



Healthy Food@ School Guidelines

‘A health promoting school is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working’

A supportive and positive school environment is a major factor in the prevention of health-risk behaviour in young people and, in particular, is linked to the prevention of overweight and obesity in young people.

The degree of health within a school community, which includes the health of students, teachers and parents, can have a dramatic effect upon the educational outcomes achieved by students within that community.

A health promoting school is one which promotes and supports healthy practices. It regards the health of the students and the broader school community as a priority. This is reflected through the school’s curriculum, environment and links with the local community.

The school food services and curriculum relating to healthy eating should complement each other. Ideally, positive peer pressure within the education setting will help create a culture in which nutritious foods and a healthy lifestyle are actively chosen and permeate the whole school environment and impact on the family.

Childhood obesity is running at a staggering 27% and the incident of Type 2 Diabetes, AHDD and Asthma in children is also escalating at an alarming rate.

Poor diet leads to lethargy, lack of concentration, drowsiness and problems in the classroom. On the other hand, well-nourished students can be bright, energetic, focused and eager to learn.

Saint Ignatius strives to be a place where children are nurtured and nourished at every level – emotionally, spiritually, academically and physically. This means that the food offered to the children through the school community needs to be nutritious, nourishing and sustaining.

Schools are in a unique position to send powerful messages to children. As Saint Ignatius moves towards a healthier environment for our students, we need to set an example with all catering whether it is for staff, parents or students.

The incidence of overweight and obesity in children and young people in Australia has increased dramatically in recent years, with 1 in 4 children overweight or obese.

This has serious long- and short-term health consequences. Excess weight gain in children is usually a result of eating too much food or the wrong type of food, combined with low energy expenditure – doing too little physical activity or being inactive for too much of the day.

Nutrition is particularly important in the childhood years, which are a time of rapid growth and development. Healthy eating and a healthy lifestyle assist children to develop and grow to their potential, thus contributing to optimal educational outcomes and a healthy adult life. Furthermore, nutrition during childhood is also important in preventing lifestyle diseases such as obesity, dental disease, Type 2 Diabetes, hypertension and, in later life, osteoporosis, cardiovascular disease and a range of cancers.

For many students who use the canteen regularly, the food purchased there makes a significant contribution to their total food intake and nutrition. For those students who do not use the school canteen or food service regularly, the canteen still plays an important educational and modelling role for healthy eating habits.

In addition to the provision of nutritious food, the canteen has an important role within the broader school environment in complementing the knowledge, skills and behaviours about healthy eating and lifestyles that are taught in the classroom. The food provided within the school environment has a considerable influence on the development of children's long-term eating habits, food preferences and attitudes towards food.

The school canteen can play an important role in promoting healthy foods and creating a school culture of healthy eating. This can extend beyond the school environment and influence food choices within the family and community and enhance the social and multicultural aspects of food and eating.

Some nutritional issues that affect children include:

- growth
- bone health and development
- dental health
- weight management (overweight and obesity)
- eating disorders and body image
- mood, concentration and learning
- development of food preferences, tastes, eating habits and skills
- promotion of health and prevention of lifestyle disease
- nutritional adequacy.

What are Australian children eating?

The National Nutrition Survey (n=2819) in 1995 revealed that on the day prior to the survey:

- 40 per cent of children surveyed ate no fruit and only 50 per cent met recommended intake*
- 23 per cent of children surveyed ate no vegetables and only 33 per cent met recommended intake*
- 51 per cent of this vegetable intake was potatoes and 75 per cent of potatoes were consumed fried or mashed with added fats
- 35 per cent of children surveyed ate snack foods such as potato chips*
- 54 per cent of children surveyed ate confectionery*
- 38 per cent of children surveyed drank beverages such as soft drink/cordial*
- the intake of dairy foods was inadequate to meet calcium requirements, in particular adolescent girls averaged less than 1 glass milk per day and 37 per cent 16–18 year-old girls had no milk.

**1995 National Nutrition Survey (8–11yo, n=1 032.7) (These values are an average of male and female data for 8–11 year olds. Values for the 4–7 years age group data are very similar.)*

‘Food @ School’ Guidelines: Priority Areas Summary

3.1 Implementation Committee

It is expected that the school form a committee of a core group of people to oversee the management and review processes of the Food @ School Framework.

3.2 Victorian Essential Learning Standards

To ensure that the nutrition and related topics are taught and well supported within the Victorian Essential Learning Standards: Physical, Personal & Social Learning Strand.

3.3 Creating a Supportive School Environment for Healthy Eating

The school should provide ample time for students at recess and lunch to eat their food in shaded seating areas and to have sufficient drinking fountains throughout the school.

3.4 Occupational Health & Safety Requirements: for ‘Food @ School’

To ensure that food is handled in a safe and responsible manner in activities that occur across the whole school community as defined by the Food Safety Act.

3.5 Marketing the Healthy Eating Messages

Raise the awareness and importance of healthy eating amongst students and staff at the school. This should be done through school curriculum, newsletters, intranet, notice boards, canteen menus, classroom activities and other alternative forms of communication. Parents should also be supplied regular information that is relevant to them within these outlets, outlining simple strategies to help to support healthy eating in the home and community.

3.6 Guidelines for Breakfast (Programs or canteens open before school)

Should comply with Canteen Guidelines but should offer a range of choices, not only breakfast cereals. There are a number of healthy breakfasts that could be offered, with enough energy to enable students to get through until recess/ and or lunchtime.

3.7 Guidelines for Canteens

It is expected that the canteen menu will use the traffic light system to inform students, staff and parents of the school the healthier choice’s available at the School. Menus will be colour coded as per the design template and outline the corresponding prescribed social marketing messages. It is expected that school will aim to have 100 % of the food sold within the ‘ green’ and amber categories. Foods from the red categories should be supplied on no more than 2 occasions per term.

3.8 Guidelines for Vending Machine

Vending machine contents should comply with the current Go For Your Life Healthy Canteen Kit Guidelines and have food and drinks from the green and amber categories only.

3.9 Guidelines for Water

It is expected that students have access to drinking water within proximity to classrooms and sporting ovals. Students will be able to bring water bottles (where appropriate) to class and encouraged to drink water. Water will also be promoted as the first choice at all points within the school eg. Water fountains, canteens and in Physical Education Classes.

3.10 Guidelines for Camps, Excursions, Sport Days

It is expected that healthy options are available for students whilst they are on camps, for excursions and sport days. If food is not provided, then it should be strongly expressed on notices that students should bring their own lunches, with healthy lunchbox ideas.

3.11 Guidelines for Fundraising

To be creative with fundraising activities and ensure that no food from the red category is used. It is important that our healthy eating messages are consistent within our school community.

3.12 Guidelines for Catering

It is expected that students, teachers, staff and parents are able to make healthy choices during meetings and others events.

‘Food @ School’ Guidelines: Priority Areas

3.1 Implementation Committee

1. Rationale:

The Implementation Committee will be a group of key people within the School who will oversee the ‘Food @ School’ Framework.

2. Aim:

To engage representatives within the school to form an implementation committee, who will oversee the management and review processes of the Food @ School Guidelines?

3. Guidelines:

- 3.1 To recruit a core group that will oversee the implementation of the ‘Food @ School’ Guidelines Priority Areas
- 3.2 To consult with the relevant individuals/groups within the school as to their ability to integrate various aspects of the ‘Food @ School’ Guidelines into the College Community.

4. Implementation Process:

- 4.1 Establish an effective management structure to oversee the development, Implementation and monitoring of the ‘Food @ School’ Framework
- 4.2 Present framework to Staff, Parents and Friends, Canteen manager, and S.R.C. for comment, ownership and implementation.

Guidelines for ‘Food @ School’ Priority Areas

3.2 Victorian Essential Learning Standards

1. Rationale:

The Curriculum Committee should be aware of the teaching and learning requirements of the defined nutrition related topics defined by the Victorian Essential Learning Standards. Schools should be aware of this distribution (number of unit and lesson plans devoted to particular topics) and assessment and reporting processes associated with these topics.

2. Aim:

To ensure that the nutrition related topics are taught and supported within the Victorian Essential Learning Standards both within the classroom and the whole school community.

3 Guidelines:

- 3.1 To endorse the Standards defined by the Victorian Essential Learning Standards
- 3.2 To support the ‘Food @ School’ Framework eg. Explaining the canteen menu traffic light system, importance of a healthy / nutritious intake of fresh foods
- 3.3 To promote and educate the importance water consumption and to inform students about the negative impact of sweet drink consumption on their health sentence structure
- 3.4 To educate students about the importance of Breakfast and the variety of breakfast options
- 3.5 To inform students about seasonality and nutritional value of fruit and vegetables. Students learn the importance of consuming different coloured fruit and vegetables and how to cook them.
- 3.6 To ensure that the curriculum compliments the teaching recommendations of the ‘Australian Guide to Healthy Eating’ for Adolescents

4. Implementation Process:

- 4.1 Examine the current standards expected for Level 5 & 6 in relation to nutrition
- 4.2 Review the Curriculum Audit to ensure the VELS nutritional standards are being meet.
- 4.3 Implement changes to ensure that the standards are met
- 4.4 Support subject areas to improve the delivery of content within their classes eg. Offer Professional Development sessions to update on current nutrition relate practices.

3.3 Creating a Supportive School Environment for Healthy Eating

1. Rationale:

The physical environment within the school has been identified as playing a role in overall eating patterns and behaviour of adolescents.

Providing adequate structures within the environment such as tables, chairs and shade/shelter could support students to achieve the desired eating and social behaviours.

2. Aim:

It is expected that the school provide ample time between recess and lunch to eat their food in shaded/sheltered seating areas and sufficient drinking fountains throughout the school.

3. Guidelines:

- 3.1 To ensure there are adequate and suitable tables, chairs, shade and shelter for students and staff.
- 3.2 Encourage and endorse the Sun Smart Health Promotion Practices, such as providing adequate shaded areas within the school environment

4. Implementation Process:

- 4.1 Conduct a review of current seating arrangements and quality of the environment.
 - Develop a list of environmental areas to address,
 - Tables and seats
 - Drinking taps/ fountains
 - External shaded or sheltered eating areas
 - Safe and clean eating areas
 - Garbage/ rubbish bins available
- 4.2 Ensure that the maintenance of these areas is sustained.

3.4 Occupational Health & Safety Requirements: ‘Food @ School’ Guidelines

1. Rationale:

The following statement details the level of expectation of any food service company:

“Food businesses must make sure that people who carry out or supervise the handling of food have appropriate skills and knowledge in food safety and food hygiene matters. Formal training is not necessarily required. Food handlers can also acquire skills and knowledge through, for example, 'in house' training, reading information provided by their employer, following specified operating procedures, or attending courses run by industry associations or a local council.” City of Greater Geelong, 2006.

Incorporating these standards, for Victorian Schools, it is expected that there is a member / or two of staff who has attained a Certificate Four: Food Handling, which enables them to oversee food service within the school canteen / and or classroom.

2. Aim:

To ensure that food is handled in a safe and responsible manner across the whole school community as defined by the Food Safety Act. This will prevent poor food handling and the incidence of food contamination within the school community.

3. Guidelines:

- 3.1 To ensure that all canteen manager and volunteers are aware of their responsibilities in terms of food handling and food provision Certificates and Training updates as required.
- 3.2 To promote and encourage all staff and students to have safe habits and respect simple rules to avoid bacteria, virus contamination and illness transmission eg. Advocating the message that anyone handling food should follow food safety procedures.

4. Implementation Process:

- 4.1 Ensure that caterers and the canteen manager have the appropriate qualification for the job. Certificate IV: Food Handling Accreditation is the current requirement.
- 4.2 To offer other relevant and/or volunteers the opportunity to become qualified in Safe Food Handling.
- 4.3 Use qualified Safe Food Handlers within the school to educate staff on the correct procedures for providing food for our school community. Provide staff with periodic updates and reminders on safe food practices.
- 4.4 Display posters with food safety messages in the food preparation area. Ensure the following ‘Food @ School’ Guidelines in regards to safe food handling are implemented.

Safe Food @ School Guidelines

Handling food safety is an important consideration when preparing and serving food for others. Food safety and handling requirements cover personal hygiene practices, food preparation practices, food storage and cleaning procedures. *All people who handle food within the school community—staff, students and parents need to be aware of the following:*

Personal hygiene requirements include:

- Frequently washing and drying hands before and during food handling food
- Not smoking near food
- Not handling food when suffering from an illness eg gastric disorder (sick with a gastric disorder or contagious disease)
- Rewashing hands after using a handkerchief /tissue, touching your body, handling raw meat, dirty vegetables, etc.

Food preparation requirements include:

- Ensuring that food is handled by either a gloved hand or by utensils
- Ensuring that benches are clean
- Ensuring that there are area is suitable for food preparation
- Avoiding cross-contamination of cooked and raw foods – hands or utensils that have been used to prepare raw foods must be washed properly before they are used to prepare ready-to-eat or cooked foods.

Food Service requirements include:

- Refrigerated displays should keep the food at a temperature of 5°C or colder,
- Keep raw and cooked food separately.
- Different foods should be served with different utensils.

Food storage requirements involve:

- All food received should be from a reputable supplier and checked for correct temperature, labelling
- Ensuring that cold food is stored below 5°C
- Ensuring that frozen food is stored below minus 15°C
- Ensuring that hot food is maintained at over 60°C
- Minimizing the time that food is kept in the danger zone, that is between 5°C and 60°C – the temperature range at which bacteria are most likely to grow
- Ensuring that when cooling hot, potentially hazardous food it is cooled within two hours from 60°C to 21°C and within a further four hours to 5°C.
- Ensure that high-risk food is disposed of if it has been at room temperature (above 5°C) for 4 hours or more.
- Ensuring that food is stored in food safe container, away from direct sunlight and moisture. It is expected that stock be rotated.
- Ensuring raw food and cooked food is stored separately.
- All food stored and used within the school community should be clearly labelled and identifiable.
- Food should be transported in a suitable food container, in a cool and clean vehicle.

Cleaning requirements involve:

- Ensuring the premises are cleaned
- Having procedures for the storage and regular disposal of garbage and the location of bins.

3.5 Marketing the Healthy Eating Messages

1. Rationale:

The school can make a major contribution to improving the overall health of students, staff and the wider community by increasing their knowledge and awareness of healthy nutrition practices. Providing current information about simple behaviours they can integrate into their lifestyles show that they are able to support, encourage and motivate their community into positive and proactive action.

2. Aim:

For the school to raise the awareness and importance of healthy eating within the school community. This should be done through school newsletters, notice boards, canteen menus, classroom activities and other forms of communication. Parents should have access to information outlining simple strategies to help to support healthy eating.

3. Guidelines:

- 3.1 To engage students in social marketing messages that increase their Knowledge of the desired eating behaviours through curriculum, Newsletters, posters and other activities.
- 3.2 To educate parents and staff on healthy eating strategies so that they can become role models for youth, through menu suggestions and responsible eating patterns.
- 3.3 To support the canteen with information about healthy products.
- 3.4 To ensure that there is continuity and support for the healthy social marketing messages throughout the whole school community.

4. Implementation Process:

- 4.1 Student Ambassadors design, develop and test social marketing messages in line with nutrition related topics. This could potentially be conducted in Food Technology, Health, VET Hospitality and VCE Health and Human Development.
- 4.2 School Project Officers to put information into the School Newsletter with information, tips/facts on a particular health focus eg. healthy school lunch ideas.
- 4.3 Principal's to encourage and endorse the social marketing messages of the 'It's Your Move!' project.
- 4.4 Promotional material to be distributed throughout the school to reinforce healthier behavioural patterns associated with the social marketing messages.

3.6 Guidelines for Breakfast

1. Rationale:

A number of our students regularly attend school without eating a suitable breakfast. Eating breakfast is important to the health and wellbeing of school children.

It provides essential nutrients their for growth and development

Eating breakfast establishes healthy eating habits for later in life. Studies have shown that people who regularly eat breakfast are leaner than those who don't.

A healthy breakfast offers beneficial effects for students learning, concentration and behaviour at school.

2. Aims:

To educate students, parents and the school community on the importance of nutritious food options for students before school.

3. Guidelines:

- 3.1 To increase students, parents and the school community's knowledge of the importance of eating breakfast through curriculum, newsletters, posters and other social marketing activities.
- 3.2 If breakfast is to be provided by the school then there needs to be a variety of food available for people to make healthy food choices. It is recommended that 85% of the food served falls within the green and amber categories. (See attachment)

4. Implementation Process:

- 4.1 School Project Officers to put information into the School Newsletter with information, tips/facts on the importance of breakfast.
- 4.2 Curriculum audit to identify where the importance of breakfast is taught and where opportunities exist to reinforce the information.
- 4.3 If breakfast is provided all food must be prepared, served and stored in accordance with the appropriate food handling regulations.

3.7 Guidelines for Canteens

1. Rationale:

Eating is essential but healthy eating is necessary. Basically, food plays an important part in Growth and development, for adolescents, this is vital at this time of their life span.

2. Aims:

It is expected that the canteen menu will use the traffic light system to inform students, staff and parents of the school the healthier choice's available by colour coding food products with corresponding prescribed social marketing messages. It is expected that school will aim to have 100% of the food within the 'green' and amber categories.

3. Guidelines:

- 3.1 The canteen menu will inform students of the availability and choice by colour coding foods with relative social marketing messages
- 3.2 It is expected that school will have 100 % of the food sold within the 'green' and amber categories from the start of 2009. Foods from the red categories should be supplied on no more than 2 occasions per term.
- 3.3 To ensure that the school canteen provides a variety of appealing foods so that a balanced diet is obtainable.
- 3.4 Soft drink is not to be sold or provided at Saint Ignatius Canteen this includes energy drinks and flavoured mineral waters with high sugar content.
- 3.5 No confectionary is to be sold at the school canteen from the beginning of 2009.
- 3.6 Educate and inform students, staff, and parents about products available on the menu.
- 3.7 Consider offering special days where students and staff have the opportunity to try new healthy alternatives.

4. Implementation Process:

- 4.1 Canteen Managers to attend Professional Development sessions relevant to secondary school canteens.
- 4.2 Business Manager in conjunction with Canteen Manager will be responsible for implementing this policy in the canteen.
- 4.3 The business manager will convene a canteen review committee, consisting of: the business manager, canteen manager, and parent helper, head of Food Tech or PE. and an SRC rep, to be held at the end of each year to consider the canteen menu.
- 4.4 Follow the current Go For Your Life Healthy Canteen Kit to ensure that any modifications or changes to the canteen menu are in line with the recommendations.

3.8 Guidelines for Vending Machines

1. Rationale:

This area of the policy does not encourage the school to install vending machines, but if deemed necessary they should only provide healthy alternatives.

2. Aim:

Vending machine contents should have predominantly green category foods and drinks. For vending machines, foods and drinks should comply with the Go For Your Life Healthy Canteen Kit guidelines.

3. Guidelines:

- 3.1 Students, staff and parents should have some input into healthy alternatives they would like to see in the vending machine
- 3.2 The snack content in the vending machines should contain food from the ‘green’ and amber categories.
- 3.3 Provide social marketing messages about the content of the Vending machine and their nutritional value.

4. Implementation Process:

- 4.1 Develop a Vending Machine Policy to ensure that product contents remain as prescribed by the guidelines

3.9 Guidelines for Water

Rationale:

Water consumption is the healthiest drink option. Schools should promote water consumption and also ensure that every student has access to drinking water.

2. Aim:

It is expected that students have access to safe drinking water, within proximal distance to classroom and sporting ovals. Students should be encouraged to bring water bottles to class (where appropriate) They should always be encouraged to drink water as a first choice.

3. Guidelines:

- 3.1 To significantly increase water consumption among the whole school community
- 3.2 Water consumption is to be promoted as a whole school initiative. For example, encouraged in Physical Education classes.
- 3.3 Ensure that programs and activities promoting the consumption of water are included in the school curriculum eg. Health, Physical Education, Home Economics and Science
- 3.4 Ensure that there are ample water fountains / taps available for students and staff to fill up their water bottle at appropriate times
- 3.5 Parents will be encouraged to support the policy by ensuring that their child/s has an appropriate drink bottle at school.
- 3.6 Students will be aware of the rules/expectations regarding the use of their water bottle in the classroom and school grounds.
- 3.7 Soft drink, cordial and other sweet drinks should not to be offered to students at Saint Ignatius College. It is recommended that foods/drinks from the red category should be supplied on no more than two occasions per term.
- 3.8 Water should be the preferred drink and jugs of clean cold water should be offered at each function. Tea varieties & coffee can be available.

4. Implementation Process:

- 4.1 Audit of curriculum to ensure programs and activities are in place to promote the consumption of water.
- 4.2 Teachers to approve the use of clear water bottles in their class. Identify different rules that may apply in different classrooms, for example in the library and in IT labs. PE teachers should encourage water bottle use, rather than going to the drink taps. Teachers will need to consider the possibility of increased toilet stops and breaches of water bottle rules.
- 4.3 Posters and social marketing messages to ‘remind’ students and staff to drink water throughout the day

- 4.4 Clear IYM water bottle to be available for purchase within the school or on the school booklist
- 4.5 Display the following rules for responsible usage of water in the classroom.

Water Bottles

Example of Water bottle Rules suggested for display in each classrooms

- Bottles have to be clear
- Bottle must only contain water
- Bottles/plastic (no glass/cups)
- Water bottles have to be filled before, not during class
- No sharing of drink bottles
- Drink bottles must be named
- Bottles not to be frozen they may leak.

3.10 Guidelines for Camps, Excursions and Sports Days

1. Rationale:

It is important to ensure that the whole school community endorses the healthy eating messages. This includes areas such as camps, excursions and sport days. While it is preferable that fast food outlets not be used, it should be stressed to staff, students and parents that when purchasing meals from these outlets healthier options should be encouraged.

2. Aim:

It is expected that healthy options are available for students whilst they are on camps, for excursions and sport days. If healthy options are not available, then it should be strongly expressed on notices that students should bring their own healthy lunches and be offered healthy lunchbox recommendations.

3. Guidelines:

- 3.1 To develop an expectation amongst staff and students that healthy food is the preferred option when attending camps, excursions and sport days.
- 3.2 To provide healthy lunch or meal suggestions to students and parents on excursion forms when applicable.
- 3.3 Healthy food outlets should be made available to students when purchasing their meals outside of school.

4. Implementation Process:

- 4.1 When applicable provide healthy meal suggestions or recommendations on excursion/camp parent information/authorisation notices. Encourage students to bring a homemade lunch consisting of a healthy sandwich/roll, fruit, and a water bottle.
- 4.2 When students are required to purchase food, staff members are to stop at a venue that provides a range of healthy food options.
- 4.3 Staff members who are coordinating camps are to ensure that 85% of the food available is within the 'green' and 'amber' categories of the traffic light model.
The distribution of lollies at camps is strongly discouraged.

3.11 Guidelines for Fundraising

Rationale:

Fundraising with healthy foods and non-food items demonstrates the school's commitment to promoting healthy behaviours. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding healthy alternatives to fundraising is an important part of providing a healthy school environment. Fundraising activities can be a great opportunity to promote a healthy lifestyle to the whole school community

There are many different ways for the school to fund raise without resorting to selling unhealthy food such as chocolate bars.

2. Aim:

To be creative with fundraising activities and ensure that no food from the red category be used. It is important that our healthy eating messages are consistent within our school community.

3. Guidelines:

- 3.1 Parents and Friends Committee to look at alternatives for effective and efficient methods of fundraising without the use of unhealthy foods

4. Implementation Process:

- 4.1 The use of confectionary to raise money is not permitted. Staff members and students will need to raise money through the distribution of goods or through the participation in activities/events. Fundraising websites:
 - www.handband.com.au/index.php,
 - www.worldsfinest.com.au/index.htm
 - www.parentsjury.org.au/tpj_browse.asp?ContainerID=tpj_fundraising
- 4.2 An exception has been made for the Easter Egg Raffle and Hot Cross Buns (not the chocolate variety) For Market Day – there may need to be an alternative for the sweets stall. Sponsorship should be explored.

3. 12 Guidelines for Catering

1. Rationale:

As we move towards a healthier environment for our students, we need to set an example with all catering whether it is for staff, parents or students within the whole school community. This includes classroom parties and festival like activities and events.

2. Aim:

It is expected that students, teachers, staff and parents are able to make healthy choices during meetings and other events by ensuring that 85% of the food available is within the ‘green’ and ‘amber’ categories of the traffic light model.

3. Guidelines:

- 3.1 To ensure that water should be the preferred drink and jugs of water should be offered at each function.
- 3.2 To ensure 85% of all food and drink provided is within the ‘green’ and ‘amber’ categories of the traffic light model.

4. Implementation Process:

- 4.1 All BBQ’s must include salad and wholemeal or Hi Fibre Low GI bread. Water, milk and 100% juice are the drinks that are to be offered.
Healthier meats other than sausages should be offered.
- 4.2 When holding staff or students celebrations, break ups and morning teas the organiser needs to ensure that 85% of the food available is within the ‘green’ and ‘amber’ categories of the traffic light model.
- 4.3 **Soft Drink**
Soft drink is not to be sold or provided at Saint Ignatius College student celebrations or to be brought to school by students.
- 4.4 **Rewards to students for excellent behaviour or academic work**
Food especially confectionary is not to be used as a reward to students where it encourages non-hungry eating. Consideration could be given to healthy food choices in the appropriate context eg healthy morning teas or healthy lunches.
Staff members are to use the College reward systems to acknowledge students, i.e. encouragement awards, recognition at assemblies etc.
- 4.5 Teachers are to be aware of plans made by other departments to ensure that students do not partake in a number of special days over a short period of time.
- 4.6 Celebrations do not have to involve food. In place of food provide students with an experience, an item or an unusual treat. i.e. clown, hand bands

- 4.7 Shared Lunch; ensure that all food groups are catered for i.e. fruit, dips with vegetable & breads, sandwiches. In planning limit chips, chocolate biscuits and other sweet items (85% of the food needs to come from the green and amber categories).
- 4.8 Allow the students to experience making what is to be eaten i.e. muffins, pancakes, popcorn.
- 4.9 Organise an outside provider to supply goods i.e. hot potato van, pancake van, yoghurt van. This could be organised for a section of the school, rather than limiting it to a class.
- 4.10 Orders from Take Away outlets are to be made only once a Semester. Asian food, Subway and the healthier items from McDonald's are the preferred option for take away orders.
- 4.11 All requests for catering should entered on the catering form to be forwarded to the Food & Technology department at least 2 weeks before the occasion.

Appendix

Making recipes healthier

Modify your favourite recipes by:

- reducing or removing certain ingredients, for example fat, sugar or salt
- substituting ingredients for healthier ones
- changing the cooking method.

Try some of the modifications outlined in the following table.

Food Item	Substitute
Full-cream milk	Skim or low-fat milk
Full-cream yoghurt, ice-cream and custard	Low-fat varieties
Cream	Chilled, whipped, reduced-fat evaporated skim milk Low-fat ricotta blended with a little icing sugar, fruit or low-fat milk Low-fat vanilla yoghurt or custard
Sour cream or cream cheese	Low-fat natural yoghurt Reduced-fat evaporated milk and lemon juice Ricotta or cottage cheese Reduced-fat cream cheese
Cheese	Smaller amounts of stronger-tasting cheese (for example grated parmesan instead of grated tasty) Smaller amounts of reduced-fat varieties
Butter, margarine, oils and lard or cophera	Mono/polyunsaturated oils and margarines Smaller amounts – use an oil spray or brush Spread margarine thinly or do not use it at all Use stocks, juices or other sauces for sauteing instead of oil Steam or bake instead of frying Halve the fat (oil or margarine) in cakes and sweet recipes – it will not have a significant effect on the final product

Mayonnaise and dressings	Try: fat-free dressings low-fat yoghurt as a base fruit juices/herbs balsamic vinegar soy/sweet chilli/lime dressing low-fat spreads such as chutney, mustard, tomato salsa or paste, fruits, ricotta or cottage cheese, hommus
Meat	Remove skin and visible fat before cooking Choose lean cuts and buy skinless chicken Reduce amount of meat in a recipe and replace with legumes or vegetables Grill or bake meats instead of frying Avoid crumbing and battering meats Drain fat off mince during cooking
Eggs	Use two whites in place of one whole egg
Pastry	Use filo pastry instead of shortcrust or puff pastry Choose reduced-fat puff pastry or use less, for example only cover a pie with pastry Make a cooked rice crust – mix cooked rice with egg white and press into pie plate
Cakes and biscuits	Use the minimum amount of fat needed for biscuits – 2 tablespoons per cup of flour Add mashed pumpkin, stewed fruit or yoghurt to moisten cakes or muffins Use polyunsaturated or monounsaturated oil or margarine instead of butter Choose scones, pikelets, fruit breads, yeast breads and fruit cakes – they contain less fat Reduce sugar to 1/4 cup per cup of flour when making cakes Use canned or dried fruit or fruit juice instead of sugar to sweeten cakes, sweets or biscuits
Sauces and gravies	Use fruit sauce or chutneys Do not use pan juices for gravy Choose low- or reduced-sodium sauces, stock powders, seasoning and gravy powders Use low-fat evaporated milk or low-fat yoghurt for creamy sauces Use reduced-fat cheese or ricotta cheese in white sauces
Coconut milk or cream	Use evaporated low-fat milk plus coconut essence Use low-fat yoghurt with a little desiccated coconut Use a tomato base and just add a dash of reduced coconut milk or powder for flavour
To increase fibre	Use plenty of fruit and vegetables – wash and leave unpeeled where possible Use wholegrain breads, cereals, rice and flour Add wholegrain, high-fibre products to recipes, for example grainy bread in bread and butter pudding, seeds or cereal to fruit crumble topping, oats to rissoles,

	legumes such as kidney beans, lentils or baked beans to mince and other savoury dishes. Add fruit and seeds to cakes and dessert food
To reduce sodium (salt)	<p>Do not add salt to water when cooking pasta</p> <p>Do not add salt to sandwich fillings</p> <p>Use low- or reduced-salt sauces, gravies and stocks</p> <p>Flavour with herbs and spices rather than salt</p> <p>Choose garlic and onion powder instead of garlic and onion salt</p> <p>Be careful of seasoning mixes as many are high in sodium</p>

- When reducing the fat or sodium content of a dish, try using more herbs, spice or lemon juice to enhance the flavour.
- Stew fruit without sugar and add apple, dried fruit or fruit juice for extra sweetness and cinnamon or cloves for extra flavour.
- Write recipes up on a template that lists ingredients, instructions and costing per serve. A log or diary of whenever the recipe is cooked is also useful on a recipe template.

Hints

- When reducing the fat or sodium content of a dish, try using more herbs, spice or lemon juice to enhance the flavour.
- Stew fruit without sugar and add apple, dried fruit or fruit juice for extra sweetness and cinnamon or cloves for extra flavour.
- Write recipes up on a template that lists ingredients, instructions and costing per serve. A log or diary of whenever the recipe is cooked is also useful on a recipe template.