

# School:FERST

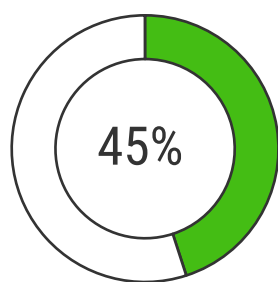
## Secondary Schools



The School Food Environment Review and Support Tool (School-FERST) national study was conducted between 3rd March 2016 until September 3rd 2016. Data was collected via an online survey and invitation was extended to all schools in New Zealand. Below is a brief snapshot of the preliminary feedback from School-FERST.

The total number of secondary schools that participated in this survey was **135**. The percentage of schools participating by decile is as follows: **Decile 1-3: 25%, Decile 4-7: 46%, Decile 8-10: 28%**

## School Food and Nutrition Policy



of secondary schools report having a written food and nutrition policy

Policy analysis was conducted on all policies submitted by secondary schools to the School-FERST study (n = 28).

A policy scorecard for New Zealand Schools was developed using guidance from the School Wellness Policy Evaluation Tool (WellSAT 2.0).

**The average scores for secondary schools were:**

**Comprehensiveness: 15/100**  
**Strength: 2/100**

### Resources for policy development and implementation:

Developing a food and nutrition policy framework (Te Kete Ipurangi) - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Food-and-nutrition-for-healthy-confident-kids#Developing>

[Steps to creating a school nutrition policy](#) (Alberta Health Services, Canada) - click on title to open external link

### Why is a food and nutrition policy important?

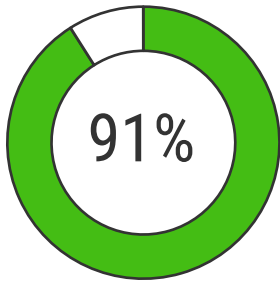
Research from USA suggests a strong association between school food policy and decreased consumption of sugar sweetened beverages at school. Additionally evidence shows a strong, positive association between school food policy in middle (intermediate) schools and the increase in consumption of milk, fruits and vegetables. Moreover policies prove to be a cost-effective method in having a large-scale impact on improving the well-being, especially mental health, of students and staff alike.

### Tips for improving your food and nutrition policy

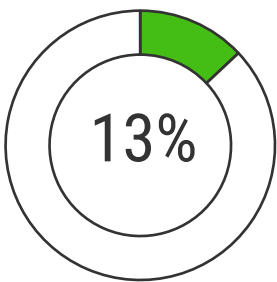
- Use strong (prohibit, restrict) rather than suggestive (encourage, recommend) language
- Involve parents and students in feedback and consultation
- Allocate a staff member operational responsibility to ensure the policy is implemented, monitored, evaluated and communicated across the school
- Ensure that your policy is reviewed annually

# Food and Beverages Sold in Secondary Schools

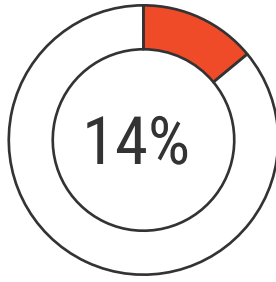
## Food and Beverages Sold to students during the school day



of schools report selling food and beverages to students during the school day



of schools report being a milk (low-fat or full fat) and/or water only school



of schools report having 1 or more vending machines on school grounds

### Menu Score for Food and Beverages Sold

Average score across all secondary schools = 2

Averages score across deciles:  
Decile 1-3: 2  
Decile 4-7: 2  
Decile 8-10: 2

Schools were given a score based on the healthiness of their school menu (inclusive of foods and beverages sold from canteens/lunch order systems and vending machines). Any discrepancies were verified by school office/staff.

A score of 1 = more than 80% of foods and beverages available are 'less healthy', and a score of 5 = more than 80% of foods available are 'healthy'.

Foods are classified as healthy or unhealthy based on the Food and Beverage Classification System.

'Healthy' - the proportion of foods classified as 'everyday'  
'Less healthy' - the proportion of foods and beverages classified as 'sometimes' and/or 'occasional'

The most common sources of selling food are:

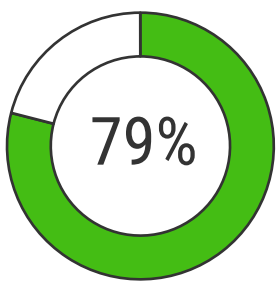
- Canteen not run by school
- Canteen run by school
- Vending machine(s)

Students are increasingly demanding healthier foods and beverages. By **engaging students in the planning and development of a healthier school canteen menu**, their ownership of the changes results in acceptance thus still allowing schools to make a profit and continue to promote a healthy school food environment. Trialling different menu options often is the key to success!

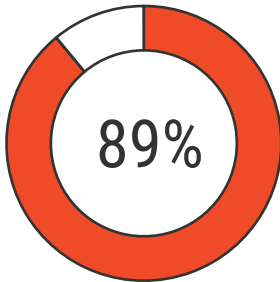
**Planning ahead is key** for a top-notch menu. Factors to consider include customers, resources and seasonal foods. The aim is to form a menu that offers some core items that rarely change, while providing variety through tasty seasonal and daily specials. This will help meet students' nutritional needs but also keep them happy and satisfied.

Understanding how to **modify recipes using healthier substitutes** will make things easier, and keep students satisfied. Many dishes can be easily developed to better meet food and nutrition guidelines. Choosing healthier food preparation and cooking methods can help maintain or enhance nutritional goodness.

## Food and Beverages used for fundraising



of schools report using foods and beverages for fundraising activities



of these schools report using 'Occasional' or unhealthy foods and beverages for fundraising

For several schools, fundraisers are a vital source of income for resources, extracurricular and educational events, and other activities that enhance students learning opportunities. However, fundraising activities often rely on sales of food and drinks that do not contribute to the health of students and are opposite to other food and nutrition efforts in the school.

Fortunately, school leaders, parents, and students increasingly recognize that raising money and promoting good health can go hand in hand - and in New Zealand are often used in conjunction with food and beverage fundraisers. Internationally too, there is a growing wave of school fundraisers supporting students health.

Some examples of such initiatives taking place in schools participating in School-FERST are shared on page 4 of this report.

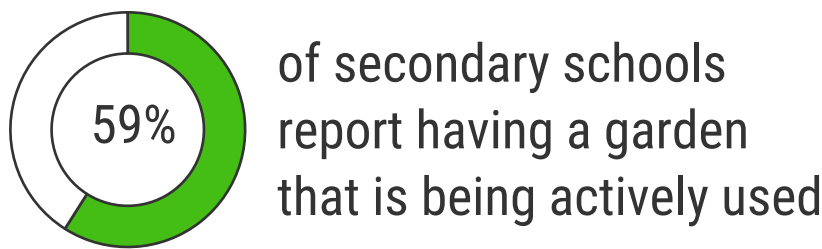
Other important areas of the school food environment

= don't know/did not answer



Food Programmes

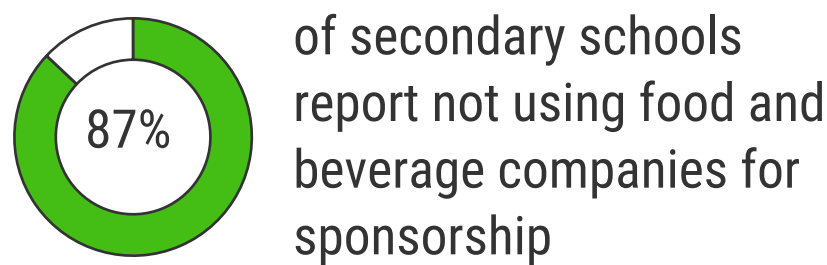
Top 3 Food Programmes:  
Kick Start Breakfast  
KidsCan Food for Schools  
Fonterra Milk in School



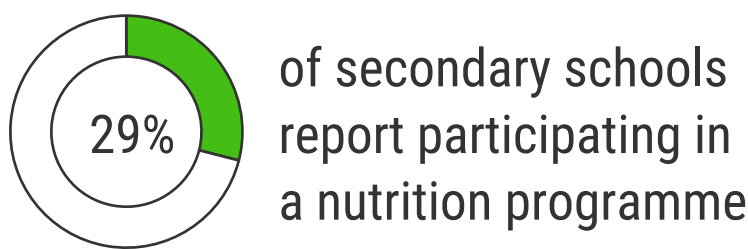
School Gardens

Most common uses of school gardens were: used in teaching curriculum, students and staff take produce, and incorporated in meals provided by school.

School gardening offers students opportunities for outdoor exercise while teaching them a life skill. Gardens with fruit and vegetables can also help improve attitudes about particular foods. There is mounting evidence that active learning in less structured, participatory spaces like gardens are more likely to transform students food attitudes and habits, and that school gardening, especially when combined with a healthy lunch program or nutritional education, encourages more healthful food choices. When students take their preferences back to their families, they can help to improve family consumption choices.

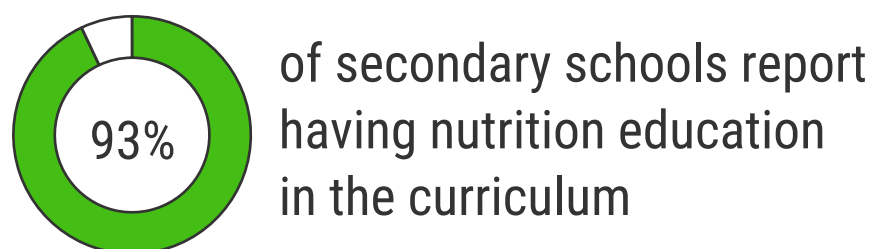


No Sponsorship by Food and Beverage Companies

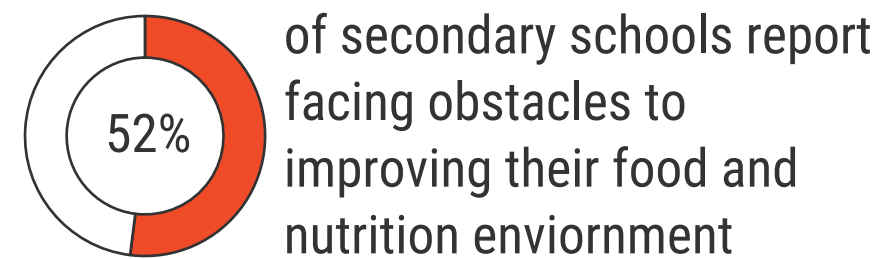


Nutrition Programmes

Top 3 Nutrition Programmes:  
Health Promoting Schools  
Enviroschools  
Heart Schools

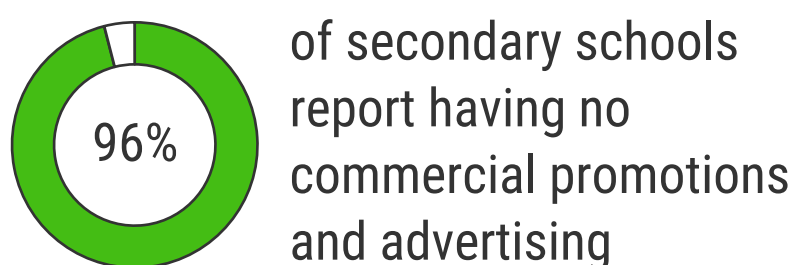


Nutrition Education



Barriers to improving nutrition environment

The most common barriers are:  
Resistance from students  
Loss of profits from lack of sale of healthy items  
Convenience/ease of preparing ready-to-eat foods



No Commerical Promotions and Advertising

# Positive Stories from other schools like yours

**Food and Beverages Sold:** At Westland High School there is a focus on whole rather than processed foods. Healthier options are sold at a reduced price to encourage students to buy them.



To keep in line with providing healthy items and reducing waste at Rangi Ruru Girls' School this has been done by decreasing or no longer offering packaged, highly processed foods such as 2-minute cup noodles, large ice creams and packaged muffins. The school also made the decision to remove the vending machine and received only positive feedback from the community which further motivated them to continue to be healthy.

At Fairfield College a cold jug of water in the fridge has encouraged students to opt for chilled water instead of spending money on fizzy drinks/juice.

**Students campaigning for change:** At Marian College students on the council act as change agents. They wanted to make changes to allow students more access to healthy foods. Students were very aware of the need to eat well. As a result of this, the school changed the provider of the canteen to give healthier options.



At Kuranui school the student council is discussing the 'Water Only' proposal. This has subsequently lead to a full review of all food and drinks available at the school that is currently being conducted in 2017.



**Staff role modelling:** At Bethlehem College healthy food and nutrition extend to staff rewards too! Colleague of the week reward packs consist of dried fruit, nuts, crackers, beef sticks, liquorice and fresh fruit instead of just chocolate bars.

**Fundraising:** Westlake Girl's High School has limited the number of food-related fundraisers. Groups must submit an approval form and justify how the food sold meets the food and nutrition guidelines. It makes people think twice about just having a sausage sizzle.



Rather than using foods and beverages for fundraising, it can be replaced with several activities supporting positive health and well-being such as fun runs or walk-a-thons, car washes, read-a-thons, dance-a-thons, book fairs, students' art auctions, zumba classes, toothbrushes to promote oral health. Some other ideas include selling calendars, mufti days, first aid kits, and so on.



**Whole school approach:** Fairfield College is building a sustainable centre where they educate students, parents and the community with regard to food by growing, preserving and using it in the cafe/restaurant at school.

St. Kevin's College (Oamaru) is involved in promotions such as the 'Junk Free June Challenge'

**Linking education with a healthier environment:** Prior to being a water only school, the Year 13 Home Economics students at St. Mary's College (Wellington) campaigned to bring in more water fountains. In 2016, the school became a water only school and subsequently the Year 10 Home Economics students requested that plain milk be sold as well. These are now the only beverages available at the tuck-shop. Before these changes a number of sugary drinks, sports drinks and flavoured milk were sold.



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## Some helpful resources online:

Visit the following links on the **Te Kete Ipurangi** website:

**Healthy Nutrition in Schools** - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Guidelines-for-school-food-programmes/Guideline-4-Healthy-nutrition-in-schools>

**More example of success stories** - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Guidelines-for-school-food-programmes/Appendix-1-Examples-of-successful-school-programmes>

**There are several organisations that work closely with schools to support and help improve their school food environment. Click on the following agencies to get in touch with their team:**

[The National Heart Foundation](#)

[Fuelled4Life](#)

[Garden to Table](#)

[Enviroschools](#)

[Health Promoting Schools - http://hps.tki.org.nz/HPS-Impact/Facilitators-in-your-region](http://hps.tki.org.nz/HPS-Impact/Facilitators-in-your-region)

**Once again thank you for participating in School-FERST!**