

# Star Health

# Health Promotion

# Annual Report

July 2021- June 2022



# Introduction

This report represents the work of Star Health's Health Promotion Team for the year July 2021 to June 2022. This year of work had a significant focus on transition, moving from our priorities and strategies in 2017-2021 to our new areas of work for 2021-2025. This has meant our focus was to transition out of some of previous areas of work in gender equality and mental health and to scope new areas of work in healthy eating and active living, which we have framed as *Food and Movement*. This scoping work has focused on mapping the outcomes for food and movement, reframing and reflecting on our work in food and movement to ensure it aligns with our equity focused approach to our work, engaging with local stakeholders, and identifying strategies to achieve our outcomes.

Our team has been strongly motivated by our shared values including a desire to ensure we are not unintentionally contributing to health inequities, and stigma and discrimination. One way we worked to do this was working as a team to devise a purpose and principles (see Appendix 1) which will guide our work.

These principles include having a focus on changing systems that create health inequities. We see that it is important to continue to use systems thinking approaches to health promotion and to use our position in the system to make change, including in the health promotion and public health sectors. Our principles also reflect our commitment to working alongside the community and those with lived experience to create change including using codesign approaches.

Through applying a stronger health equity lens to food and movement we reflected on the ways that health promotion messaging sometimes reinforces stigmatising and individual behaviour change focused framing of these health issues. In particular,

we recognised that some messaging reinforces the idea that weight is a key indicator of the health of individuals and the population. This idea contributes to discrimination and stigmatisation of people in larger bodies. In response to this we started to explore how we could use a weight inclusive, or Health at Every Size<sup>®</sup>, approach to our health promotion work.

Our commitment to health equity also led us to undertake an equity review of the early learning services and schools in our catchment. From this review we identified 13 early learning services, 8 primary schools and 4 public secondary schools that we would provide more extensive support, based on school's Index of Community Socio-Cultural Advantage, proximity to public housing and accessibility to all (i.e., public schools and council/community managed early learning services).

While we were able to undertake extensive scoping over the last year, our ability to develop new strategies and progress some of our existing work has continued to be limited by the COVID pandemic. In particular, schools and early learning services have limited capacity to engage with new work. We expect that their limited capacity will continue for some time due to the continuing impacts of COVID, including staffing shortages. Because of this we will ensure that we develop range of strategies that aren't just focused on education settings.

Based on these reflections, our future work will have a focus on building relationships by starting where people are at; testing and piloting new strategies and approaches to our work; sharing good practice; and supporting the development of new approaches and capabilities within the health promotion sector. In the coming year we will also use our Food and Movement Outcomes Frameworks to develop measures for our work in these priority areas, aligned with shared measures developed as part of the new CH-HP funding guidelines.

# Acronyms

**ELS** Early Learning Services

**HAES** Health At Every Size

**OSHC** Out of School Hours Care

**SMCCBI** South Melbourne Community Capacity Building Initiative

**SRS** Supported Residential Service

**VKEW** Vic Kids Eat Well

**AP** Achievement Program

# Food (Healthy Eating)

**Key settings:** Early learning services, primary schools, public and social housing

**Key populations groups:** Children, young people and their families

In 2021/22 our work on the healthy eating priority had a strong focus on review and expansion. This meant reviewing our existing work in healthy eating, which included the Smiles 4 Miles oral health program and work with early learning services on healthy eating through the Achievement Program. As a result of the review of the Smiles 4 Miles program, we decided not to continue to deliver this program due to limited interest from early learning services to engage with the program and our interest as a team in taking a different approach to working with services around food.

An important part of the expansion of work in healthy eating was to build a strong vision for how we wanted to work in this area. Building this vision included developing an outcomes framework (see Appendix 2), which we reviewed to ensure it aligned with our team and organisational values and our commitment to gender equity and addressing climate change. Part of building this vision included a shift to framing our work as a focus on *Food* rather than healthy eating. This was based on research and reflections that some of the language around 'healthy eating' engaged a moralistic framing of food being either 'good' or 'bad'. We also wanted to make sure that our messaging around food did not imply that weight control was a primary focus for food decisions. Instead, we wanted to make sure that we approached food in way that supported people to have positive relationships with food and their bodies, including celebrating the social, cultural and pleasurable aspects of food.

Another important part of the expansion of our work has been to identify new strategies that align with our outcomes framework. This has included building our understanding and capacity to support local implementation of Vic Kids Eat Well (VKEW) by undertaking VKEW training and supporting two primary school Out of School Hours Care (OSHC) programs with VKEW baseline assessments. Through our engagement with stakeholders, we have also identified a number of new opportunities to build our understanding of local food issues and develop relationships. This includes supporting the establishment of the breakfast club program with Albert Park College Pathways program, exploring mealtime expectations with educators and parents/caregivers at two early learning services, working with a high school around addressing body image issues including disordered eating, and undertaking a food affordability audit in South Melbourne.

Due to the resources available through Vic Kids Eat Well and the interest from early learning services and schools in addressing food related issues, our work in our *Food* priority will continue to have a strong focus on educational settings. We will focus on continuing to build our understanding of the local issues related to food including working with a diverse range of people with lived experience to shape up how we talk about food and eating.



Strategy	Progress in 2021/22	Duration and status
Scope potential outcome areas, measures and strategies that can focus our healthy eating work.	<p>Developed draft <i>Food</i> outcomes framework (see Appendix 2)</p> <p>Undertook stakeholder engagement around local issues around food and opportunities to work together.</p> <p>Identified strategies for 2022/23 including pilot breakfast club program at Albert Park College, Vic Kids Eat Well, food affordability audit, scoping of early learning food environment, mealtimes and potential for <i>food explorers</i> program.</p> <p>Development of measures waiting on release of DoH measures to ensure alignment.</p>	July 2021-ONGOING
Review our implementation of the Smiles 4 Miles program.	<p>Completed review of Smiles 4 Miles program which found of the 23 services registered for the program only 6 services are interested in continuing.</p> <p>Supported these 6 services over 12 months with 3 services awarded with Smiles 4 Miles recognition, 2 services achieved their award, and one service showed no engagement.</p> <p>Made the decision to cease coordination of the program moving forward due to shifting priorities for early learning services and our new approach to food.</p>	July 2017- June 2022 CEASED
Scope working with SRSs on healthy eating initiatives.	<p>Undertook discussions with Star Health SRS Team which identified interest in support for completing annual menu review and gathering qualitative feedback on food from SRS residents.</p> <p>Further progress on this was limited by COVID related challenges for SRSs and extended staff leave in the SRS Team.</p>	July 2021- ON HOLD Scoping completed and work on hold for now
Explore working opportunities to work with two public housing sites in South Melbourne and Prahran on healthy eating initiatives.	<p>Worked with SMCCBI Team to map current activities, issues and opportunities at South Melbourne public housing estates. Key issues identified were food security/affordability and food literacy skills and current activities included the Park Tower Food Pantry, a breakfast club and an afterschool homework club that provided food.</p> <p>Developed a South Melbourne food affordability review project to be run by dietetics students which will support future funding and advocacy for the food pantry.</p>	July 2021- ONGOING

Review our approach to working with early learning services and schools on healthy eating.

Reviewed local engagement with the Achievement Program finding that 26 early learning services have commenced working on the healthy eating benchmark with 10 of these achieving it and no schools having commenced work on the healthy eating benchmark.

Commenced mapping of other current healthy eating activities in schools and early learning services.

Two health promotion officers attended Vic Kids Eat Well (VKEW) training and registered as a Health Promoter with VKEW.

Engaged with two OSHCs and one primary school through VKEW and undertook two VKEW baseline assessments. No secondary schools currently engaged in VKEW.

Presented the AP climate and health toolkit to 3 ELSs with all interested in the HE area.

Promoted Healthy Eating Advisory Service online training to all services.

Supported the Albert Park College Pathways Program to develop a twice weekly breakfast and lunch making program for 12 students to be implemented in late Term 2 and Term 3 2022. Will support the evaluation of the pilot.

Engaged with Prahran Secondary College about supporting them to run a body image program. Will look to an explore a whole-of-school approach to body image.

July 2021- ONGOING

# Movement (Active Living)

**Key settings:** Early learning services, primary schools, public and social housing

**Key population groups:** Children, young people and their families

Active living is a health priority that has not been a significant focus for our work over the last few years. As a result, over the last year our work in this area has been to develop a draft outcomes framework (see Appendix 3) to guide our work, and to scope the opportunities for us to contribute to achieving these outcomes. The development of work in this area over the last year included a shift to the framing of active living as *Movement*. This shift was based on our research and reflections that suggested that active living implies a narrow focus on certain types of high intensity physical activity such as sports, running, and going to the gym. It also suggests an agreement with the thinking that the primary reason for engaging in physical activity is weight control.

As a result of this rethinking of our work in this priority area we identified that we wanted to ensure our messaging to the community conveyed that the benefits of moving your body can come from a range of activities that a diversity of people and bodies can enjoy. To explore this further we have developed a community storytelling project which will involve a diverse range of people describing how and why they like to move their bodies. This project will help us to understand local issues related to movement and will provide an opportunity to promote the diversity of ways to move your body and the diversity of people who are active. Connected to this project we are also planning to utilise the VicHealth *This Girl Can* campaign to support a social marketing campaign in September 2022 that will focus on inclusive messages around physical activity.

Our existing work and relationships in gender equity gave rise to some new opportunities to address issues around movement. The first of these opportunities is working with the City of Port Phillip to undertake a baseline gender audit of local sports clubs. This will provide us an opportunity to build our relationships and skills in order to create a more comprehensive strategy for inclusive sports clubs. Our work supporting Respectful Relationships in schools also gave rise to an opportunity to support a cluster of five schools to undertake gender audits of outdoor spaces and play later in 2022.

Through our stakeholder engagement around movement, we also developed a new connection with the Sustainability Teams at Port Phillip and Stonnington councils. Both councils have been funded to work with a limited number of schools to support them to promote safe active transport routes. We started discussions with these teams about how we could support and potentially collaborate to extend the reach of this work.

As we further develop our work in this priority area, we will be focussed on building our understanding of how we can add value to work that is already happening locally and, developing and testing strategies focussed on supporting active schools and early learning services and inclusive sports clubs.



Strategy	Progress in 2021/22	Duration and status
<p>Scope potential outcome areas, measures and strategies that will be the focus for our active living work.</p>	<p>Developed draft <i>Movement</i> outcomes framework (see Appendix 3).            Undertook stakeholder engagement around local issues around food and opportunities to work together.            Identified strategies for 2022/23 including <i>Humans that Move</i> storytelling project, local <i>This Girl Can</i> social marketing campaign, gender equity and inclusion in sport clubs, gender equity audit of school outdoor spaces and play, and a Sustainable Transport Strategy for Star Health.            Development of measures waiting on release of DoH measures to ensure alignment.</p>	<p>July 2021- ONGOING</p>
<p>Scope potential active living strategies focussed on public housing residents.</p>	<p>Met with SMCCBI team to map issues and existing activities.            Identified physical activity programs at Park Towers including basketball coaching, soccer and Zumba and new relationship being built with a local tennis club as well as plans to upgrade sports facilities.            Decided to focus on support as needed and to involve residents in broad community-based activities and campaigns and to invite residents to participate in any codesign opportunities.</p>	<p>July 2021- ONGOING</p>
<p>Review our approach to working with early learning services and schools on active living.</p>	<p>Reviewed local engagement with the Achievement Program finding that 28 early learning services have commenced working on the physical activity benchmark and of these 10 have achieved it and a further two primary schools have commenced working on the benchmark but have not achieved it.            Commenced mapping of other current active living programs and policies in local schools and early learning services.              Developed strategy to work with 5 local schools to undertake a gender audit of their outdoor spaces and play.              Identified opportunity to support and extend on the local council work with schools on active transport.</p>	<p>July 2021- ONGOING</p>

# Gender Equity and Family Violence

**KEY SETTINGS:** Early learning services, schools and Star Health

**KEY POPULATION GROUPS:** Children, young people, workforce

Because of the proposed changes to the Community Health-Health Promotion guidelines our work in Gender Equity and Family Violence in the last year has had a transition focus. We looked at ways to shift our existing strategies. We also looked at how to transfer the skills and capacities the team has gained in gender equity to other areas of work.

For our existing strategies, we identified that our gender equity work with schools and early learning services could continue as part of the 30% of funding allocated to locally identified issues. Our continued work on Being Equal, our gender equity in early learning program, included supporting eight new services to implement the program. We also shared the Being Equal Pilot Evaluation Report and showcased Being Equal at a WHISE Regional Forum on *Applying a Gender Lens* in May 2022.

For our internal work at Star Health, we focussed on transitioning away from our Health Promotion Team being the lead of this work. We supported Human Resources (HR), Quality and Policy staff at Star Health to take on roles leading future gender equity actions and planning. Star Health's voluntary amalgamation with Connect Health and Central Bayside Community Health will provide an opportunity to scale up this work once the Better Health Network is formalised.

Our application of a gender lens to the development of our new work in food and movement, and our existing relationships in the gender equity space, led to new opportunities related to gender equity and movement. This included an opportunity to work with City of Port Phillip on gender equity in sports clubs and another opportunity through Respectful Relationships to support gender equity audits of outdoor spaces and play in five schools.

In our planning we have also utilised the codesign knowledge and skills we have developed from Being Equal to think about how we codesign new strategies in food and movement. Our experience leading gender equity work at Star Health provided us with transferrable knowledge and skills to support work at Star Health to promote sustainable active transport, and to develop a size inclusive care model.

In the coming year we will continue to support the schools and early learning that we are already engaged with on their gender equity journeys. We will continue to use our gender equity and intersectional expertise to apply this lens to our work in food and movement and to support others in the health promotion sector to do the same.



*Being Equal Parent Book Lending library at ELS*

Strategy	Progress in 2021/22	Duration and status
Continue to provide support to four schools to through the Respectful Relationships Critical Friends Network.	Met and supported one school in Term 1 and 2 of 2022. The three out of the four Schools didn't engage with us due to staff shortages and time constraints.	December 2017- ONGOING concentrate on working with the cluster schools
Consider targeted support of other schools through Respectful Relationships Critical Friends Network in order to build working relationships.	Identified that we will support the Toorak Primary School cluster of 5 schools in Term 3 and Term 4 to apply a gender lens to usage of outdoor spaces and play. Three out of the five in the cluster meet our equity focus and are in our catchment.	July 2021- ONGOING
Work with early learning services who joined Being Equal in 2020 to meet the six benchmarks of the Being Equal model.	Supported 8 early learning services to progress towards achieving the Being Equal benchmarks with all receiving resources and completing activities. Delivered <i>Introduction to Being Equal</i> training to 53 staff from three early learning services. Supported Stonnington Council run ELSs to run <i>Identifying and Responding to Family Violence</i> workshop for 25 educators. Supported two educators to deliver a forum on <i>Using Books to Challenge Gender Stereotypes</i> to 25 participants with resources provided to all 50 people who registered. Provided 13 early learning services with gender equality book bundles through council community grants program.	July 2018- ONGOING
Promote the Being Equal model and the lessons for working with early learning centres within the prevention and early education sectors.	Completed Being Equal Pilot Evaluation Report and Collection of Case Studies, Distributed to regional health promotion networks, DET, early learning services within City of Port Phillip and Stonnington. Entered Being Equal into Victorian Early Years Award and was program finalist (link to <a href="#">website</a> article) Showcased Being Equal at WHISE forum on <i>Applying a Gender Lens</i> attended by 51 people. Presented Being Equal at the Glen Eira, Port Phillip and Stonnington Children & Family Network in August 2022 to around 40 people.	July 2021- ONGOING

Transition our role in Star Health's workplace gender equity work to a support role.

Provided advice to the Star Health Gender Equality Implementation Group.  
Facilitated HR, Quality and Policy staff to take lead role in progressing gender equity work.  
Organised WHISE training for 30 managers and coordinators  
Delivered a gender lens session to five staff.  
Organised a Women with Disabilities Victoria information session for 25 staff.  
Developed Gender Equity resources and a section on the Star Health intranet  
Shared our gender lens tool with Peninsula Health's Health Promotion Team and Stonnington City Council. Peninsula Health used the tool to review their approach to tobacco control.

July 2017- June 2022  
COMPLETED

# Mental Health

**KEY SETTINGS:** Youth and family services and schools

**KEY POPULATION GROUPS:** Children, young people and parents

Mental health has been a priority area that we focussed on transitioning in 2021/22 due to the changes in our funding guidelines. However, it has continued to be a concern raised by stakeholders we have engaged with, particularly in relationship to the impacts of the COVID pandemic on the mental health and social and emotional development of children and young people. Primary and secondary schools we engaged with continued to raise it as a priority and the impact it is having on increasing pressures on teaching staff. Through our work with Youth Voice, mental health has continued to be raised as an important issue for the young people involved. This has included issues raised around the impact of climate change on young people's mental health.

As we wound up the Communities That Care (CTC) Stonnington partnership over the last year, we focussed on transitioning the child and youth mental health strategies that developed from this partnership. This include completing our coordination of the delivery of Tuning into Kids and Teens programs and supporting Star Health's Child, Youth and Family Team to take a lead on this work. We also finalised our work on the community-based implementation trial of Deakin's Emotional Regulation and Impulse Control (ERIC) program.

While all our mental health strategies have now been transitioned or completed, we will continue to consider how we can create co-benefits for mental health through our work with other health priority areas. This includes supporting community members to develop social connections and to have say by using co-design principles in our health promotion work, our commitment to ensuring that we don't unintentionally contribute to poor body image and disordered eating through our messaging on food and movement, and through exploring ways to work with schools and early learning services to support children and young people to develop positive relationships with food, movement and their bodies.



Strategy	Progress in 2021/22	Duration and status
Co-ordinate the delivery of Tuning into Kids and Teens program across Stonnington until the end of 2021.	<p>Supported the delivery of two Tuning into Kids programs, one in Term 2 and one in Term 3 2021.</p> <p>Supported the delivery of three Tuning into Teens in 2021.</p> <p>Facilitated four Communities of Practice, one per term, with facilitators in 2021.</p> <p>Convened two working group meetings in 2021 to review delivery.</p>	March 2018- December 2021 COMPLETED
Transition our role with the delivery of Tuning into Kids and Teens programs to a support role.	<p>Proposed a new delivery model to the Child Youth and Family Team and supported multiple grant applications to fund this model.</p> <p>Funding yet to be secured of support coordinated delivery of the program.</p>	July 2021- ON HOLD pending more funding for Star Health's Child Youth & Family Team to take on coordination
Complete the implementation and evaluation of ERIC training and support for youth and family service workers, and teachers to support young people's emotional regulation.	<p>Completed the ERIC train-the-trainer training with two workers, one from Uniting and one from the Prahran Youth Services Hub.</p> <p>Completed training with 15 teachers at Windsor Primary School.</p> <p>Completed training with 15 youth workers from Uniting and Stonnington Council.</p> <p>Co-designed four ERIC posters with Hub staff and distributed to Stonnington Youth Services.</p> <p>Completed the ERIC evaluation and distributed to CTC partners.</p>	July 2018- June 2022 COMPLETED

# Supporting strategies

These supporting strategies represent some of the key approaches that assist us to implement our Health Promotion Team purpose and principles. Through Youth Voice and the Communities That Care (CTC) Stonnington Community Committee, we have worked collaboratively and collectively with those with lived experience and other local organisations. We also continued to learn and to build our capacity to use new approaches in our work, including applying a gender lens to all our health promotion work, considering how we address climate change and its health impacts, and trialling new codesign approaches across our work.

While the CTC Stonnington partnership has been wound up, along with the Community Committee, we are committed to continuing to support Youth Voice and opportunities for young people to have a voice on the health and wellbeing issues that matter to them. Through our work with Youth Voice, we found that mental health continues to be a high priority amongst young people, and we have started to explore ways to support young people to support their peers. We will also continue to find ways to work collectively with organisations and those with lived experience to guide our health promotion work.

Our work over the last year to build our capacity as team to apply new approaches to our work has been guided by our team's desire to ensure our work is contributing to achieving health equity and not unintentionally contributing to inequities, discrimination and stigma. As well as recognising the important links between planetary health and human health. We will continue to evaluate and reflect on our health promotion work to ensure we are staying true to our purpose and principles and find new ways of putting them into practice.

Strategy	Progress in 2021/22	Duration and status
Support the Youth Voice as a forum for young people to have a say and take action on issues that matter to them.	Increased the Youth Voice membership from 4 to 12 young people. Held 11 Youth Voice online meetings. Young people identified mental health and climate change as action areas. 12 young people participated in three workshops with Storyscape to develop a film on mental health.	July 2017- ONGOING
Review the role of the CTC Community Committee in overseeing and leading the direction of local prevention work focussed on children and young people.	Completed the CTC review and met with the CTC partners to discuss future role of CTC Stonnington and collective approaches to prevention work. Decision made to cease CTC Stonnington but for iELLEN to lead future local prevention partnership from March 2022.	July 2017- June 2022 CEASED

<p>Develop a new communication strategy for engaging early learning services and schools in prevention work related to healthy eating, active living and climate change.</p>	<p>Developed draft communication strategy that included a newsletter once a term to early learning services, primary schools and secondary schools. Commenced new newsletters in Term 2 2022.</p>	<p>July 2021- ONGOING</p>
<p>Develop our capacity to apply a climate change lens to our work in healthy eating and active living.</p>	<p>Health Promotion Team members participated in training and forums on climate change and health issues. Reviewed the Achievement Program Climate and Health Toolkit and explored how we could use this with schools and early learning services. Committed to supporting Star Health to develop a Sustainable Transport Strategy and to developing a new catering policy with a climate change and inclusion lens.</p>	<p>July 2021- ONGOING</p>
<p>Develop our capacity to apply a gender lens to our health promotion work in healthy eating and active living.</p>	<p>Gender lens tool based on Women’s Health in the North tool adopted by our Health Promotion Team. Presented on ways we have applied a gender lens to health promotion practice at a WHISE forum attended by 50 people.</p>	<p>July 2021- ONGOING</p>
<p>Develop our capacity to use co-design as part of our health promotion work.</p>	<p>Four members of the Health Promotion participated in The Australian Centre for Social Innovation’s Codesign Community of Practice from beginning of 2022. Developed a codesign in health promotion project, using Paul Ramsey Foundation funding, to build our codesign capacity, pilot approaches and share good practice within the health promotion sector.</p>	<p>July 2021- ONGOING</p>

# APPENDIX 1: OUR WAYS OF WORKING

## **Purpose:**

Working with communities to create healthy and equitable futures.

## **Principles:**

### *Changing systems:*

We work to understand and shift the conditions that hold health inequities in place.

### *Co-creation:*

We work with the community to create and implement actions for change.

### *Diversity:*

We provide a safe environment for a diverse range of worldviews and ways of knowing, being and doing.

### *Authentic:*

We build trusting relationships by being honest and treating others with respect.

### *Learning:*

We learn from others as well evaluating and reflecting on our own work and mindsets.

### *Flexible:*

We adapt our ways of thinking and working based on our learning and the needs of the community.

# APPENDIX 2: Draft Food Outcomes Framework

FOOD: A local food environment that is good for our health and the planet			
Food is affordable and accessible to everyone in the community.	Everyone has the resources, skills and knowledge to eat for their well-being.	Community attitudes and behaviours support everyone to eat and enjoy a variety of food.	A local food environment that is good for the planet.
Local food outlets offer a variety of food that is affordable to everyone.	Everyone has the skills, knowledge and confidence to eat for wellbeing.	The social aspects of food for families and communities are valued and celebrated.	A local food environment where locally produced food can be grown, bought and exchanged.
Local food outlets are close and easy to get to from where people live, work and learn.	Everyone has access to the appropriate equipment and space to store, prepare and eat a variety of food.	A diversity of foods and food practices are enjoyed and celebrated by the community.	A local food environment that reduces food waste and packaging.
Local food outlets offer sustainable food options.	Everyone has the time, income and social supports to buy, prepare and eat a variety of food.	Everyone can enjoy a positive relationship with food and their bodies.	A local food environment that supports people to eat plenty of fruit, vegetables and other plant-derived foods.
Local food outlets offer culturally appropriate foods.		The buying, preparation and enjoyment of eating is shared equally by all genders.	
		Everyone, particularly those impacted by food insecurity, has a say in determining the food system that feeds them (food sovereignty).	

## APPENDIX 3: Draft Movement Outcomes Framework

<b>MOVEMENT: Everyone can move, play and easily get around their community</b>				
<b>Open spaces support everyone to play and enjoy their local community.</b>	<b>Community sports and recreation activities are varied and inclusive.</b>	<b>Everyone can move around their community in a way that is good for their health, the community and the planet.</b>	<b>The learning environments for children support them to move, play and develop their physical skills.</b>	<b>Community attitudes and behaviours support everyone to feel comfortable and safe to enjoy being active.</b>
Open spaces support everyone to play, move their bodies and enjoy nature.	Recreation centres and sporting clubs are welcoming and accessible for all.	Safe and accessible streets that support active transport.	All children have the opportunity to learn and play outdoors.	People understand that the benefits of movement can come from range of activities that are fun and enjoyable.
Open spaces are safe and accessible for everyone to use and enjoy.	There are a range of community activities that support people of all ages, backgrounds and abilities to move their bodies.	Workplaces, education settings and community facilities have policies, practices and infrastructure that support active and public transport use.	Classrooms and other indoor learning spaces support children to move their bodies.	People see a diverse range of people participating in play and movement in their local community.
Access to open spaces is plentiful and equally distributed across the community.		Public transport is reliable, accessible and connected.	Learning environments support all children to develop physical skills and a positive relationship with movement and their bodies.	All people feel safe and confident to move their bodies.

