



Key dates

Monday 11 July	Nominations open
Friday 19 August	Nominations close at 5 pm
September and October	Nominations assessed
November	Finalists announced
Thursday 1 December	VicHealth Awards ceremony

Enquiries

For further information about the 2016 VicHealth Awards visit www.vichealth.vic.gov.au/awards

Telephone (03) 9667 1315

Email awards@vichealth.vic.gov.au

How to enter

- Download the Awards Category booklet and determine the category you wish to nominate in.
 - Carefully read the awards criteria, eligibility and conditions of entry to ensure your nomination is eligible.
- Download the Awards Tip Sheet for ideas on shaping and refining your nomination.
- Complete the entry form below. **All fields must be completed for your nomination to be accepted.**
- Before uploading your nomination, you must name your files using the following convention:
 - Nomination form – **Category_Organisation_Nomination title**
 - Eg. Promoting health eating_VicHeath_Seed Challenge
 - Supporting documents – **Category_Organisation_Nomination title_supporting document number**
 - Eg. Promoting health eating_VicHeath_Seed Challenge_1
 - Eg. Promoting health eating_VicHeath_Seed Challenge_2
- **Submit your nomination online at www.vichealth.vic.gov.au/awards**
- You may include up to up to four separate electronic supporting files as an appendix to your nomination. This could include:
 - photographs/images
 - supporting graphs and data
 - promotional material
 - Please note - An appendix should only contain supporting information. All material that directly addresses the selection criteria should be included in the body of the submission. Please note submissions will be sent to the judges electronically, so where possible, please ensure all appendices are submitted online.
 - **All supporting files are to be uploaded using the separate upload fields at www.vichealth.vic.gov.au/awards. Please do not insert any attachments or images into this Word document.**

1. Organisation and contact details

a. Main organisation for all awards correspondence

(in the event this entry receives an award, these details will be used)

Organisation	City of Casey
Address	Magid Drive
Town/Suburb	Narre Warren
State	Vic
Postcode	3805

b. Main contact for all awards correspondence

Name	Virginia Lloyd
Position	Acting Director Community Services
Phone	9705 5200
Email	vlloyd@casey.vic.gov.au

c. Head of organisation

Name	Mike Tyler
Position	CEO
Email	mtyler@casey.vic.gov.au

d. Please complete the following table if this nomination is a joint submission between multiple partner organisations. Add as many rows as required

Entrant organisation 2	
Entrant organisation 3	
Entrant organisation 4	
Entrant organisation 5	
Entrant organisation 6	

2. Nomination details

a. Entry title

Please write the entry title as you wish it to appear on all promotional materials associated with the award	'Grow, Learn, Eat'
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b. Nomination web address

Please enter a web address that relates specifically to the nominated project (if applicable)	n/a
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c. Budget

Please select the budget range of your nominated project		
<input checked="" type="checkbox"/> \$0 - \$50,000	<input type="checkbox"/> \$50,001 – \$500,000	<input type="checkbox"/> \$500,001+

d. Timeframe

Over what time period did this project take place? <i>NB: entries are assessed on their work between 1 July 2015 – 30 June 2016</i>	January 2016- 30 June 2016
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e. Award category

Please indicate the award category for your nomination	Promoting healthy eating
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Population groups targeted

Eg. Koori/Aboriginal Victorians, CALD/new migrant groups, local communities, workforce, women, children etc

Local communities, kindergarten- aged children and siblings and / or family day-care children, a range of new families, from a diverse multicultural background, including Sudanese, Indian, Sri Lankan, Chinese, Greek, Spanish and other European backgrounds.

f. Health promotion setting

In what setting did your project/initiative/campaign take place? Eg. Education, workplace, sporting club, arts, local government area etc

In an early childhood setting in Cranbourne West. This local kindergarten was opened in 2016 to service a new housing estate in the City of Casey, a growth area in Victoria.

3. Assessment criteria

Please note, the executive summary and all four criteria must be completed. Each carries equal weighting when being assessed. See the [Awards Category booklet](#) for specific points that should be addressed in your responses to criteria 1 to 4.

Executive summary

Outline the project, aims and objectives, settings, timing, population groups, health promotion activities and outcomes achieved

Maximum 400 words

Mayone-bulluk Kindergarten opened in February 2016 in a brand new housing estate. The kindergarten operates from the Mayone-bulluk Family & Community Centre which provides facilities for people to meet, learn, play, connect, be active, express their culture, and feel safe and accepted. The provision of community facilities includes both the physical and social infrastructure of 'place making', community development and building a strong community identity.

As more and more houses have been built in the area, kindergarten enrolments have slowly grown. The kindergarten education team has a focus on building connections with the wider community and saw an opportunity to develop relationships amongst kindergarten families and children through growing and cooking produce. One of the first tasks was to build a sense of community and engage the 50 new families in the program and running of the kindergarten, at the same time promoting the consumption of healthy, fresh foods.

After consultation with the education team, management, children and families, 'health and wellbeing' was chosen as one of the five areas of focus for the new kindergarten. The kindergarten joined the Healthy Together Victoria Achievement Program and as part of this process, identified Healthy Eating as an area of focus for the community.

A vegetable garden was planted over the summer of 2015/2016. Children were engaged in conversations about the vegetable garden and they slowly took an increasing amount of responsibility for the care and maintenance of the area. Children gained an understanding of the value of a vegetable garden, through cooking experiences implemented into the program, using the fresh produce that they had grown.

The children's enthusiasm was passed on to the parents and families and the knowledge gained in the program was shared through displays, sharing of excess vegetables, recipes, information sheets and pamphlets, books and other resources.

The program has proven to be an invaluable learning experience for the children, their families and the wider community, as they have gained a deeper knowledge and understanding of healthy choices and a connection to the growing of food.

Criteria 1

Be a catalyst for change that has potential to result in positive and sustainable improvement in the health of Victorians
Maximum 800 words

Children's health is an important aspect of early childhood development and at Mayone-bulluk the focus is on educating the children in their early years in order to set them up for healthier choices later in life.

The aim of the program was to engage with the children and families by growing vegetables in the kindergarten garden, using these vegetables in a weekly cooking experience and to share produce, recipes and food cooked in the classes.

Cooking experiences were undertaken on a weekly basis with the children and through these the children were encouraged to try new foods. As the weeks progressed it was observed at meal times that the children started to choose healthy foods over others in their own lunchboxes. Their awareness of healthy and unhealthy choices was evident as the discussion at the snack table revolved around which of the foods were healthy and which should only be consumed occasionally. Parents noted that children who had been previously unwilling to try different vegetables at home were now willing to try a wider range of healthy options.

Through the cooking experiences the families and children were educated about healthy eating. During the cooking experiences families were encouraged to stay watch, and try the recipes at home. The children are now more enthusiastic to try new fruits and vegetables and enjoy sharing this experience with each other, educators and their families. There has been a vast increase in the range of healthy foods that are being bought to kindergarten in the children's lunch boxes.

Excess vegetables from the garden are made available at the 'sign in' book for families to take and use at home. Recipes are provided to the families via e-mail and families have reported that the vegetables are then being utilised to prepare family meals and snacks for kindergarten. By sharing the vegetables and food that was cooked in the classes with the children and families we were able to reach approximately 150 people.

This program will be continued by planting seasonal fruit and vegetables in our garden and sharing this with the children for the remainder of 2016 and future years at Mayone-bulluk kindergarten. This program was a pilot project to assess the effectiveness of such an initiative in Casey Kindergartens, and based on the positive outcomes and achievement of the learning intentions, it is the intention to establish a similar model at each of the new Casey kindergartens as they open.

A government primary school is currently being built adjacent to Mayone-bulluk kindergarten, opening in 2017. Strong connections with the school have already been established and this will continue as the 2017 preps will be invited to participate in the cooking program with the kindergarten children. The aim of building this partnership is to offer health promoting activities to the wider community.

Criteria 2

Demonstrate a firm commitment to health promotion by using evidence-informed actions and initiatives
Maximum 800 words

At the start of 2016 Mayone-bulluk Kindergarten signed up to the Healthy Together Victoria Achievement Program (HTVAP) to create a healthy early childhood service. The Healthy Together Victoria Achievement Program was based on the World Health Organization's model for health promoting schools, an internationally recognised best practice approach for enhancing health, learning and development outcomes.

After consultation with the education team, management, children and families, 'health and wellbeing' was chosen as a key area of focus for the new kindergarten and this led to the decision to sign up to the Achievement Program. The children and families worked with the education team to create the Mayone-bulluk kindergarten's philosophy document, to ensure that the service's philosophy was reflective of all stakeholders' beliefs and values.

This 'Grow, Learn, Eat' is culturally inclusive, as families from a range of diverse backgrounds were invited to share aspects of their culture with the kindergarten children through the cooking experiences. Financially, it was also inclusive as parents and families were not required to pay to participate or to access the supporting resources.

Criteria 3

Exemplify innovation and leadership in taking action to improve and promote health and reduce chronic disease and/or addressing emerging health issues
Maximum 800 words

The City of Casey is located in the main south east growth corridor of Melbourne, is the third fastest-growing municipality in Victoria and the eighth fastest-growing municipality in Australia. The current population is approximately 297,034 and is growing by an average of 7,600 people per year, with a projected population of 492,497 by 2041. This population growth is largely driven by young families.

Casey is a diverse community, with more than 150 cultures represented. Casey is experiencing growth across all age groups which is unique. The largest age group is parents and homebuilders (35 to 49 years), with a population of 63,300 people. In 2015, there were 4,699 births in Casey.

The team at Mayone-bulluk kindergarten undertook research about our local community to understand the health trends for the municipality. In 2012:

- Casey had the highest percentage in Victoria of persons reporting heart disease, asthma, Type 2 diabetes and high blood pressure.
- 30.6% of persons were overweight and 21.2% were obese.
- 4.5% had poor dental health.
- 59.8% of persons did not meet fruit and vegetable dietary guidelines.
- 23.1% of persons were drinking soft drink every day.
- 37.7% of persons did not meet physical activity guidelines.
- 13% of persons reported a high to very high degree of psychological distress.
- The rates of smoking in Casey for people over age 18 remains high, despite declining in Victoria overall. One fifth of residents over the age of 18 are current smokers and this rate is higher among females.

These figures supported the need for a health promotion approach, not only for the children at Mayone-bulluk, but for all members of the community regardless of age. Using this information, we developed comprehensive action plans for the two health promotion areas chosen: Healthy Eating and Oral Health.

As Mayone-bulluk Kindergarten was a new facility in a growing community it was important to build a sense of community and engage the families in the program and running of the kindergarten by using this model of creating social connections through food.

Through this program, it was observed that by encouraging healthy lifestyle changes in our community and by creating a healthy environment early into the service it ensured that health and wellbeing was embedded in to the culture at Mayone-bulluk kindergarten.

Through the development of effective and strategic partnerships with local services, including Monash Health, local doctors/dentists, Bunnings and other kindergartens, the program was able to reach its potential in effective health promotion to the community.

Criteria 4

Demonstrate value for money relative to the health outcomes achieved
Maximum 800 words

The kindergarten vegetable garden and cooking program has been a cost-effective way to engage families in using fresh fruit and vegetables. Only a small monetary investment was required to establish the garden bed and purchase the ingredients for each cooking experience.

The program utilised staff time and in-kind support from the staff and families attending Mayone-bulluk kindergarten to establish the garden and contribute compost items.

Some of the short term benefits of the program included; children's willingness to try new food, an increased understanding for both children and families in relation to healthy choices, and families feeling connected to the kindergarten.

Longer term benefits include the development of a health promotion culture at the kindergarten, long term connections between the kindergarten and local health promotion services and the school, the establishment of life-long healthy lifestyle choices for the children and families and better health outcomes for the children, staff and families involved in the program.