

University of Wollongong - Research Online

Thesis Collection

Title: The health promoting school: moving theory into practice : a case study

Author: Philip Pearson

Year: 1998

Repository DOI:

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Research Online is the open access repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

1998

The health promoting school: moving theory into practice : a case study

P. Pearson

University of Wollongong, pearson@uow.edu.au

Follow this and additional works at: <https://ro.uow.edu.au/theses>

University of Wollongong

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Recommended Citation

Pearson, P., The health promoting school: moving theory into practice : a case study, Doctor of Education thesis, Faculty of Education, University of Wollongong, 1998. <https://ro.uow.edu.au/theses/983>

NOTE

This online version of the thesis may have different page formatting and pagination from the paper copy held in the University of Wollongong Library.

UNIVERSITY OF WOLLONGONG

COPYRIGHT WARNING

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site. You are reminded of the following:

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

University of Wollongong



Faculty of Education

THE HEALTH PROMOTING SCHOOL: MOVING THEORY INTO PRACTICE

A CASE STUDY

**A dissertation submitted in partial fulfilment of the requirements
for the degree of Doctor of Education**

Philip Pearson

1998

ABSTRACT

Pearson, P. *The Health Promoting School: Moving Theory into Practice. A case study*. Doctor of Education dissertation, University of Wollongong, 1998.

Pentecost College, a Catholic coeducational secondary school was a pilot for the Health Promoting Schools (HPS) project. This was an initiative of the Department of Health, Department of School Education, Catholic Education Commission and the Association of Independent Schools in NSW. This research provides a case study of a school involved in trialing the *Towards a Health Promoting School* (Dept. of Health et al, 1996) document which provides guidelines in policy development and implementation for individual schools. The relationship between policy theory and practice was examined to determine barriers to successful health promotion initiatives and discover ways to make health promotion in schools more effective. A variety of qualitative and quantitative techniques were employed to document the initiatives as to what worked, what did not and why.

Extensive awareness raising of the HPS concept and school community health needs analyses were conducted at the college as part of the HPS process. A HPS committee was established which prioritised health promotion programs to be implemented at the college. These programs were designed to: enhance the physical environment; develop sun protective behaviours; increase physical activity and introduce a 25-hour personal development and health course for senior students. Initiatives were planned and implemented across the three areas of the HPS framework: curriculum, school ethos/environment and the school-home-community interface.

Major problems occurred in practice at Pentecost College with the policy process associated with funding, resources, time and support. The difficulty of involving parents in the secondary school, the risk-taking nature and belief systems of adolescents and competing commitments to priorities added to the problems for providing effective school health promotion initiatives. Whilst the HPS concept is high on the health sector's list of priorities, it appears that it does not receive reciprocal priority from the education sector. Policy support from the education sector at state and local levels needs to occur for the HPS concept to be successful in NSW secondary schools. The HPS project is in danger of faltering through poor interest, lack of enthusiasm and shifting priorities if further support for teachers in schools is not forthcoming.

Declaration

This thesis is my own work and has not been submitted for a degree to any other university or institution.

Signed: _____

Date: 11/3/99

ACKNOWLEDGEMENTS

I wish to thank all staff in the Faculty of Education at the University of Wollongong that have enhanced my education and assisted me to complete this study. Sincere thanks to Dr Jan Wright for her unequivocal support and direction throughout this study and to Professor John Patterson for his continual guidance.

To the students, staff and parents of the school where the research was based, my gratitude for your contributions. Thanks also to the Health Promoting Schools coordinators and project officers from the Illawarra Area Health Service whose enthusiasm and commitment to the HPS project has benefited all at the school.

Finally, I wish to express my appreciation to my family: my wife, Denise and children, Brendan and Jade, for their patience, understanding and support throughout the entirety of this research.

TABLE OF CONTENTS

Chapter 1 - Introduction

Background and context to the inquiry	Page 1
Purpose of the inquiry	Page 7
Research questions	Page 9
Significance of the study	Page 10
Structure of the thesis	Page 12
Definition of terms	Page 14

Chapter 2 -Review of related literature

Health education to health promotion in schools	Page 16
Health promotion models	Page 21
The health promoting school	Page 27
Health promotion policy	Page 31
The issue of policy	Page 37
Policy implementation	Page 40
Reasons for HPS policy ‘slippage’	Page 44

Chapter 3 - Methodology

Mode of inquiry	Page 51
Site and participants	Page 57
Data collection procedures	Page 58
Data analysis	Page 62

Chapter 4 - Awareness Raising

The process	Page 65
Curriculum	Page 80
School ethos/environment	Page 88
School-home-community interface	Page 94
Needs analysis summary	Page 96

Chapter 5 - Planning

Enhancing the physical environment Page 105

Sun protection Page 109

Physical activity Page 113

25-hour personal development and health course Page 116

Chapter 6 - Implementation

Enhancing the physical environment Page 122

Sun protection Page 125

Physical activity Page 130

25-hour personal development and health course Page 134

Chapter 7 - Evaluation

Enhancing the physical environment Page 140

Sun protection Page 143

Physical activity Page 148

25-hour personal development and health course Page 153

Other HPS initiatives Page 156

HPS workshops, conferences and network meetings Page 158

Towards a health promoting school? Page 160

Chapter 8 - Discussion

Health promotion policy revisited Page 165

Teachers in the health promoting school Page 172

Parental involvement Page 175

The risk-taking nature and belief systems of adolescents Page 177

Secondary schools versus primary schools Page 183

Competing commitments to priorities in schools Page 184

The HPS project at Pentecost College – a final comment Page 189

Recommendations Page 193

Conclusion Page 195

References Page 199

List of Figures

Figure 1 - The health promoting school framework	p. 4
Figure 2 - School health promotion components and outcomes. . .	p. 19
Figure 3 - A model of health promotion	p. 21
Figure 4 - The PRECEDE-PROCEED model for health promotion. .	p. 23
Figure 5 - A curriculum approach to health promotion in schools.	p. 25
Figure 6 - Stages in developing a health promoting school	p. 26
Figure 7 - Provision of more curriculum time for physical activity.	p. 81
Figure 8 - Drug use analysis of Pentecost College students	p. 86
Figure 9 - The public thoroughfare that passes through the school.	p. 90
Figure 10 - Sun protection behaviour of students	p. 92
Figure 11 - Percentage of parent, student and staff attitudes to the menu offered at the Pentecost College canteen	p. 93
Figure 12 - Perception of open communication at Pentecost College.	p. 94
Figure 13 - Priority health needs for Pentecost College students	p. 97
Figure 14 - Sketch of the undercover area	p.108
Figure 15 - The five phases of implementation	p.118
Figure 16 - The construction of the undercover area	p.123
Figure 17 - Turfing of the gymnastics area	p.132
Figure 18 - The current use of the tennis courts	p.132
Figure 19 - The undercover area at Pentecost College in use	p.141
Figure 20 - Mulching in preparation for tree planting on the creek embankment	p.142
Figure 21 - Student and staff response to the continuation of recess and lunch times	p.146
Figure 22 - Location of permanent seating away from a shaded area.	p.147
Figure 23 - Results of telephone interviews from PDHPE head teacher concerning <i>Towards a Health Promoting School</i> (1996).	p.161

List of Appendices

- Appendix 1 - The Ottawa Charter
- Appendix 2 - HPS staff questionnaire
- Appendix 3 - HPS information letter and parent questionnaire
- Appendix 4 - HPS student questionnaire
- Appendix 5 - Youth Health Survey and results
- Appendix 6 - Drug survey (teachers)
- Appendix 7 - Drug survey (students)
- Appendix 8 - Interview focus questions
- Appendix 9 - Pentecost College handbook outline showing
existing health promotion policies and programs
- Appendix 10 - HPS checklist
- Appendix 11 - Updated HPS parent questionnaire
- Appendix 12 - Drug use summary report
- Appendix 13 - Canteen menu
- Appendix 14 - Perceived health needs for Pentecost College
- Appendix 15 - Landscape concept plan
- Appendix 16 - 25-hour PDH course outline
- Appendix 17 - Evaluation questionnaire for the reversal of recess
and lunch times
- Appendix 18 - 25-hour PDH course evaluation sheet and results
- Appendix 19 - A summary of barriers to the effectiveness of the HPS
project at Pentecost College