



Q4: Live Outside the Box
Northern Sydney

2007

Project Report

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Executive Summary

The *Q4: Live Outside the Box* project was originally developed on the Central Coast in 2004. *Q4: Live Outside the Box* aimed to support schools to increase awareness of healthy eating and physical activity behaviours to address childhood overweight and obesity.

Q4: Live Outside the Box was rolled out in primary schools in the Northern Beaches in Term 2 and in the Lower North Shore and Hornsby, Ryde and Hunters Hill areas in Term 3 of 2007. Three separate roll outs were coordinated by Health Promotion Officers from the Manly, Lower North Shore and Ryde Health Promotion Units respectively. A working party also helped guide the process.

Schools were supported to use a competition – style activity in which students were encouraged to fill in a “passport” and note their eating and physical activity behaviours over a 2 week period. Schools were also supplied with resources, newsletter articles, certificates and prizes. Four schools hosted launches and five schools participated in photo shoots for local media. A total of 42 primary schools and close to 10 000 students participated in *Q4: Live Outside the Box* in Northern Sydney.

Student data and parent and teacher feedback were collected by project coordinators and health promotion staff at the end of the 2 week period. Winning schools were determined based on calculated participation rates and awarded vouchers for sports equipment. Each school was given an individually tailored short report based on the data collected. Parent and teacher data indicated that the project was well-received on the whole. Teachers gave feedback on project implementation and perceived effectiveness, the passport itself and other potential health promotion strategies. Parents gave feedback on perceived effectiveness and suggestions for future projects (*Q4 Live Outside the Box* or otherwise) and described ways families could be better supported in addressing nutrition and physical activity with their children. The details of all feedback received is outlined in this report.

This report also outlines recommendations for changes to be made to the *Q4: Live Outside the Box* passport activity should it be run again in the future. In addition, it outlines recommendations for future work with schools based on the learning from this project roll out.

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- Paul Klarenaar Northern Beaches Health Promotion Unit Manager
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Other staff assisting with project implementation including data entry, resource packing and delivery:

- Lower North Shore Health Promotion Team
- Ryde Health Promotion Team
- Northern Beaches Health Promotion Team

Sponsors

- Ross Haywood Sports
- NSW Cancer Council
- Manly Sea Eagles

Launch Schools

- Avalon Public School
- Narrabeen Lakes Public School
- Northcross Christian School
- Willoughby Public School

Launch guests

- Steve Menzies, Manly Sea Eagles
- Beau Casson, Speedblitz Blues
- Jarred Crouch, Sydney Swans
- Pat Riley, Mayor of Willoughby Council

Schools participating in photo shoots

- Beauty Point Public School
- Ermington Public School
- Thornleigh West Public School
- Avalon Public School
- Narrabeen Lakes Public School

Introduction

The *Q4: Live Outside the Box* project was rolled out by Northern Sydney Central Coast Health Promotion in primary schools across the Northern Beaches, Lower North Shore and Hornsby/Ryde/Hunters Hill local government areas in 2006 and 2007 after having been successfully implemented on the Central Coast in 2004.

Q4: Live Outside the Box aimed to support schools to increase awareness of healthy eating and physical activity behaviours to address childhood overweight and obesity.

The prevalence of overweight and obesity in children in NSW has increased significantly in all age groups and for both boys and girls from 1985 to 2004. Overall, the prevalence of overweight and obesity combined amongst NSW students aged 7-16 has risen from 11% in 1985 to 20% in 1997 to 25% in 2004 (Booth et al, 2006). The 2002 NSW Obesity Summit identified a range of actions across government, non-government and private sectors. Schools are one part of this approach.

The *Q4: Live Outside the Box* project involved students completing the “Q4 passport” for 2 weeks with the support of their family and the guidance of the school. It was a competition-style activity and aimed to address physical activity and healthy eating and was the focus of the *Q4: Live Outside the Box* project. A working party was formed to guide the roll out. The project consisted of two roll outs, the first in the Northern Beaches area and the second on the Lower North Shore and in the Hornsby/Ryde/Hunters Hill areas.

Aims and Objectives

The aim of *Q4: Live Outside the Box* was to increase public awareness and action to support primary school aged children in developing healthy lifestyles to promote healthy weight in Northern Sydney.

The objectives and strategies of the project were to:

1. Engage school communities in activities that promote healthy lifestyle behaviours by:
 - Developing contacts within local schools to promote participation in the “Q4 passport” competition;
 - Launching and conducting the *Q4: Live Outside the Box* project in schools; and
 - Marketing *Q4: Live Outside the Box* in the local news media, cinemas and distributing *Q4: Live Outside the Box* articles to schools and other media outlets for the period of the campaign.
2. Establish and maintain support and advocacy from key stakeholders by:
 - Establishing links with relevant agencies to support *Q4: Live Outside The Box* and be part of a working group; and
 - Conducting regular meetings and communication with the working group.
3. Evaluation of the *Q4: Live Outside the Box* Passport activity in local schools by:
 - Conducting data collection and evaluation in the primary schools who participated in the campaign; and
 - Compiling a project report for each area as well as a summary for each school.

Ethics

The aim of the evaluation was to monitor the implementation of *Q4: Live Outside the Box*. It involved the compilation of data from the children's passports and information given by parents and teachers about their experiences of Q4. No identifying information was requested or used and for each of the three areas, the data were summarised within schools and for all schools in total. Ethics approval was given to the implementation of *Q4: Live Outside the Box* as a quality activity as it was anticipated that the results of the evaluation may be presented at conferences or in publically circulated reports.

Recruitment

Northern Beaches

Northern Beaches conducted recruitment during Term 4 of 2006. The Project Coordinator compiled and faxed letters together with *Q4: Live Outside the Box* information sheets and a fax back form to all primary school principals in the Northern Beaches area to determine interest. All 48 primary schools in the Northern Beaches area were invited to participate. At the beginning of Term 1, 2007 information was sent via fax to schools again to confirm participation. Student and class numbers were determined over the phone with designated contact teachers. Some schools chose to enter the whole school in the competition while other schools selected certain years only. Once interest had been secured with a school, a fax or email was sent to the designated contact teacher with guidelines of how to run the project. A total of 19 schools decided to participate (see the results section for a complete breakdown/appendix A for a complete listing).

Lower North Shore and Hornsby, Ryde & Hunters Hill

Hornsby, Ryde and Hunters Hill (HRHH) and Lower North Shore (LNS) Project Coordinators conducted simultaneous recruitment of primary schools in Term 2 of 2007. Existing primary school lists were corrected and updated. A total of 67 primary schools were located in HRHH while LNS had a total of 33 primary schools in the area. All schools were invited to participate.

Preparation for recruitment involved devising a formal letter to the principal, a fax back form and a phone script to be used when contacting school principals (see appendix B). An information package containing the letter to the principal, fax back form and a project information sheet was sent to all school principals via mail. The letter invited principals to complete and return the fax back form to indicate whether or not their school was interested in participating. Follow up phone calls were placed to all principals approximately a week later if no fax back form or phone call had been received.

A significant amount of time went into following up schools to encourage participation in the project as very few schools contacted project officers directly. When project coordinators contacted the schools, many schools reported that they had either not received or had misplaced the letters. Project coordinators were then required to resend the information. Schools were given a deadline by which they were required to respond although schools were accepted if they indicated that their interest after this time. School principals were also asked to nominate a contact teacher to liaise with the Project Coordinator and take responsibility for managing the project at the school.

The Ryde Health Promotion Unit initially only offered the project to schools in the Hornsby local government area, however due to low numbers of interested schools,

recruitment was extended to schools from the Ryde and Hunters Hill local government areas. Final numbers of participating schools for the HRHH area were 8 from Hornsby and 8 from Ryde/Hunters Hill.

Final numbers for the LNS were 8 schools. Full details are outlined in the Results section (for a full list of school names, see Appendix A).

Implementation

Resources for *Q4: Live Outside the Box* were based on the resources used in the Central Coast roll out of 2004. Some changes were made to the written resources however due to time constraints these were not extensive.

Prizes were determined by the working party and each prize pack included a back sack, a fling thing, a tennis ball and a water bottle.

All resources were delivered to each of the three health promotion units for storage. Prior to implementation, a significant amount of time was spent organising resources.

Q4: Live Outside the Box focused on the 2 week Q4 passport activity where students recorded the:

- number of fruit and vegetables eaten each day
- time spent being active
- time spent watching TV and computers and
- amount of extra (energy dense) foods they ate.

Teachers were given a *Teachers Resource Book* which contained a variety of optional ideas that they could use as classroom activities to support the *Q4: Live Outside the Box* passport activity.

Northern Beaches

Northern Beaches implementation began with sorting of resources for school deliveries which were then hand delivered by the Project Coordinator to each school. A total of approximately 45-50 hours was spent delivering resources to schools.

Each school received:

- A class teacher information sheet and time line
- A CD with parent letters translated into local community languages, newsletter inserts and logos
- Teacher Resource Books
- Student Passports
- Student Participation Certificates
- Sticker Sheets of book labels

Due to late arrival of prize packs (to the health promotion unit) a second delivery of the prize packs to all participating schools was necessary. Throughout the project, ongoing liaison with the school contact teacher was required. The Project coordinator worked closely with contact teachers to facilitate all steps of the project.

During the implementation phase, it became apparent that parents of culturally and linguistically diverse backgrounds might benefit from a letter translated into their community language to explain the project. Letters to parents explaining the project were translated into 9 languages¹. Copies of translated letters to parents were

¹ Letters were prioritised on the basis of *The Ethnicity Profile of the Northern Sydney Area* Northern Sydney Multicultural Health Service, 2004.

included on the CD provided to contact teachers at each school. Other information to support the activity was also sourced from the Multicultural Health Communication Service to be sent with the letters to parents explaining the project. This information included two fact sheets: *Helping Children maintain a healthy weight*² and *Nutrition for kids*³.

Schools were given the opportunity to hold a launch for the project. Two schools elected to launch the competition on their school grounds. Planning the launch involved a series of consultations with the schools on how to best hold the launch, development of run sheets, arranging sports personalities to attend the launch and media.

The launch at Narrabeen Lakes Public School involved fruit and vegetable tasting games and other active games. A healthy morning tea was provided, parents were invited and the competition was launched by Frank Basik, General Manager, Manly Hospital together with the school principal. *Q4: Live Outside the Box* resources were also distributed. Health promotion staff and health promotion students dressed up in banana and carrot suits on loan from the NSW Cancer Council and interacted with primary school students throughout the day as well as distributing prizes.

The launch at Avalon Public School involved the provision of a healthy morning tea, with fruit provided by a local fruit and vegetable shop. Children participated in active games and were given Q4 resources. A Manly Sea Eagles team member Steve Menzies spoke at the launch together with the school principal. The banana and carrot costumes were again worn by staff to help promote the project.



Central Coast Health Promotion Staff Member and Northern Beaches Physiotherapy Student at the Narrabeen Lakes Public School Launch.

Once the project had been launched, Northern Beaches schools participated in a 2 week passport competition-style activity. At the end of the two weeks, passports were collected by teachers, scores tallied and certificates handed out to students. Certificates were awarded to all students who participated and were bronze, silver or gold depending on the student's score. Prize packs were awarded to a participating student in each year level who won the prize draw.

² NSW Health Multicultural Communication Service fact sheet 2005.

³ Sydney South West Area Health Service fact sheet revised 2005.

Health promotion staff then visited each school to conduct data entry. Data was then analysed and based on these results, schools participation rates were determined and winning schools were awarded prizes or \$500, \$300, and \$200 sports equipment vouchers. The Northern Beaches Project Coordinator attended school assemblies to award prizes and gifts to contact teachers in recognition of their involvement and support.

Lower North Shore and Hornsby, Ryde & Hunters Hill

Hornsby, Ryde and Hunters Hill (HRHH) and Lower North Shore (LNS) project roll outs occurred simultaneously during weeks 3 – 5 of Term 3 2007.

The implementation on the Northern Beaches provided an opportunity to reflect and learn from the experience and as a result HRHH and LNS were able to streamline the recruitment, roll out and implementation phases of the project. Liaison between the nominated school contact teacher and the Project Coordinator was ongoing throughout the implementation and all phases of the project.

Preparation of Class Teacher packs

Ryde and LNS Project Coordinators refined the Northern Beaches implementation process to make the project as simple as possible for teachers. This included:

- Developing a letter for all parents explaining the project and its non-compulsory nature (see Appendix C)
- Liaising with multicultural health to translate this parent letter into eight community languages
- Developing a letter for contact teachers explaining their role
- Compiling a CD of relevant information, newsletter articles, Q4 logos etc. for use during and after the project
- Developing a step-by-step guide for class teachers on how to run the project
- Preparing a correction sheet to explain a misprint in the passport, and
- Sourcing appropriate box-file folders to give to each teacher.

In the Northern Beaches roll out, *Q4: Live Outside the Box* resources were delivered in the same form as they had arrived at health promotion unit (i.e. all the passports in one box, all the teacher resources in another etc.). In an effort to streamline implementation resources were compiled into individual packs for each class teacher involved in the project. In total, Ryde Health Promotion Unit compiled 230 teacher packs and LNS Health Promotion compiled 77.

Each teacher package contained:

- A class teacher information sheet (see Appendix D)
- One Teacher Resource Book
- 30-35 Student Passports
- 30-35 Parent letters
- 30-35 Student Certificates
- 30-35 Sticker Sheets
- A Tally Sheet
- A Passport Correction Sheet

Each school was provided with 2 prize packs per class. Schools could distribute these at the end of the competition in whichever way suited their school.

Delivery of Teacher packs and prizes

Project Coordinators delivered teacher packs to each school in person. Approximately 14 hours were spent delivering resources to LNS schools. The Ryde Project Coordinator spent approximately 32 hours delivering resources.

Launch preparation & implementation

Ryde and LNS Project Coordinators prepared and conducted separate launches with schools in their own areas. They supported each other through the preparation process and by attending the other area launches.

Willoughby Public School hosted the launch for the Lower North Shore. Years K-2 only participated in the launch and the *Q4: Live outside the Box* competition. The school contact teacher coordinated the event together with a committee of school staff and parents. The initial part of the day involved everyone gathering in the main hall decorated by student art works. A song about healthy eating was sung by students and then the Mayor of Willoughby launched the project making a short speech to students about the benefits of eating well and exercising. The NSW Cancer Council gave the project the use of carrot and banana costumes and Willoughby Public School teachers dressed up in these and together with the Mayor provided entertainment for the students. Students were also awarded prizes supplied by Health Promotion for an art competition about healthy eating that had taken place before the day. After these proceedings, students joined a rotating group activity which included such games as peer led aerobics, healthy taste testing and other active games. A healthy lunch was prepared by canteen staff and volunteer parents and distributed to students.



Willoughby Council Mayor and Willoughby Public School Teaching Staff at the Lower North Shore Launch.

Northcross Christian School launched *Q4: Live Outside the Box* in the Ryde, Hornsby and Hunters Hill area with a healthy breakfast. The school canteen provided a healthy breakfast of cereal, toast and a variety of fruit. The highlight was the apple slinky machine. Teachers and parents of the school produced and served an early breakfast to all the students at the school. The banana and carrot costumes from the Cancer Council were worn by a teacher and Health Promotion staff, who entertained the children with skipping competitions and a conga line around the playground.

A school assembly with all students was then entertained by The Sydney Swans, Jared Couch and The NSW Speedblitz Blues, Beau Casson, who both talked about healthy eating and the importance of physical activity.



A teacher joins students in some physical activity at the Northcross Christian School Launch.

Q4: Live Outside the Box passport activity

Primary schools in the HHRH and LNS areas were encouraged to run the passport activity in 2 consecutive weeks during weeks 3-5 in Term 3, 2007.

Liaison between Project Coordinators and contact teachers continued during this time to support schools through the implementation of *Q4: Live Outside the Box* in their school. Similar to the Northern Beaches roll out, in the lead up to and during the passport activity, schools were encouraged to place the provided health information tips in their school newsletters to support the project.

During this roll out, every student was given the passport with a letter home to their parents. Students were asked to complete the passport for 2 weeks, with support from their parents who were to sign the passport on a daily basis.

As was the case with the Northern Beaches, at the end of the 2 week passport activity, students handed in their completed passport with the parent feedback form completed. Student data was then collected by the class teacher and entered into the Class Tally Sheet.

The completed passports and completed Class Tally Sheet were then placed back in the teacher pack folder for data collection by Health Promotion staff. As per the Northern Beaches roll out, certificates were distributed to participating students and gifts were given to school contact teachers in recognition for their involvement and support. Schools then awarded prize packs to students. After data was collected by Health Promotion staff all passports were left at the schools to be given back to students.

Media

Local media was one of the main strategies used in the *Q4: Live Outside the Box* project to increase public awareness and action to promote healthy eating and physical activity in primary school aged children. A series of 5 paid advertisements in the local newspapers were used in each of the Northern Beaches, LNS and HRHH

areas to increase community awareness about the messages of the project. Examples of these are included in Appendix E.

Together with the Health Promotion Communications Manager, the Project Coordinators wrote a number of media releases throughout the project which were sent to the local newspapers for publishing (refer to Appendix F for the articles). As a result the following articles were published:

Table 1: Number of articles in local papers during project

Area	Newspaper	Number of articles	Total
Northern Beaches	Northern Beaches Weekender	3	6
	Manly Daily	3	
Lower North Shore	North Shore Times	1	3
	Mosman Daily	1	
	Internal Hospital Publication - RNS	1	
Hornsby, Ryde and Hunters Hill	Monthly Chronicle	1	5
	Northern District Times	1	
	The Weekly Times	2	
	Internal Hospital Publication - Hornsby	1	

The other media strategy was a cinema advertisement in the local cinemas of each area. This advertisement was created by high school students as part of the Central Coast Q4: *Live Outside the Box* project in 2004. The advertisement was shown in 5 cinema complexes in the Northern Beaches for 2 weeks after the competition. The LNS showed the advertisement in 4 local cinema complexes for 2 weeks after the competition and HRHH ran the advertisement for 4 weeks after the competition in 2 local cinema complexes. The advertisement was shown before a total of 36 movies (12 in each area).

Table 2: Advertisements in cinemas

Area	No. cinema complexes shown in	Duration
Northern Beaches	5	2 weeks
Lower North Shore	4	2 weeks
Hornsby, Ryde and Hunters Hill	2	4 weeks

Community partnership

Ross Haywood Sports and The NSW Cancer Council were invited to support the Q4: *Live Outside the Box* project. Ross Haywood Sports provided \$1,500 towards Ross Haywood Sports equipment vouchers to be used for school prizes. The Cancer Council provided \$1,500 towards Ross Haywood Sports equipment vouchers and the loan of the banana and carrot costumes.

Sponsorship was provided by the Manly Sea Eagles for 40 caps (with the Q4: *Live Outside the Box* logo) to be worn at the launches by staff. Also provided by the Manly Sea Eagles was a time slot for the Q4: *Live Outside the Box* advertisement to be viewed at a match together with distribution of Q4: *Live Outside the Box* resources by the Sea Eagle mascot.

Participation

Forty eight primary schools in the Northern Beaches were contacted with 19 agreeing to participate. Thirteen schools entered all classes in the competition and 6 schools entered selected years only. Thirty three primary schools on the Lower North Shore were sent the information package and followed up with phone calls. Eight schools agreed to participate, some of which chose to enter selected year groups only.

Forty-four primary schools in the Hornsby area were sent information packages and followed up by phone calls, with only eight agreeing to participate. It was then decided to broaden the offer to the 27 primary schools in the Ryde and Hunters Hill area, with another seven primary schools deciding to participate after receiving information and follow-up phone calls. Another school in the Hornsby area contacted the Project Coordinator after the project had begun the implementation phase. The school was accepted for participation however was ineligible for the school prizes. This meant a total of 16 schools in the Ryde Health Promotion area participating in the project.

Primary schools who elected not to participate in *Q4: Live Outside the Box* did not do so for a variety of reasons, which included:

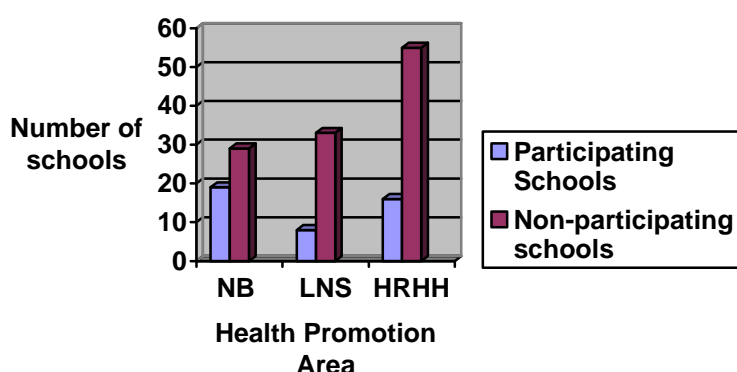
- Lack of time
- Competing priorities
- Already having physical activity and healthy eating programs in place
- Already having the programs planned for the year
- The competition style of the project was incompatible with their school philosophy
- The project was inappropriate for children with special needs, and
- Childhood obesity had already been a focus in previous years.

Table 3 shows the breakdown of participating primary schools in Northern Sydney

Table 3: Northern Sydney Participating Schools

Health Promotion Unit	LGA	No. schools contacted	No. schools participating	Type participating schools
Manly Hospital	Manly, Warringah, Pittwater	48	19	4 Catholic 15 DET
Ryde Hospital	Ryde & Hunters Hill	27	7	1 Independent 1 Catholic 5 DET
Ryde Hospital	Hornsby	44	9	8 DET
Royal North Shore Hospital	North Sydney, Mosman, Lane Cove, Willoughby	33	8	2 Catholic 6 DET
Totals		148	42	7 Catholic 1 Independent 34 DET

Figure 1: Participating and Non- Participating Schools



Data Collection

Data collection was similar for all three roll outs. As previously mentioned, at the end of the 2 week passport activity, teachers were asked to collect all the passports and complete the tally sheet in their *Teachers Resource* book (Northern Beaches) or in their teacher pack (LNS/HRHH). The tally sheet required them to record the totals of Week 1 and Week 2 and the overall total for each student.

Project coordinators contacted every participating primary school to organise a time to visit and enter data into Excel spreadsheets. At least two staff members were required to go to each school to manage the volume of work. Data entry occurred on school premises to protect the privacy of the students and parents.

Northern Beaches Data Collection

Data collection for the Northern Beaches schools ran for over three weeks and took approximately 105 hours in staff time.

It was decided that only 25% of passports returned would be used for data entry from 17 out of 19 schools. The remaining two schools were running *Q4: Live Outside the Box* at a later date in the year to fit in with their school curriculum so their data was not included in this data collection process.

The following data were collected:

- Students – before & after (1st and 2nd) week scores on each health behaviour
- Students – Week 1 & 2 totals, grand total and award (gold, silver, bronze) for each participant
- Parent feedback (survey on final page of “passport”) and
- Teacher feedback / contact person’s feedback surveys (these were sent to contact teachers to distribute 2 weeks prior to data collection so they could be collected at the data entry visit time).

Lower North Shore and Hornsby, Ryde & Hunters Hill Data Collection

HRHH/LNS followed the same process as the Northern Beaches in the data collection phase of the project. For the LNS, 40 hours were spent on data collection and for HRHH, approximately 89 hours were spent conducting data entry.

Based on the Northern Beaches data collection experience, some changes were made to the data collected for the LNS and HRHH areas:

1. Before and after data for students was not entered as it was not accurately captured or completed nor could the scores be compared with each other.
2. Data from all returned passport parent feedback forms were entered instead of using a selection of up to 25% because it was thought this may yield useful information on the parent perspective. Therefore information on participation, parent feedback and overall tallies of student scores were recorded for every passport completed.
3. Only a selection of parent survey information was entered (as many parents did not fill in all questions in the Northern Beaches roll out).

Data Analysis

Data from students and parents were entered into Excel spreadsheets, and analysed with SPSS v15.0. The participation rate was calculated for each school and for each region. The participation rate was the number of completed passports returned divided by the number of passports issued. To allow for the fact that some schools entered all classes in their school and other schools entered a sub-set of classes the participation rate was weighted by the number of passports issued divided by the number of students in the school. This adjusted rate was used to compare schools in order to distribute school prizes.

Awards

The points achieved by each child and the total and proportion of Gold (141 to 210 points), Silver (71 to 140 points), Bronze (35 to 70 points) and Participation (less than 35 points) awards were computed for each school.

Parents

The full data set was collected for LNS and HRHH, and 25% of NB parent data was sampled randomly within each class. Frequencies and percentages for the questions on 'involvement', 'support' and 'overall rating' were computed for each school and for the total within each area.

The Northern Beaches Project Coordinator read through parent feedback. The LNS and HRHH Project Coordinators used content analysis when looking at the written parent feedback.

Results

Northern Beaches

a) Students

In all, students returned 4101 completed passports. The overall adjusted participation rate for schools in the Northern Beaches was 60%. Based on this adjusted participation rate, the winning school was Mimosa Public School. Second prize went to Terrey Hills Public School and third prize went to Killarney Heights Public School.

Table 4: Northern Beaches Student Participation Rate

School	Participation rate	Adjusted participation rate
Mimosa Public School	89.8	84.6
Terrey Hills Public School	84.7	83.8
Killarney Heights Public School	83.7	83.6
Mona Vale Public School	80.2	81.3
Balgowlah Heights Public School	83.3	79.7
Forestville Public School	77.4	76.5
Avalon Public School	73.7	73.3
St John The Apostle Primary School	71.0	71.0
Elanora Heights Public School	61.3	62.4
Balgowlah North Public School	65.2	47.7
Narrabeen Lakes Public School	41.7	40.8
Narraweena Public School	60.6	28.2
St Kevins Catholic Primary School	25.2	25.2
Dee Why Public School	58.9	24.0
Brookvale Public School	77.6	22.5
Sacred Heart Catholic Primary School	64.8	22.0
Wheeler Heights Public School	86.1	20.8
Total	70.6	60.3

Table 5: Northern Beaches Student Certificates Awarded

Students were awarded gold, silver, bronze or participation level certificates based on points scored and the scoring system outlined in the teachers' manual.

School	% Gold	% Silver	% Bronze
Mimosa Public School	88	12	0
Terrey Hills Public School	79	21	0
Killarney Heights Public School	75	25	0
Mona Vale Public School	80	19	1
Balgowlah Heights Public School	88	12	0
Forestville Public School	75	25	0
Avalon Public School	81	18	1
St John The Apostle Primary School	76	24	0
Elanora Heights Public School	75	25	0

School	% Gold	% Silver	% Bronze
Balgowlah North Public School	77	23	0
Narrabeen Lakes Public School	78	21	1
Narraweena Public School	75	25	0
St Kevins Catholic Primary School	81	19	0
Dee Why Public School	60	36	4
Brookvale Public School	67	33	0
Sacred Heart Catholic Primary School	77	22	1
Wheeler Heights Public School	72	26	2

b) Teachers

A total of 85 teacher feedback forms were completed.

Formal and informal feedback suggested the passport activity:

- was relatively easy to do
- could go on for a longer time period to better instil habits
- could be more child-friendly by simplifying the layout
- could use more visual cues for younger years
- could benefit from a simple scoring system and
- should include information on “extra foods”.

Barriers to implementation included:

- time of year (although some teachers found this timing good)
- competing demands
- lack of parent support
- complicated nature of passport for some parents of CALD backgrounds and
- student absence.

In general, teachers thought focus could be given to other activities such as healthy canteen and to introducing other new activities for example fruit break in class.

c) Feedback from parents

A total of 771 parent surveys were completed (19% of passports returned).

- Sixty two percent of Northern Beaches parents indicated that they were very involved in *Q4: Live Outside the Box*, 36% were slightly involved, and 2% were not involved at all.
- Forty-three percent of parents found it very easy to support their children in the competition, 48% found it easy, 9% found it somewhat difficult and less than 1% found it too hard.
- Overall, 51% of parents rated *Q4: Live Outside the Box* excellent, 47% thought it was good and 2% rated it as poor.

General ideas expressed by parents completing the feedback forms were very similar to teachers.

- Overall, parents found the passport useful to help their children eat more fruit and vegetables during the 2 week period. They did however express the need for a more balanced approach, namely including the other food groups in the passport.

- Although parents reported that they did not learn anything new, they suggested that the activity could go for longer to build habits.
- Parents asked that a fairer scoring system be developed as the current system did not reward students for watching no TV at all or for more than 1 hour of exercise.
- Generally parents expressed the need for more or continued healthy eating and physical activity education at school, healthy canteens and less junk food advertising on TV.

Lower North Shore and Hornsby, Ryde & Hunters Hill

a) Students

The overall adjusted participation rate for primary schools in the LNS was 53%. The winning school on the Lower North Shore was Castle Cove Public School. Second prize went to Lane Cove West Public School and third prize went to St Pius X College. The overall adjusted participation rate for schools in the Hornsby, Ryde and Hunters Hill area was 70%. First prize went to Roselea Public School, second prize went to Ermington Primary School, and third prize went to Villa Maria School. Barker College was late to register so was not eligible for a school prize.

Participation rates were determined for each school as described previously. Only one of eight schools on the Lower North Shore entered the whole school in the competition. Fifteen schools in HRHH participated at the whole-of-school level, one school had 4 years only participating.

Table 6: Lower North Shore Student Participation Rate

School	Participation rate	Adjusted participation rate
Castle Cove Public School	90.7	87.2
Lane Cove West Public School	84.5	82.2
St Pius X College	84.8	82.1
Mowbray Public School	83.2	79.2
Beauty Pont Public School	79.4	76.6
Lane Cove Public School	36.5	35.3
Willoughby Public School	67.3	23.1
OLD Chatswood Catholic Primary School	85.0	10.6
Total	77.4	53.2

Table 7: HRHH Student Participation Rate

School	Participation rate	Adjusted participation rate
Arcadia Public School	74.8	72.1
Barker College	59	59
Berowra Public School	58.3	58.8
Ermington Primary School	94.8	86.4
Hornsby South Public School	76.5	72.7
Hunters Hill Public School	76.1	77
Kent Road Public School	66	63.6
Meadowbank Public School	67.4	68.4
Normanhurst West Primary School	65	63.8
Northcross Christian School	65.5	66.3
Oakhill Drive Public School	56.8	57.4
Roselea Public School	91.3	91.3
Ryde Public School	72.7	70.3
Thornleigh West Public School	61.8	62.6
Villa Maria School	85.4	84.2
Waitara Public School	76	73.9
Total	71.3	70.3

Table 8: Lower North Shore Student Certificates Awarded

Students were awarded gold, silver, bronze or participation level certificates based on points scored and the scoring system outlined in the teachers' manual.

School	% Gold	% Silver	% Bronze
Castle Cove Public School	80	19	1
Lane Cove West Public School	75	24	1
St Pius X College	72	28	0
Mowbray Public School	77	22	1
Beauty Pont Public School	87	13	0
Lane Cove Public School	75	25	0
Willoughby Public School	75	25	0
OLD Chatswood Catholic Primary School	94	6	0

Table 9: HRHH Student Certificates Awarded

School	% Gold	% Silver	% Bronze
Arcadia Public School	73	26	1
Barker College	72	27	1
Berowra Public School	73	27	1
Ermington Primary School	69	30	1
Hornsby South Public School	73	27	0
Hunters Hill Public School	86	14	0
Kent Road Public School	72	26	2
Meadowbank Public School	67	33	0
Normanhurst West Primary School	82	18	0
Northcross Christian School	70	29	1
Oakhill Drive Public School	64	36	0
Roselea Public School	77	23	0
Ryde Public School	67	31	2
Thornleigh West Public School	73	27	0
Villa Maria School	78	21	1
Waitara Public School	64	34	2

b) Teachers

Sixty-three percent of LNS teachers and 53% of HRHH teachers completed the feedback forms distributed at the end of the competition. Teacher responses were quite consistent across the Lower North Shore and Hornsby Ryde Hunters Hill areas.

Lower North Shore Teacher feedback indicated:

- The majority believed Q4: *Live Outside the Box* was effective at raising awareness around overweight and obesity (65%), with 33% rating it as very effective and 2% believing it was not effective.
- Teachers found the project either easy to implement (48%) or very easy (50%) with only a small percentage finding it hard (2%).

Hornsby, Ryde, Hunters Hill teacher feedback indicated:

- That 53% believed Q4: *Live Outside the Box* was effective at raising awareness, 43% of teachers rated it as very effective while 4% believed it was not effective as an awareness raising campaign.
- Teachers in HRHH primary schools found the project either easy (52%) or very easy (46%) with a small percentage finding it hard (2%).

Teachers on the LNS and in HRHH primary schools had similar ideas to the Northern Beaches teachers when it came to comments on the passport activity. In addition to these previously mentioned comments, some other suggestions were made:

- Use the passport for older primary years only
- Have the program as part of the PDHPE curriculum and revisit it a few times per year (not just one off)
- Allow teacher administration time
- Provide recipes for parents as well as healthy lunch ideas; and
- More ideas for games/teacher activities.

c) Parents

In participating Lower North Shore primary schools, 73% of parents completed the feedback form and in Hornsby Ryde Hunters Hill schools, 65% of parents completed the feedback form.

Lower North Shore parent feedback indicated:

- Sixty-three percent of parents were very involved, 35% were slightly involved, and 2% were not involved at all.
- Forty-seven percent of parents found it very easy to support their children in the competition, 47% of parents found it easy and 6% found it somewhat difficult or too difficult.
- Overall, 44% of parents rated *Q4: Live Outside the Box* excellent, 53% thought it was good and 2% of parents rated it as poor. Less than 1% of LNS parents thought the project was very poor.

Hornsby Ryde Hunters Hill parent feedback indicated:

- Fifty-seven percent of parents were very involved in *Q4: Live Outside the Box*, 41% were slightly involved, and 2% of parents were not involved at all.
- Forty one percent of parents found it very easy to support their children in the competition, 51% found it easy and 8% of HRHH parents found it somewhat difficult. Less than 1% of parents found it too hard.
- Overall, 53% of HRHH parents rated *Q4: Live Outside the Box* excellent, 45% of HRHH thought it was good and 1% of parents rated it as poor. Less than 1% of HRHH parents thought the project was very poor.

When looking at the qualitative data, some very clear themes emerged across the LNS and HRHH areas, some of which built on ideas mentioned by parents from Northern Beaches schools.

Parents were asked how families can be further supported to practice healthy behaviours. Parents of children at participating Lower North Shore and Hornsby Ryde and Hunters Hill primary schools had consistent views on supports that would be useful. Important to parents were the following key ideas:

Ongoing and consistent reinforcement of nutrition and physical activity messages in the school environment

For example:

- Teachers educating students on the positives of healthy eating and physical activity
- Healthy school canteens (more vegetable and fruit options, policies around junk food) and
- Fruit breaks at school.

More competitions or programs like Q4: Live Outside the Box to create healthy habits
For example:

- Follow up programs or competitions on healthy eating, physical activity and other healthy behaviours
- *Q4: Live Outside the Box* run periodically e.g. once a year and
- *Q4: Live Outside the Box* run for a longer period of time.

Family involvement in physical activity and healthy eating

For example:

- Outside of school activities done together as a family
- Parents as positive role models and
- Parent education through the school e.g. frequent articles in school newsletter, recipes to include more vegetables suitable for children, lunchbox ideas.

Cutting junk food advertisements and increasing positive, healthy advertisements

Also evident in parent responses was acknowledgement that regardless of additional supports it is the responsibility of parents to instil healthy behaviours in their children.

School Reports

At the end of the evaluation phase, project summary reports were written and tailored for each school by the relevant Project Coordinator. All appropriate student, parent and teacher data was included so that each school was able to see the feedback about the project and have a summary of what the project had entailed. (See Appendix G for an example).

Additional feedback

In addition to the formal feedback collected by project coordinators, a number of parents contacted the Health Promotion Units to discuss their concerns and queries about the project with project coordinators.

Concerns included:

- Unfairness of scoring system
- Parents believing that the point system was like Weightwatchers and the project may cause eating disorder like issues/obsession with weight
- Too many serves of fruit and vegetables for kindergarten/year 1 students
- Only focusing on fruit and vegetables not a complete diet
- Children taking the passport literally and only eating fruit and vegetables for the duration of the passport activity
- Ethics and confidentiality
- Extra work for parents and
- The amount of homework they had at the same time, made it too much for children.

Summary

All primary schools in the Northern Beaches, Lower North Shore and Hornsby, Ryde and Hunters Hill areas were contacted and notified about the project. Project Coordinators were successful in engaging almost a third of primary schools in the Northern Sydney area to participate in *Q4: Live Outside the Box*.

Many of the schools who participated in *Q4: Live Outside the Box* were working in partnership with Northern Sydney Central Coast Health Promotion for the first time. The project was implemented in a total of 42 primary schools in Northern Sydney and launches were held for each of the three areas, with the Northern Beaches area holding two.

Launches were an effective way to strengthen the new partnership with individual schools as these events gave the schools a chance to showcase their own strengths and involve the whole school community.

As this was the first time working with the participating schools, it was important to have a key contact at the school and continue regular communication with this person throughout the entire project, ensuring they knew each step of the project and understood their role. The contact teachers all found this helpful, particularly the reminder faxes. Having a specific contact person at the school also provided a potential contact for future projects.

The marketing of *Q4: Live Outside the Box* in the local news media and cinemas throughout the project, marking the important stages of the competition such as launches and winning schools profiled the project to the general community.

Apart from initiating and building partnerships with primary schools across Northern Sydney, *Q4: Live Outside the Box* also facilitated support and other partnerships from key stakeholders. Support was gained from the NSW Cancer Council and local sporting organisations such as The Manly Sea Eagles and Ross Haywood Sports. Other links were also established with local council and other sporting personalities/teams.

Data collection and evaluation capturing student, teacher and parent information provided ideas and themes for improving the *Q4: Live Outside the Box* project. This information was passed onto NSW Health who were planning similar strategies for the Live Life Well @ School initiative.

Additional learning occurred through the Northern Beaches rollout that helped streamline the process for the Lower North Shore and Hornsby Ryde Hunters Hill areas. Streamlining the roll out, implementation and data collection processes proved to be effective for the Health Promotion Service and easier for the schools and contact teachers.

Recommendations

The following recommendations are based on feedback (both formal and informal) and the experience of implementing *Q4: Live Outside the Box* across Northern Sydney.

1) Recommendations on Passport Activity

If a passport activity were to be run again, it is recommended that several changes be made. These are:

- Make the scoring system more meaningful. The current scoring system is arbitrary and complicated.
- Make it clear who the passport is targeting. The current passport attempts to target parent and child, moves back and forth from addressing both. This is confusing for the reader and too difficult for a lower primary school aged child to understand.
- Use simple language and more pictures. If this project is to target children, more visual information and less written information would make it consistent with other primary school level resources.
- Consult with and tailor it to the target community. Consider that a one size fits all approach may not work. If parents of CALD backgrounds are being targeted, consider translating the resource, not just the letter home.
- Re-design the layout. At present it is very confusing and led to many mistakes in completion.
- Use a larger font. At present the font is small and there is a great deal of information per page.
- Include information on a balanced diet, not just fruit and vegetables. Children of this age group take information literally and should learn about fruit and vegetables in the context of a balanced diet.
- Rectify inconsistencies in the passport. For example, plain cake is used as an example of an “extra” food but is also suggested as suitable food for school lunches.
- Consider age appropriate food serving size. Very early primary school aged children may not be able to consume the amounts suggested.
- Reconsider the reasons for having a parent feedback form (at back of resource). State what the information will be used for (and by whom) as this is unclear and led to issues in writing up school reports and distributing information gained.
- Reconsider the content of the parent survey. Questions clearly ask about behaviour change when this was not an aim of the project. Better questions

may focus around what the parents have learned or done differently during the 2 weeks.

- Consult with local services and consumers to ensure appropriateness for the target group. Local services (such as School Health Nurses and Child and Family Services) were initially offended that they were not consulted about the project.

2) Future work with schools

- Area-wide Health Promotion projects such as *Q4: Live Outside the Box* would operate more effectively with a clear designated line of leadership & one project officer overseeing the project and a smaller project team. Project Coordinators should be permitted to manage their own projects while working in close consultation with their managers. Future projects could have a designated Project Manager and then Communications Manager, Research and Evaluation Coordinator and Health Promotion Managers could attend meetings at appropriate stages of the project.
- Future area-wide or large scale roll outs of projects should involve consultation with the local community and adapt to the needs of the local community. Sufficient time for this process should be allowed. Only 29% of schools in Northern Sydney participated in the project. The number of schools may have been higher had consultation taken place with school communities prior to the roll out. It also may have been beneficial to tailor the project resources to local community needs.
- Consultation with an Area Ethics Officer should occur during the planning phase of the project to ascertain whether it is a research or quality project and to iron out potential ethical considerations before project commencement (rather than during implementation). Once the *Q4: Live Outside the Box* project had started and resources had already been distributed issues came up that could have been flagged earlier on if ethical issues (for example, data entry on school premises) had been given proper consideration in the planning stages.
- Appropriate storage for large quantities of resources should be determined prior to delivery. Health Promotion Units did not have sufficient space to house resources for the time period required.
- Resources that require delivery to schools should be carried out, where possible, by a courier. During the 2007 roll out, resources were delivered to schools by the Project Coordinators requiring significant time and risky heavy lifting. It was thought that the Project Coordinators would build school partnerships by delivering the resources personally. However most often resources were delivered to reception and teachers were not met face to face.
- Data entry should ideally be undertaken at Health Promotion Units by Administration Officers (or Health Promotion staff) if time permits. Data entry was conducted by Project Coordinators, Administration officers and Health Promotion staff on school grounds. Again this was not an effective use of staff time. In future, planning should be done before the project is implemented to ensure:

- a) ethics approval allows identifying information to be taken off site;
 - b) any surveys or evaluations are anonymous, again allowing them to be taken off site;
 - c) data entry can be factored in to project costs;
 - d) admin staff can plan to allow time to do data entry for projects at a time that is convenient for them at their place of work; and
 - e) data requirements are decided early in the project and only the necessary data is collected.
- Evaluation forms should always clearly state how information collected will be used. Parent feedback forms were on the inside back cover of passport booklets. They asked for parent responses but did not outline what would happen to this information and they were not anonymous as student details were printed on the front cover of the booklet. This feedback form was designed to be on tear out sheet at the back of the passport and to be removed from school premises to enter at a later date. It was printed in error on the back cover so it was unable to be removed from the passport.
 - The resources used for evaluation should be congruent with the purpose and scope of the evaluation. The scale of the evaluation of *Q4: Live Outside the Box* was out of proportion to the purpose and scope of the project. It is not advisable to direct extensive resources at collecting 'impact' data which has questionable validity and reliability, for example children's self-report of fruit and vegetable consumption and physical activity. It is also likely that bias would be a result of a competitive activity.
 - A well-designed implementation (process) evaluation should be considered if it is not feasible or appropriate to conduct a valid impact evaluation. This would mean implementation is closely monitored for program-environment fit and that responsive changes to the program are recorded (strengths and weaknesses of the program in particular), the appropriateness of settings are reviewed and recommendations are made about future implementation models and changes to the program to allow for variety of settings. Other impacts should be considered in carefully designed evaluations. For example the impact of the *Q4: Live Outside the Box* intervention on school policy, relationships of Health Promotion with schools etc.
 - Any reasonable sized project conducted with a school, particularly one that involves parents and students directly should inform parents via letter. The Northern Beaches Project Coordinator wrote a parent letter that was translated into 9 different community languages for parents of culturally and linguistically diverse backgrounds. These letters were provided to the school for the school to distribute to the appropriate parents. No letter was provided to the schools in English. The Ryde & Lower North Shore Project Coordinators wrote and distributed a letter to all parents involved in the project. The letter clearly introduced and outlined the project, also explaining that the project was not compulsory. This letter was then translated into 8 community languages and provided to the school on a CD and in printed copies for the staff to distribute as they saw appropriate. Parent letters proved extremely important for:
 - a) informing parents about all aspects of the project including an explanation of the parent feedback form and how this feedback would be used;
 - b) engaging the parent group & enlisting their support;
 - c) raising awareness about the issues from the preliminary stages of the project; and

d) best practice health promotion.

- Across area roll outs of projects must acknowledge differences between areas. The Northern Sydney area is very different to the Central Coast. When the roll out of a project is conducted it should first be considered whether the areas in question have the same needs or whether a different approach would be more beneficial. If an across area roll out is non-negotiable, project coordinators in each area should be given the opportunity to tailor their projects to the needs of their particular area. For example, funds spent on cinema advertising on the Lower North Shore may have been better spent on simplifying resources or more sporting gear prizes for schools.
 - Projects should present resource material in an organised way that is easy to use. *Q4: Live Outside the Box* in its original form involved dropping off loose resources. The Hornsby/Ryde/Hunters Hill and Lower North Shore roll outs ensured teacher packs were put together for each class teacher involved in the project. Teacher evaluations indicated that this was extremely useful and helpful.
 - Projects could have more emphasis on within-school promotion than large scale cinema advertising. Cinema advertisements may not be the most useful way to promote a project in the Northern Sydney context. These advertisements were high in cost and not tailored to the competitive Sydney market. Anecdotal reports suggest word of mouth between schools seemed to be one of the most effective means of promotion and would be considerably more cost effective than cinema ads in Northern Sydney.
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