



## HEALTHY EATING POLICY

### GOALS

1. For the school community to play an active role in providing healthy food and promoting healthy eating by:
  - a) providing food that supports and complements student learning
  - b) promoting food providers (SRC, PTF, Kids' Kitchen, Running Club, etc.) as playing an important educational and modelling role for healthy eating habits
2. For the curriculum to reflect the Victorian Essential Learning Standards that encourage daily physical activity and healthy eating during school hours.

### IMPLEMENTATION

1. Include daily morning fruit breaks and regular drink breaks in classroom timetables. Encourage water bottles in classrooms and during physical education lessons.
2. Provide alternative rewards to food, eg. lucky dip prizes, raffle system, House points, certificates, star chart for individual or class rewards etc.
3. Sell or provide foods and drinks predominantly from the **everyday** or **select carefully** *Go For Your Life* categories. Special Easter and Christmas treats and birthday cakes will be approved.
4. Exclude potato chips, dried uncooked noodles, Twisties, Cheezles and similar packaged snacks to encourage healthier snacks and/or lunches.
5. Exclude lollies, chocolate and other confectionary to reinforce the Department's 2009 directive that schools do not supply lollies to students.
6. Remove excluded items listed above from children until home time.
7. Publish the Healthy Eating policy in the newsletter each term and provide lists of healthier, fresher alternatives to packaged and processed foods.
8. Teach and model nutrition using the 3 *Go For Your Life* food categories **Everyday** (green) foods, **Select Carefully** (amber) foods and **Occasionally** (red) foods.
9. Teach about nutrition 'in the moment' and formally using the following VELS Learning focus statements:

LEVEL 1 – students start learning about the importance of eating a variety of foods and begin to understand how good food choices contribute to an active and healthy life.

LEVEL 2 – with guidance students learn to make healthy food choices according to healthy eating models and to consider factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.

LEVEL 3 – students further develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the food they eat with the energy they need for everyday and physical activities. They consider the factors that influence food choice and the impact of these factors on healthy eating. They reflect on the importance of healthy eating and physical activity for their social, emotional and emotional health.

LEVEL 4 – students investigate different food-selection models and their characteristics and reflect on how they can be used to assist in decisions about food choices. They learn about the safe and hygienic preparation and storage of food.

### SPECIAL DIETARY REQUIREMENTS

Some students may require special diets for medical reasons. Medical conditions that have special dietary requirements include diabetes, coeliac disease and anaphylaxis. Teachers and other school food providers need to be aware of students with these medical conditions and make provision for them where possible when providing food. The school principal and parents will provide advice of any special dietary needs to staff and other school food providers.

### RESOURCES

# Kananook Primary School – Management and Support Policies



Internet sites eg. [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au), [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au),  
[www.choicefoodsforkids.com](http://www.choicefoodsforkids.com), [www.heartfoundation.com.au](http://www.heartfoundation.com.au), [www.kidsgoforyourlife.com](http://www.kidsgoforyourlife.com)

## **EVALUATION**

1. Review of changes to food brought to school and provided by the school.

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