

## **Program Back Ground: Place –Based Health Promotion/Bayswater North Community Renewal Project.**

### **Community Renewal 2006-2009**

Community Renewal is about improving facilities and supporting participation for people living in disadvantaged communities.

Community Renewal is part of a Fairer Victoria, it is part of the Victorian Government's \$1.6 billion plan to address disadvantage and create opportunity that will result in stronger, more resilient communities.

When economies grow, some places are still at risk of being left behind. New, rapidly developing suburbs sit side by side with neighbourhoods that are run down, have falling employment and poor access to transport and services. It is these communities that need some extra support to address the challenges they face and to plan for a more positive future.

Community Renewal brings different parts of government, community organisations and local residents together to set priorities and take action to revitalise the places where they live, work, learn and play.

These projects are helping to renew disadvantaged communities by focusing on:

- community participation and decision making
- job and learning opportunities
- neighbourhood volunteering
- community facilities and open spaces
- cultural, recreational and sporting activities
- safety and wellbeing

## **Community Renewal 2010 -2013**

At the end of 2009 Community Renewal Projects were given a further three years funding by the Victorian state government. The strategic direction for the next three years will focus on:

- Activities that create jobs and training opportunities and link with state and federal employment initiatives.
- Supporting community and social enterprise that stimulates business activity and encourage local leadership and capabilities.
- Engaging parents and children with quality early childhood and school education for a brighter future.
- Encouraging communities to get involved and take control of their shared futures.

## **Project Overview**

This project builds on the work of a previous initiative in the Bayswater North Community Renewal area that has been supporting and encouraging the opportunistic development of advocacy, leadership skills and resources in local women. The data from this project indicates that women's leadership and participation in this community is impacted on by roles and responsibilities relating to their role as carers. It relates to care of children, care of aged parents or a member of the family with either a physical or intellectual disability. This role can lead to women becoming socially isolated and disconnected from community, family and friends. Women in the Bayswater North project articulated feelings of disempowerment and feeling overwhelmed at the prospect of participating in activities that challenged existing power structures.

The resource will build on the "Women talking about taking action in their community" DVD which talks about the experience and process of making change in their local communities and celebrates the civic and political participation of the women. This creates an opportunity to value add to the Bayswater North Community Renewal which through the development and use of the resource will increase opportunities for women's leadership and increase the capacity of women in Bayswater North and the broader community to participate in decision making.

This project is based on very real women and their very real feelings relating to participating in and influencing change in their community. It demonstrates genuine community development philosophy, principle and practices. It is not a "top down" approach but one which values a community based grassroots approach. It is a project which models peer support and peer learning.

This project has the potential and it is the intention to increase women's access to economic opportunity. It is the intention that these women would have the opportunity to be contracted by health, education and community agencies to deliver advocacy and leadership training to women communities initially in the Eastern Metro Region.

<b>Program</b>	<b>Place –Based Health Promotion/Bayswater North Community Renewal Project.</b>		
<b>Project Title</b>	<b>Bayswater North Women’s Leadership Project.</b>		
<b>Objective</b>	<b>This project will support local women community advocates to develop and deliver a training resource that can be used to support further women in their community to develop advocacy and leadership skills. This project will facilitate the development of economic opportunity and income generation for the women through the setting up of paid training and mentoring partnerships with community, health, education and local government agencies.</b>		
<b>Strategies</b>	<b>Population group</b>	<b>Timeline</b>	<b>Evaluation &amp; Reporting</b>
<ul style="list-style-type: none"> <li>Setting up the project team. This will involve seven women from the Bayswater North Community, a project worker from EACH (Eastern Access Social and Community Health Service) health promotion team, project worker from Bayswater North Community Renewal Project.</li> <li>Project team building and team working events and activities, allocation of roles and responsibilities. This stage will identify training mentors or buddies who will support the women through out the whole project life and will support joint delivery of training until the women feel confident enough to co- train or deliver on their own which ever is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The women from Bayswater North Community Renewal Project.</li> <li>EACH (Eastern Access Social and Community Health Service) Health Promotion Team.</li> <li>Community Renewal Project Team, Maroondah City .</li> </ul>	January 2010- June 2011	<p>Monash University will support evaluation of project.</p> <p>This project will be evaluated using an action research approach. It will focus on the collection of qualitative data from the women using small focus group work, one to one semi structured interviews. It will be presented in case study format. This process will be undertaken by EACH Health Promotion Team with supervision from Monash University.</p>

<ul style="list-style-type: none"> <li>• Development and Publication of Training Resource. This stage will involve the development of the content of the training resource. The draft design and piloting of the training materials. The design of materials will be supported by an EACH volunteer with marketing and design experience.</li> <li>• The training of the women from Bayswater North Community - early training needs assessment suggests that a Cert IV TAA or a condensed version would suit the needs of the women. This would be facilitated by EACH Training the Registered Training Organisation arm of EACH Social and Community Health Service.</li> <li>• The project will continue to support the informal and opportunistic learning and complete the formal Cert IV training. At this stage the women will have the opportunity to pilot the delivery of the training and test the materials with an audience and make any last minute changes. This stage will also plan the marketing and dissemination phase. It will involve contact with potential partnering agencies interested in developing women's leadership and who are interested in advancing economic opportunities for women.</li> <li>• This stage will involve finalising the training materials, identifying opportunities for delivery of training, which will also include advertising the training. Celebrating the project and launching the training resource. The final write up of the evaluation of the project</li> </ul>			
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<b>Program</b>	<b>Place –Based Health Promotion Research/Bayswater North Community Renewal Project.</b>		
<b>Project Title</b>	<b>In partnership with Maroondah City Council, the Bayswater North Community Renewal Steering Committee and Strategic Partnership Group, to identify areas of action and solutions for drug and alcohol issues within Bayswater North, with a particular focus on enhancing community policing and appropriate/effective law enforcement opportunities to reduce anti-social behaviour</b>		
<b>Objective</b>	<p>To use ICLEI data collection methodologies – quantitative data and community engagement/action research approaches – to identify the implications of drug and alcohol use on:</p> <ul style="list-style-type: none"> <li>❖ People gathering at night in Canterbury Gardens Reserve</li> <li>❖ The health and wellbeing of those residents affected by anti-social behaviour within Canterbury Gardens Reserve</li> <li>❖ The health and wellbeing of residents living around Glen Park and Elmhurst Roads affected by antisocial behaviour</li> </ul> <ul style="list-style-type: none"> <li>• To work with Maroondah City Council, the Bayswater North Steering Committee and Strategic Partnership Group to research the implications of interventions by police and other agencies on the above communities</li> <li>• To identify best practice and prepare implementation plans for addressing antisocial behaviour caused by drugs and alcohol in the above communities.</li> </ul>		
<b>Strategies</b>	<b>Population group</b>	<b>Timeline</b>	<b>Evaluation &amp; Reporting</b>
<ul style="list-style-type: none"> <li>• Apply for funding from the Victorian Law Enforcement Drug Fund.</li> <li>• Work in partnership with MCC Community Renewal team and Mark Boyd from ICLEI to finalise research project.</li> </ul>	<ul style="list-style-type: none"> <li>• 8 – 12 year olds</li> <li>• 14 - 25 year olds</li> <li>• Bayswater North Residents</li> <li>• People with a disability.</li> </ul>	March 2010 – December 2010	<p><b>Community Action model approach</b></p> <p>Our ICLEI CSHC Program Support Officer would work 2-days a week with the local residents Steering Committee to develop a life-course based data collection team to map the three local precincts and use community development techniques to discuss opportunities to provide better amenity and a wider range of services and cultural opportunities for local life in the three</p>

<p>The Project steering committee will be involved in the</p> <ul style="list-style-type: none"> <li>• Review of data inventory with Bayswater North and Maroondah to include anti-social behaviour alongside alcohol impacts</li> <li>• Collation and analysis of data in collaboration with local stakeholders,</li> <li>• Development of a community development framework based on the community action model and implementation of action research with local community members (see below)</li> <li>• Review of existing strategies and their effectiveness in addressing antisocial behaviour impacts in the area</li> <li>• Review of best practice research undertaken by ICLEI Oceania and extension to whole-of-community approaches</li> <li>• Development of workshop and consensus building approaches to encourage effective and equitable actions</li> <li>• Development of appropriate action plan and implementation guide for use by Bayswater North Community Renewal, EACH, and related partners.</li> </ul>			<p>sites for Maroondah.</p> <p>Following initial data collection using our data collection methodology, this project would be enhanced using the community action model with disengaged adolescents and local residents to map anti-social impacts, alongside alcohol, tobacco and retail supply at the local level, as well as advocate for youth-friendly city development which provides a range of age-and culturally appropriate opportunities to participate in community life.</p> <p><b>Monitoring and Evaluation</b></p> <p>This project will be monitored throughout by regular meetings with Maroondah City Council and regular meetings/presentations at Bayswater North Community Renewal Strategic Planning Group and Steering Committee.</p> <p>This project will be evaluated by ensuring achievement of the above performance indicators and by ensuring the following outcomes:</p> <ul style="list-style-type: none"> <li>• Place-based data relating to relationships between individuals, communities, law enforcement and other community agencies</li> <li>• Place-based data connecting drug and alcohol use and community safety concerns</li> <li>• Identification of evidence-based</li> </ul>
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			<p>interventions, in particular community law enforcement approaches that are effective</p> <ul style="list-style-type: none"> <li>• Strengthening place-based approaches to community participation and partnerships</li> <li>• Strengthening local law enforcement responses to alcohol and drug-related community concerns.</li> </ul>
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**Program Background: Setting Based / Education/ Health Promoting School**

There is a growing body of evidence that effective approaches include a combination of health education with comprehensive, whole-school approaches that create a supportive physical, social and learning environment, and involves pupils, parents, communities and organisations (WHO/JCSH Technical meeting on school health, 2007). The learning and teaching within the classroom on any topic, such as healthy eating or mental and emotional health, will require to be matched with broader initiatives in the whole life of the school and its community if such initiatives are to have any impact on health behaviours or health status in the longer term.

In terms of the outcomes that a health promoting school approach can produce, a review of the international literature (St Leger & Nutbeam, 1999; St Leger et al, 2007) supports the effectiveness of this approach. West et al, (2004) investigating whole school effects on pupils health behaviour also concluded that the outcomes of their research supported a health promoting school approach. Also, Stewart-Brown (2006) concluded that school programmes that were effective in changing young people's health or health-related behaviour were likely to involve activities in more than one domain.

## Education and Health

The United Nations have recognised the potential of schools to influence not only the educational status of young people but also their health and economic development. This is evident in the importance given to universal primary education and eliminating gender disparity in primary and secondary education in the Millennium Development Goals.

There is a relationship between good health, educational achievement and school completion. Also the relationship between school enrolment and improved health outcomes is well established (Cohen et al, 2006). These links mean that improving effectiveness in one sector can potentially benefit the other sector, and schools are therefore an important setting for both education and health.

## Victorian Context

In June July 2009 the state launched the Parliamentary Inquiry into the potential for developing opportunities for schools to become a focus for promoting healthy community living.

<b>Program</b>	<b>Setting Based / Education/ Health Promoting School</b>		
<b>Project Title</b>	<b>Bayswater North Health Promoting School</b>		
<b>Objective</b>	<ol style="list-style-type: none"><li><b>1. This project aims to create a school canteen environment where the students and staff have access to healthy food. This project will work towards increasing the consumption of fresh fruit and vegetables and reducing the consumption of packaged snack foods.</b></li><li><b>2. Increase the range of physical activities young people and staff can pursue during school</b></li></ol>		
<b>Strategies</b>	<b>Population group</b>	<b>Timeline</b>	<b>Evaluation &amp; Reporting</b>

<ul style="list-style-type: none"> <li>• Set up a small health promotion group who is actively engaged in leading and coordinating school based health promotion policies activities and actions, including teachers, non teaching staff, students, parents and community members.</li> <li>• Set up the Bayswater North Primary School health promotion partnership. This partnership consists of EACH Health Promotion, BN Primary School, Maroondah City Council Community Renewal Team and MCC School Focussed Youth Services, VIC Police and Nutrition Australia.</li> <li>• Reclaim the lunch box initiative. (a parents and carers initiative)</li> <li>• Parents cooking workshops.(a parents and carers initiative)</li> <li>• Conduct a school canteen audit post intervention.</li> <li>• Work with marketing students from Swinburne TAFE to work with the young people from the school to develop poster images and messages that will raise the awareness of healthy eating and physical activity and encourage the school community to participate in making healthy choices.</li> <li>• Conduct focus groups with grades three and</li> </ul>	<ul style="list-style-type: none"> <li>• Young People age 5 – 12 years</li> <li>• Teachers</li> <li>• Parents &amp; carers</li> </ul>	<p>July 2009 December 2010</p>	<ul style="list-style-type: none"> <li>• Base line (survey) data collected from years 3,4,5 and 6 and analysed using SPSS</li> <li>• Years 3, 4,5 and 6 will be resurveyed post interventions and analysed using SPSS.</li> <li>• Post Evaluation based on Happy Healthy Families project.</li> <li>• As part of the evaluation the selling and consumption of foods will be tracked on a fortnightly basis.</li> <li>• Impact Indicators include School will become a “go for your life” school which means the school will have achieved all of the criteria listed below.</li> <li>• The school has a strategy in place to encourage all students to drink water throughout the school day, especially during physical activity. Only water is permitted for drinking in class time (e.g. water bottles).</li> <li>• The school has a strategy in place to encourage fruit and vegetable consumption while at school.</li> <li>• High sugar drinks such as soft drinks, energy drinks, and flavoured mineral waters are excluded from the canteen and other school food services including vending machines (if applicable).</li> </ul>
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<p>four to generate ideas from students about fun physical activities at school.</p> <ul style="list-style-type: none"> <li>• Invite role models from the sporting sector to raise awareness of the importance of physical activity, and to encourage young people to participate in non competitive sport as well as competitive sport.</li> <li>• Increase school based sports equipment that can be used by young people at recess and lunch.</li> <li>• Develop an annual physical activity calendar including jump rope for heart, national walk to school day (walktober)</li> <li>• Support teachers in participating in after school physical activity that promotes positive mental health and well being. This will include a walking group and a Pilates class.</li> </ul>			<p>School community members are requested not to bring these drinks to school.</p> <ul style="list-style-type: none"> <li>• Chips and fried foods are supplied only occasionally and confectionery not at all through the canteen and other food services. School community members are requested not to bring these foods to school.</li> <li>• The timetabling of physical activity, physical education and sport is consistent with appropriate education sector requirements and guidelines.</li> <li>• Play equipment that encourages physical activity (e.g. balls, skipping ropes and bats) is made available to students at lunchtimes and other breaks.</li> <li>• The school promotes walking or riding through a whole-of-school activity at least one day per term (e.g. walk and ride to school days, walking school bus, walking challenges)</li> <li>• The school has a whole school curriculum plan, which reflects the Victorian Essential Learning Standards, that encourages healthy eating and daily physical activity during and outside school hours</li> <li>• The above criteria are included within policy and planning documents endorsed</li> </ul>
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			<p>by the school council or board, as appropriate. Families are informed of these policies and provided with information to assist them to meet policy requirements.</p> <ul style="list-style-type: none"> <li>• Present school as an example of good practice at the Australian Health Promotion Conference in Melbourne in April 2010 and at the Australian Health Promoting School Conference in Perth in October 2010.</li> <li>• Publish regular updates in the school newsletter, the Bayswater Community Renewal newsletter, the local media, the health partnerships newsletter and Shine the DEECD publication.</li> </ul>
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<b>Program</b>	<b>Setting Based / Education/ Health Promoting School</b>		
<b>Project</b>	<b>Re imaging the health environment at Maroondah Secondary College.</b>		
<b>Objective</b>	<b>To establish a sustainable healthy eating environment for the school community through the development of a kitchen garden and improved canteen facilities and operation, whilst enhancing student engagement through hands on learning.</b>		
<b>Strategies</b>	<b>Population group</b>	<b>Timeline</b>	<b>Evaluation &amp; Reporting</b>
<b>Project Management</b> <ul style="list-style-type: none"> <li>• Partnership based project steering committee</li> <li>• Development of project action plan and time</li> </ul>	<ul style="list-style-type: none"> <li>• Young people at school age 12 -18 years.</li> <li>• School staff and support</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>The intended outcomes of this project are:</p> <ul style="list-style-type: none"> <li>• It is hoped that improved physical surroundings and comfort at school with</li> </ul>

<p>lines.</p> <p><b>Development of a kitchen garden</b></p> <ul style="list-style-type: none"> <li>• The garden educator will run garden workshops with students</li> <li>• The garden educator will liaise with project team and provide consultation relating to the development of the garden and its sustainability</li> <li>• Bunnings staff will coordinate workshops for school community members relating to sustainable practices in the kitchen garden, building benches for the greenhouse, growing vegetables, herbs and fruit trees and provide advice on materials and equipment required.</li> </ul> <p><b>Development of a café like outdoor eating and social area.</b></p> <ul style="list-style-type: none"> <li>• Bunning’s staff t will work with school staff and students to plan and build a café like outdoor eating &amp; social environment.</li> <li>• Bunning’s Community Liaison Officer will facilitate four school based workshops relating to building, safe tool use and safety equipment.</li> </ul> <p><b>Development of a healthy school canteen</b></p> <ul style="list-style-type: none"> <li>• Deakin dietetic student in co-operation with EACH health promotion officer will facilitate promoting healthy food options and choices workshops for students, the student mentors scheme and through the year7 – 12 integrated curriculum.</li> <li>• The school canteen manager will Coordinate the operation of the school canteen, train students in food safety and hygiene and work</li> </ul>	<p>staff.</p>		<p>undercover outdoor seated eating areas for recess and lunch will encourage young people to stay at school during lunch and recess rather than the visiting alternative fast food outlets.</p> <ul style="list-style-type: none"> <li>• It is an intention that student involvement in the school canteen project will strengthen social skills, team working skills, food and money handling skills and food safety and hygiene knowledge. It is intended that this will support students in equipping them with work place skills perhaps leading to employment opportunities.</li> <li>• It is intended that the hands on learning experience gained in the kitchen garden and canteen for students will include increased learning opportunities; increased motivation to learn and increased enjoyment of learning.</li> <li>• Promoting and providing healthy food and drink options will support and enable students to make healthier food choices.</li> <li>• Using sustainable practices in the kitchen garden and canteen will improve the outdoor environment at school and provide students with lifelong skills they can transfer to home</li> <li>• Aligning the canteen with current DHS guidelines will ensure that students are</li> </ul>
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<p>with the student advisory committee to develop new menu options that comply with DHS regulations</p>			<p>being provided a range of healthy food options, which will optimise their health and wellbeing</p> <ul style="list-style-type: none"> <li>• The project will contribute to creating a school environment that supports the health and wellbeing of the school community.</li> <li>• The project will report on the success of a health, business, education and community partnership.</li> </ul> <p><b>Evaluation Methodologies</b></p> <ul style="list-style-type: none"> <li>• Pre and post project surveys.</li> <li>• Qualitative focus groups</li> <li>• Key one to one interviews</li> <li>• Partnership analysis</li> </ul>
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<p><b>Program</b>                      <b>Working with CALD Communities.</b></p>
<p><b>Project Title</b>                      <b>Working with CALD young people, parents and carers attending the Blackburn English Language School to encourage healthier eating.</b></p> <p>The aim of the project is to deliver practical and low cost strategies to promote healthy lifestyles through regular exercise, physical activity and healthy eating information sessions to BELS students located on the Maroondah Secondary College Campus Ringwood. BELS will work in partnership with EACH Social and Community Health to develop and implement strategies to promote healthy lifestyles at the grassroots level with refugee/migrant communities living in the City of Maroondah.</p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>To raise awareness of the importance of a healthy diet and regular exercise and provide strategies to achieve this for students/families</b></li> </ul>

- To increase the number of people from refugee/migrant communities who participate in healthier lifestyle
- To increase the knowledge of refugee/migrant communities on services and support available to help maintain health
- Build relationships and opportunities for joint working with the Blackburn English Language school.
- Increase awareness of healthier options for young people's lunch boxes.

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Strategies	Population group	Timeline	Evaluation & Reporting
<ul style="list-style-type: none"> <li>• Develop and deliver nutrition education sessions with volunteer dietetics student/s</li> <li>• Conduct nutrition education sessions with parents with the use of interpreters</li> <li>• Scope further needs with parents / carers / family while having access to an interpreter</li> <li>• Develop evaluation plan with BELS student welfare person</li> </ul>	<ul style="list-style-type: none"> <li>• CALD young people</li> <li>• CALD parents and carers.</li> </ul>	<p>July 2010</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of healthier foods</li> <li>• Reported increase in consumption of healthier foods</li> <li>• Development of future partnership work with BELS</li> </ul>
<p><b>Program</b>                      <b>Working with CALD Communities.</b></p>			
<p><b>Project Title</b>                      <b>AMES Community Guides Health Service Orientation</b></p>			
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• Increase awareness of health services available in the Eastern Region</li> <li>• Increase opportunities for engaging with and increasing access to CALD communities.</li> <li>• Increase service use by CALD community.</li> </ul>			
Strategies	Population group	Timeline	Evaluation & Reporting

<ul style="list-style-type: none"> <li>• Work closely with the EACH refugee health nurse to engage with newly arrived refugee/migrants.</li> <li>• Liaise with key health service providers in the eastern region to organise site visits and service orientation.</li> <li>• Scope further refugee health needs with community guides and relevant communities.</li> <li>• Support community guides to disseminate information to wider community.</li> </ul>	<p>Newly arrived refugees and migrants.</p>	<p>Mid 2010</p>	<ul style="list-style-type: none"> <li>• Record number of community guides attending the site and service orientation.</li> <li>• Record services participating in the initiative.</li> <li>• Record finding from health need analysis.</li> <li>• Write up initiative as case studies.</li> <li>• Report on partnership relations with AMES and community guides.</li> </ul>
<p><b>Program</b>                      <b>Working with CALD Communities.</b></p>			
<p><b>Project Title</b>                      <b>Strengthening partnerships and connects with key CALD and refugee service agencies.</b></p>			
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>• <b>Raise awareness of EACH service among CALD and refugee agencies and subsequently communities.</b></li> <li>• <b>Increase organisational (EACH) knowledge, skills and capacity to respond to the health and social needs of the community.</b></li> <li>• <b>Increase opportunities for joint working and funding.</b></li> </ul>			
<p><b>Strategies</b></p>	<p><b>Population group</b></p>	<p><b>Timeline</b></p>	<p><b>Evaluation &amp; Reporting</b></p>
<p><b>Key Partnerships</b></p> <ul style="list-style-type: none"> <li>• Migrant Settlement Committee</li> <li>• Eye and Ear Steering Committee</li> <li>• CALD Family Violence Working Group</li> <li>• Maroondah City Council Interfaith Network.</li> </ul>	<ul style="list-style-type: none"> <li>• Established CALD Communities</li> <li>• Newly arrived refugees and migrants</li> </ul>	<p>July 2009-July2010</p>	<ul style="list-style-type: none"> <li>• Review HP input to working groups in July 2010</li> <li>• Review and record outcomes and outputs from working groups.</li> <li>• Record reflections of partnership working.</li> </ul>

<b>Program</b> <b>Working with CALD Communities.</b>			
<b>Project Title</b> <b>Building (EACH) Organisational Capacity</b>			
<b>Objective</b> <ul style="list-style-type: none"> <li>• To develop a socially inclusive approach to policy development.</li> <li>• To increase organisational awareness of CALD &amp; refugee cultural, health and social issues</li> <li>• To increase organisational knowledge and skill when working with CALD and refugee communities.</li> </ul>			
<b>Strategies</b>	<b>Population group</b>	<b>Timeline</b>	<b>Evaluation &amp; Reporting</b>
<ul style="list-style-type: none"> <li>• Organisational CALD working group.</li> <li>• Socially inclusive principles and practices work shop.</li> <li>• Introduction to CALD communities workshop</li> <li>• Cultural safety workshop</li> </ul>	EACH staff in the following service areas <ul style="list-style-type: none"> <li>• Community Inclusion &amp; support services</li> <li>• Primary Health</li> <li>• Community &amp; Mental Health services</li> <li>• Regional Counselling Services</li> <li>• EACH Housing</li> <li>• EACH Training</li> <li>• EACH Employment Services</li> <li>• EACH Corporate Services (finance, OHS, HR, )</li> </ul>	January 2010 – December 2010	<ul style="list-style-type: none"> <li>• Report against the working group action plan.</li> <li>• Process evaluation of workshops.</li> <li>• Impact evaluation of workshops.</li> <li>• Report on policy outcomes.</li> </ul>

<b>Program</b>	<b>Building Health Promotion Capacity across EACH</b>		
<b>Project Title</b>	<b>EACH &amp; Monash Partnership</b>		
<b>Objective</b>	To strengthen, support and demonstrate the application of health promoting principles into planning and evaluation .		
Strategies	Population group	Timeline	Evaluation & Reporting
<ul style="list-style-type: none"> <li>• Conduct annual health promotion skills audit</li> <li>• Development of organisational Health Promotion Champions.</li> <li>• Delivery of Introduction to Health Promotion short course</li> <li>• Development and maintenance of EACH Health Promotion Website <a href="http://www.each.com.au/health-promotion/">www.each.com.au/health-promotion/</a></li> <li>• Development of an online health promoting short course.</li> <li>• Evaluation skills workshop</li> <li>• Writing skills workshop</li> </ul>	<p>EACH Staff</p> <p>Staff representatives from service areas across the organisation.</p>	<p>May 2010</p> <p>May 2010- May2011</p> <p>June 2010</p> <p>September 2010</p> <p>December2009 ongoing</p> <p>May2010-December 2010</p> <p>June 2010</p>	<ul style="list-style-type: none"> <li>• Write up finding and recommendations from skills audit</li> <li>• Increase in non funded health promotion activity reported in 2010/2011 IHP report.</li> <li>• Reported increase in HP skills and knowledge.</li> <li>• Process and impact evaluation of short course (feedback and follow up of participants)</li> <li>• Process and impact evaluation of short course (feedback and follow up of participants)</li> </ul>

<ul style="list-style-type: none"> <li>• EACH Showcase event</li> </ul>			
<b>Program</b> <b>Organisational capacity Building/Policy</b>			
<b>Project Title</b> <b>Smoke Free Site Pilot</b>			
<b>Objective</b>  <b>The EACH Primary Health site will become a smoke free site by December 2010</b>			
Strategies	Population group	Timeline	Evaluation & Reporting
<b>Assess the current situation</b> <ul style="list-style-type: none"> <li>• Develop &amp; conduct a survey with staff to assess their support for smoke free workplace/ evaluation plan</li> <li>• Contact all external groups that currently use the service in order to introduce this new pilot</li> <li>• Facilitate a consultation process to seek consumer thoughts and inform them of process.</li> <li>• Record results and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• EACH Staff</li> <li>• General Community</li> <li>• Groups and services who use EACH</li> </ul>	January 2010 - December	This project will be written up as a work place health promotion initiative. It will include both process and impact data. A mix of recording and evaluation methodologies will be used.

<p><b>Draft a smoke free policy</b></p> <ul style="list-style-type: none"> <li>• Conduct a literature review of similar effective policies.</li> <li>• Consult with staff and external agencies and engage them in the process.</li> <li>• Collect relevant resources for staff education and promotion.</li> <li>• Write up draft policy</li> </ul> <p><b>Support program for people wishing to stop smoking</b></p> <ul style="list-style-type: none"> <li>• Provide information on stopping smoking.</li> <li>• Smoking cessation counselling</li> <li>• Nicotine replacement therapy.</li> </ul> <p><b>Promote new smoke free policy.</b></p> <ul style="list-style-type: none"> <li>• Determine most appropriate timing and manner to launch policy</li> <li>• Prior to launch promote reasons for introducing policy and its start date to staff, contractors and visitors. Giving advanced notice will give people time to get used to change and avoid resistance.</li> <li>• Signage</li> </ul> <p><b>Review</b></p>			
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