Department of Education, Tasmanian Governement

# School Food Plan group audit tool

## How to use this tool:

1. Gather key members of your school teaching and learning team. This could include:
   1. Principal and/or Assistant Principals
   2. Canteen manager/ School Food Service manager, kitchen-garden specialist or any other staff member/s involved in food preparation or who use food to teach the curriculum
   3. School Business Manager
   4. Any other staff member who has an investment or interest in the school food environment (e.g. MWEW coordinator).
2. Arrange a time to meet, preferably face-to-face, to work through this audit tool.
3. Allocate someone to direct the questions and someone to scribe.

### Purpose:

This tool is intended to help schools assess and capture the current state of their school food environment. This tool is more for a collective of people to work through the questions.

### Outcomes:

Once the school food environment has been assessed, your school food champions and leaders can make plans. Use this tool to identify where your school food environment can be improved.

The information that you gather in this audit can then shape your School Food Plan.

### Support:

This document has been developed by School Food Matters (SFM). Please contact the SFM team with any queries or support needs on 03 6223 8023.

## Step 1: Brainstorm

Individually, think about the following statement:

In an ideal world, what would we like our school food environment to look like? Consider:

* What students will eat at school
* Who will provide the food
* Where students eat
* What will be taught in the classroom around food and eating
* How food will be used in activities, events and celebrations for example in fundraising or school BBQs.

You might like to write down thoughts individually and discuss as a group or get participants to write their thoughts on sticky notes and group like responses together on a whiteboard.

You will return to this discussion at the end of the audit, so keep your key thoughts somewhere so you can revisit them later.

## Step 2: Audit of school food leadership

First, look at the infrastructure that supports your school food environment. You will be prompted to think about the policies that influence school food, who champions school food and what connections you have in place.

|  |  |
| --- | --- |
| Question | Response |
| What policies are in place in our school that mention food or eating? | School Food Matters – SmartFood Award  Move Well Eat Well – Award school  Garden program (e.g. 24 Carrot, SAKG, school-led)  Loaves & Fishes, FoodBank, other relief organisation  DoE Child and Student Wellbeing Strategy.  Other. Specify |
| Do these policies state a correlation between eating well and positive learning? | Yes No |
| How often are these policies reviewed? | Yearly  Every two years  Not often enough |
| What do we think works well in these policies? |  |
| What is missing or could be done better? |  |
| Who was involved in writing these policies? |  |
| Do students have a say in school food policy? | YesNo |
| Is what is written in the policy what happens in practice? | YesNo  If not, why not? |
| What programs or external policies about food and eating influence your school food environment? | School Food Matters – SmartFood Award  Move Well Eat Well – Award  Garden program (e.g. 24 Carrot, Stephanie Alexander Kitchen Garden Program, school-led)  Loaves & Fishes, FoodBank, other relief org…  Other (chickens, etc): |
| Who do you consider to be food champions in your school? | Staff  Students  Community members  If staff, is this role included in their statement of duties?  Yes  No  Are students given leadership roles in the food environment?  Yes  No |
| Which programs or organisations related to food and eating does your school link with? | School Food Matters – Award level:  Move Well Eat Well  Garden program (e.g. 24 Carrot, Stephanie Alexander Kitchen Garden Program, school led)  Food relief organisation (e.g. Loaves & Fishes, Foodbank)  Other (specify): |
| Do you provide information about food and/or eating to parents? | How do you do this?  App  Newsletter  Social media  Other |

## Step 3: Audit of school food provision

Please consider all the ways in which food is offered in your school.

Some topics will not be relevant to your school. For example, you may not offer a fruit and vegetable break. If there is a topic that is not relevant to your school, you might like to discuss whether it is something that could be relevant to you in the future. Are there changes you’d like to make to address this topic?

### Breakfast program

|  |  |  |
| --- | --- | --- |
| Questions | | Response |
| How many days per week does this run? | YesNo  If yes, how many days per week does it run?  1 day  2 days  3 days  4 days  5 days | |
| Where is it held? |  | |
| Who organises and runs this, and how many hours per week does this require? |  | |
| Where do you source the food? How is this funded? | Where do you get the food?  Major Supermarket – Coles/Woolworths  IGA  Emergency food Relief Organisations  Loaves and Fishes  Foodbank  Local businesses e.g. bakery  On average how many children attend?  What was the main aim when you started the program?    Do you think it has been successful in achieving this?  YesNo | |

### Food service such as canteen or lunch order service

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| --- | --- |
| Question | Response |
| Does your food service meet the School Food Matters SmartFood Award requirements? | Yes – PLATINUM  Yes – GOLD  Yes – SILVER  Yes – BRONZE  Not yet  Don’t know |
| What service/s does it offer? | Pre-order  Over the counter  External catering (e.g. commercial sushi) |
| Who runs the food service? | Paid food service manager  Teachers aid  Volunteers  Leased  Combination of the above |
| How is this position funded?  What is the total FTE? |  |
| How many days per week is the food service open? How many hours per day? Is it open for recess AND lunch? | Days per week:  How many days per week does it run?  1 day  2 days  3 days  4 days  5 days  Hours per day:  Recess  Lunch |
| How many students on average use the food service? |  |
| Do you use an app or system to help with managing ordering from the food service? | YesNo  If Yes, is it Qkr?  YesNo  If no what do you use? |
| Do you link your food service with other programs in the school? | Yes No  If yes, which programs |

### Vending machine

|  |  |
| --- | --- |
| Question | Response |
| Do you have any in your school? | YesNo  If yes, where are they located? |
| Who can use it? | Staff  Students |
| What types of food and drinks are available? |  |

### Water

|  |  |
| --- | --- |
| Question | Response |
| Is there a water policy or drink bottle policy (e.g. drink bottles must be clear, water only, allowed in class)? | Yes  No  If no, why not    Do you have any policies around drink bottles? If yes,  Must be clear  Water only  Allowed in class |
| Water fountains/refill stations or taps. | Are there water fountains/refill stations or taps available to students to refill water bottle?  Yes No  If yes, are they easy to access?  Yes no  If yes, are they clean and appealing to use?  YesNo  If no, why not |

### Outside of hours care service (on premises)

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| --- | --- |
| Question | Response |
| Is food provided? | Who runs the service?    Do you know if food is provided?  YesNo  If yes, what type of food and drink is provided at the service?    If no, would you like to know/be involved?  YesNo  Who is responsible for providing food? |
| Do you have input on the types of food provided? | YesNo |

### Classroom food breaks

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| --- | --- |
| Question | Response |
| Are students allowed to eat and drink during class breaks? | YesNo  If yes,  Do you have a name for this?  What time is the break?  What are students allowed to eat or drink during the break/s?  Who provides the food or drink for the organised break?    Do all grades and classes participate in the organised classroom break/s?  YesNo  If no, why not? |
| Who provides the food/drink for this break? |  |
| Does this happen in all classes across the school? | Yes  No  Why/why not? |

### Food brought to school in lunchboxes

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| --- | --- |
| Question | Response |
| Are there students who regularly do not bring food from home to eat at school? | Yes  No  If yes,  How do you support these students?    How is this funded?  Are you concerned about the contents of some of the lunchboxes?    Yes  No  Do you feel that most students are able to concentrate well after lunch?  Yes  No |
| Do you provide families with information and ideas about food to send in lunchboxes? | Yes  No  How do you do this and what do you provide*?* |

### Classroom cooking activities

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| --- | --- |
| Question | Response |
| What types of food and drinks are made during classroom cooking? | Yes  No  If yes, what types of food or drinks are made during classroom cooking?    Who is responsible for running classroom cooking activities?    How do the cooking activities connect to the curriculum?    Where are curriculum content/ideas sourced? |

### Rewards

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| --- | --- |
| Question | Response |
| Are food or drinks given as a reward for achievement, participation or behaviour at school? | Yes  No  If yes, what type of food or drinks are given as a reward? |

### Kitchen garden program

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| --- | --- |
| Question | Response |
| Do you have a kitchen/garden program? | Yes  No  If yes, what is the name of the program?  Do you have a dedicated staff member who is responsible for the garden?  Yes  No  If no dedicated staff member, who runs the program (e.g. classroom teacher, volunteer, parent)    How often does the program operate?    How are students involved in the garden and cooking/eating the produce from the garden?  Are all students involved or just some grades/classes?  Is this done in their free time (lunch break etc) or is it part of class time?  How is the produce from the garden used within the school?    Is it used outside the school?  Yes  No How?  Do students who struggle in some classroom situations have successes in these programs?  Yes  No |

### Classroom celebrations

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| --- | --- |
| Question | Response |
| Are students allowed to bring food from home for celebrations? | Yes  No  If yes, What types of food are brought from home for classroom celebrations? |
| Do you provide families with information about the types of food that can be brought to school for celebrations? | Yes  No  What information is provided? |

### Allergies and intolerances

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| Question | Response |
| Are there foods that can’t be brought into the school due to allergies/intolerances? | Yes  No  What are they? |
| Are students with allergies/intolerances able to fully participate in school activities where food or drinks are provided? | Yes  No  Does this influence your school food environment?  Yes  No |

### Religious requirements or food choices

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| --- | --- |
| Question | Response |
| Does the school cater to diets with religious requirements (e.g. halal, kosher, or vegetarian food)? Or food choices, e.g. vegan? | Yes  No  What are they? |
| Does this influence your school food environment? | Yes  No |
| Do you feel students with religious diet requirements or food choices are able to fully participate in school activities where food or drinks are provided? | Yes  No |

### Other events

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| --- | --- |
| Question | Response |
| Is food provided at any other school events? | Fair/fete  Celebration events  Excursions/camps  Sporting events (e.g. swimming/athletics carnivals)  Dances, parties, socials  School performances, plays or assemblies  School BBQs  Student enterprise activities  Other (specify): |
| What food and drinks are available? |  |
| Who is responsible for providing them? |  |

### Fundraising

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| --- | --- |
| Question | Response |
| Are food and drinks used for fundraising in the school? | Yes  No  If yes, what type of food and drinks are used? |
| Why does your school choose these particular fundraising activities? |  |
| Who is responsible for these fundraising activities? |  |

### Staff access to food and drinks

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| --- | --- |
| Question | Response |
| Where do staff have access to food and drinks during the workday? | Staff meetings  Staff room  Parent/teacher meetings  Professional development meetings  Other (specify): |

### Sourcing of ingredients/food

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| --- | --- |
| Question | Response |
| Where do you source ingredients for food provided at school? | Suppliers (e.g. PDF, TasFresh, Country Wide…)  Local businesses  Parents  Teachers  School garden  Food relief organisations  Other (specify): |

## Step 4: Audit of school environment

This section focuses on the structures and timetabling of mealtimes, along with the physical environment.

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| Question | Response |
| What time do students eat at school? Do you think this timing works well? | Recess?  Lunch?  Do you think this timetable works well for students across the school?  Yes  No |
| How long do students have to eat lunch? | Duration:  Does this allow students enough time to eat at a comfortable pace?  Yes  No  Do students prioritise play time over eating time?  Yes  No |
| Where do students eat lunch? Is this a comfortable environment? | Classroom  Tables outside the classroom  In the hall  Is it a pleasant place to eat  is it clean  a comfortable temperature  protected from the elements  is there somewhere to sit, is it quiet?)  Does it encourage students to eat together? Is there anywhere else that students could eat? (i.e. an underutilised space in the school)?  Yes  No |
| How are meal breaks supervised? | teachers  teacher aides  parents  other staff |
| Do students eat with a staff member? | Yes  No  If yes, why?  If no, why not? |
| What skills do the staff members who prepare/ provide food to students have? | Paid Canteen Manager  Volunteer Canteen Manager  Caterer  What recognised skills do they have? |
| Can you identify any examples of food and drink sponsorship that occurs in the school? | Examples:  Sports equipment (e.g. milo cricket)  Posters in canteen  Equipment with marketing (e.g. fridges)  Marketing resources (e.g. magnets)  Food vouchers  Other: |

## Step 5: Audit of teaching and learning

Here, you will explore some elements of how food connects with the curriculum.

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| Question | Response |
| Do staff feel comfortable delivering the HPE curriculum? | Yes  No  If no, what would be helpful to increase their knowledge and/or confidence? |
| What external curriculum resources do staff use to help deliver the HPE curriculum? | Yes  No  If yes, what resources do they use (ie Move Well Eat Well, Stephanie Alexander Garden Kitchen Program, School Food Matters)?  Butterfly Foundation  Better Health Channel  CSIRO  Specific Apps?  Other |
| Is food used in cross-curricula learning? | Yes  No  If yes, where is it integrated? |
| Is there a role for teachers and other staff in role-modelling food and eating? | Yes  No  Staff talk about food around students in a positive way?  Yes  No |

## Step 6: Reflection

Revisit the ‘ideal food environment’ you collectively described at the beginning of this meeting.

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| --- | --- |
| Question | Response |
| How does this differ from what you have discussed is happening in your school? |  |
| Where are the biggest gaps? |  |
| What tools, equipment or supports do you need to build your ideal school food environment? |  |