to ensure that the issue is rectified"</i> |
| CE37 | Identifies a plan for <u>evaluating outcomes that contribute to improving school food environments</u> and participation in any food and nutrition programmes and/or policies/guidelines. | 0 | Not mentioned, or the stated date for revision has passed. |
| | | 1 | Either of the following: <ul style="list-style-type: none"> • Vague and/or suggested • Mentions evaluation of policies but with no specific mention to the food and nutrition policy • An evaluation of policies/programmes is encouraged but not required |
| | | 2 | Requires regular monitoring and evaluation of participation in food and nutrition programmes and/or food and nutrition policies with a specific acknowledgement on outcomes that contribute to improving school food environments Examples: <i>"Management will ensure that participation in food and nutrition programmes are evaluated on a regular basis to determine that the school is achieving positive outcomes, such as, an increase in the sale of healthy food or increase in student achievement"</i> |
| CE38 | Specifies a suitable timeframe for <u>revising and updating the school food and nutrition policy</u> . | 0 | Not mentioned, or the stated date for revision has passed or is blank. |
| | | 1 | Either of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions revisions (e.g., changes, additions, or recommendations) to policies or program but does not refer specifically to the health/wellness policies or programs. • Has a specific review date (e.g. review by February 2016) but does not specify the process for review |
| | | 2 | Identifies a plan for revising the health, wellness, or nutrition policies or programs. Examples: <i>"An annual review conducted by senior management and a registered dietitian will make recommendations to ensure that the policy is fulfilling school vision and goals"</i> |
| CE39 | Addresses the opportunity for <u>parents to access the school food service menu</u> . | NA | Does not have a daily school food service. |
| | | 0 | Not mentioned or menus are only available to parents on request. |
| | | 1 | Either of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions that parents can access the menu but does not specify the mode through which it is accessible |
| | | 2 | Requires school to provide parental access to the school food service menu, and specify the method through which it can be obtained Example: <i>"Parents can access the canteen menu via the school website"</i> |

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| CE40 | <p>Provides <u>guidelines on how to deal with suggestions, concerns and complaints</u> regarding to the school food and nutrition policy and school food environment.</p> | 0 | Not mentioned. |
| | | 1 | <p>Vague or encourages parents to communicate concerns, complaints, or suggestions but does not provide instructions on who to contact or how to contact the centre.</p> <p>Example: <i>"Parents are encouraged to offer any suggestions."</i></p> |
| | | 2 | <p>Parents are provided instructions on how to contact the school (e.g., who to contact) regarding concerns, complaints, or suggestions.</p> <p>Examples: • <i>"If parents have any questions/concerns on the school food service provider and/or menu please contact the Head of Health [name] via email [email address]"</i></p> |

WellSAT-NZ Score Sheet

School name:

Date of Assessment:

The *WellSAT-NZ Score Sheet* summarizes a schools food and nutrition policy scores based on four sections containing a total of 40 policy items. Each item is rated as “0” (not mentioned), “1” (weak statement regarding the item), or “2” (strong statement regarding the item). Each section receives a score for comprehensiveness and strength. **Comprehensiveness** is calculated by counting the number of items rated as “1” or “2,” dividing by the number of items in the section, and multiplying by 100. **Strength** is calculated by counting the number of items rated as “2,” dividing by the number of items in the section, and multiplying by 100. Total comprehensiveness scores are calculated by counting the number of items rated as ‘1’ or ‘2’, dividing it by total number of indicators (40) and multiplying it by 100. Total strength scores are calculated by counting the number of items rated as ‘2’, dividing it by total number of indicators (40) and multiplying it by 100.

Note: Two items – NS16, PW27, CE39 – may be rated “NA”. If rated NA, an item should not be included in the total number of items for scoring a particular section as well as overall scores.

| Section 1. Nutrition Education | | Rating |
|--------------------------------|---|--------|
| NE1 | Addresses the inclusion of <u>nutrition education</u> in the teaching curriculum for all grades. | |
| NE2 | Addresses the importance of regularly reviewing and updating the quality of <u>nutrition education</u> . | |
| NE3 | Addresses the provision of <u>nutrition education training</u> for <u>teachers</u> . | |
| NE4 | Addresses the provision of <u>nutrition education</u> for <u>parents</u> . | |
| NE5 | Addresses the <u>allocation of funds</u> for nutrition education. | |
| Subtotal for Section 1 | Comprehensiveness Score Count the number of items rated as “1” or “2” and divide this number by 5. Multiply by 100. | |
| | Strength Score Count the number of items rated as “2” and divide this number by 5. Multiply by 100. | |

| Section 2. Nutrition Standards for Food and Beverages Provided and Sold | | Rating |
|---|--|--------|
| NS6 | Addresses the implementation of <u>nutrition standards</u> that meet the <u>Ministry of Health Food and Nutrition Guidelines</u> and/or the <u>Food and Beverage Classification System/Fuelled4Life</u> | |
| NS7 | Addresses the implementation of <u>nutrition standards</u> (such as NS6) for <u>foods brought from home</u> for lunch and/or snacks. | |
| NS8 | Addresses replacing <u>saturated fat</u> with <u>monounsaturated and polyunsaturated fat</u> for foods provided and/or sold. | |
| NS9 | Addresses the availability of <u>whole grain options</u> for foods provided and/or sold. | |
| NS10 | Addresses limiting <u>sugar</u> content of foods and/or beverages provided and/or sold. | |
| NS11 | Addresses restricting the <u>sale</u> of <u>sugar-sweetened beverages</u> at all times/occasions. | |
| NS12 | Addresses limiting the <u>sodium</u> content of foods provided and/or sold. | |
| NS13 | Addresses the availability of <u>fruits or vegetables</u> for provision and/or sale. | |
| NS14 | Addresses limiting <u>fat content of milk</u> for provided and/or sold. | |
| NS15 | Addresses <u>limiting</u> the portion/serving sizes of foods and beverages provided and/or sold. | |
| NS16 | Addresses the implementation of <u>nutrition standards</u> (such as NS6) for foods and/or beverages <u>sold to students during the school day</u> , through the <u>school canteen/cafeteria</u> and/or <u>lunch order-in system</u> and/or <u>vending machines</u> . | |
| NS17 | Addresses nutrition standards (such as NS6) for <u>classroom rewards, celebrations, school events, and/or special occasions</u> . | |
| NS18 | Addresses nutrition standards (such as NS6) for foods and/or beverages used in <u>fundraising activities</u> . | |
| Subtotal for Section 2 | Comprehensiveness Score Count the number of items rated as “1” or “2” and divide this number by 13 (or 13 minus the number of items rated 'NA'). Multiply by 100. | |
| | Strength Score Count the number of items rated as “2” and divide this number by 13 (or 13 minus the number of items rated 'NA'). Multiply by 100. | |

WellSAT-NZ Score Sheet

School name:

Date of Assessment:

| Section 3. Promoting a Healthy Food and Nutrition Environment | | Rating |
|---|--|--------|
| PW19 | Addresses providing students with an <u>adequate amount of time and a pleasant environment to eat</u> during morning tea/interval and lunchtime. | |
| PW20 | Addresses a specific course of action when <u>foods and/or beverages from home</u> do not meet nutritional standards (such as NS6) | |
| PW21 | Encourages <u>teachers to be role models for healthy eating</u> , including staff consumption of foods and/or beverages meeting nutritional standards (such as NS6). | |
| PW22 | Addresses <u>planning</u> of the school food service menu planning by a <u>health professional</u> . | |
| PW23 | Addresses the provision of <u>nutrition training</u> for <u>staff involved in cooking and/or food preparation</u> . | |
| PW24 | Addresses <u>method</u> for providing <u>accessible drinking water</u> throughout the day. | |
| PW25 | Addresses the participation of the school in existing <u>food and nutrition programmes</u> . | |
| PW26 | Addresses providing <u>nutritional information</u> for foods and/or beverages provided and/or sold in addition to the nutrition information on food packages. | |
| PW27 | Addresses the promotion of <u>healthy food and/or beverage items</u> offered for sale through the school food service. | |
| PW28 | Addresses the establishment of a <u>health advisory committee or school health council</u> consisting of staff and students to contribute to a healthy food and nutrition environment. | |
| PW29 | Addresses that <u>messages/promotion about nutrition are consistent throughout the school</u> and aligned with existing guidelines/standards (such as NS6). | |
| PW30 | Addresses the <u>opportunity of students leaving school premises during break times</u> or <u>commercial providers delivering foods/beverages</u> to students during the school day. | |
| PW31 | Addresses food and/or beverages not being used as a <u>reward</u> for students. | |
| PW32 | Specifies <u>restricting sponsorship and marketing/commercial advertising of unhealthy foods/beverages</u> in all areas of the school. | |
| Subtotal for Section 3 | Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 14 (or 14 minus the number of items rated "NA"). Multiply by 100. | |
| | Strength Score Count the number of items rated as "2" and divide this number by 14 (or 14 minus the number of items rated "NA"). Multiply by 100. | |

| Section 4 . Communication and Evaluation | | Rating |
|--|---|--------|
| CE33 | Addresses the <u>easy accessibility of the school food and nutrition policy/guidelines</u> for students, staff and parents. | |
| CE34 | Addresses that any <u>changes in the school food and nutrition policy/guidelines are communicated</u> to students, staff and parents. | |
| CE35 | Addresses the <u>nomination of a staff/committee member to ensure adherence</u> to the school food and nutrition policy/guidelines. | |
| CE36 | Specifies a <u>course of action for breaches</u> in the school food and nutrition policy/guidelines. | |
| CE37 | Identifies a plan for <u>evaluating outcomes that contribute to improving school food environments</u> and participation in any food and nutrition programmes and/or policies/guidelines. | |
| CE38 | Specifies a suitable timeframe for <u>revising and updating</u> the school food and nutrition policy/guidelines. | |
| CE39 | Addresses the opportunity for <u>parents to access the school food service menu</u> . | |
| CE40 | Provides <u>guidelines on how to deal with suggestions, concerns and complaints</u> regarding to the school food and nutrition policy and school food environment. | |
| Subtotal for | Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 8 (or 8 minus the number of items rated | |

WellSAT-NZ Score Sheet

School name:

Date of Assessment:

Section 4

"NA"). Multiply by 100.

Strength Score

Count the number of items rated as "2" and divide this number by 8 (or 8 minus the number of items rated "NA"). Multiply by 100.

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Overall School Policy Scores

Total Comprehensiveness

Overall Score

Total number of items in ALL sections receiving a '1' or '2' / 40 x 100

Total Strength

Overall Score

Total number of items in ALL sections receiving a '2' / 40 x 100