

Section 3 Assessing the current situation

Assessing the tuckshop menu

Tuckshop Improvement Checklist



Assessing the current situation



Section 2 outlined how the committee can gain a clear understanding of what is required of a Smart Choices school tuckshop and gather relevant resources for use in assessing the current situation.

This section includes:

- a guide to assessing the tuckshop menu against the requirements of the Smart Choices strategy
- the Tuckshop Improvement Checklist that can be used to review a range of tuckshop management practices and identify areas for improvement.

Assessing the tuckshop menu

Before assessing the current tuckshop menu you may wish to review the PowerPoint presentation (on the CD-ROM located in the back of *Smart Choices Tool Kit*). This will help in understanding the requirements of the Smart Choices strategy.

Provide a copy of the tuckshop menu to each committee member. Look at each food or drink listed on the tuckshop menu and those available in other areas of the school including vending machines, fundraising and school sporting facilities.

Key elements of success

- The committee has used the Food and Drink Spectrum to identify the foods and drinks that fit into the RED, AMBER and GREEN categories.
- The committee has used the Tuckshop Improvement Checklist to stimulate discussion and identify practices the tuckshop does well and those that could be improved.



Assessing the tuckshop menu

Step 1 — Identify foods and drinks that fit into the RED category

To decide whether a food or drink fits into the RED category use the following sections of *Smart Choices — Healthy Food and Drink Supply Strategy for Queensland Schools*.

- Types of foods that fit into RED, listed on page 13.
- The Ready Reckoner on pages 19–23. Look for those foods that have RED or AMBER symbols in the 'Likely part of the Food and Drink Spectrum' column.
- If, after looking at the information on these pages it is still unclear as to whether a product fits into the RED category, look at the Nutrition Information Panel on the label of the product and compare this information with the correct food or drink category on the Occasional Food and Drink Criteria Table (page 15). The information on reading food labels on pages 16 to 17 may be helpful at this point.
- When looking at a snack food or drink, use the serve size sold in the tuckshop as this may differ from the size of the serving of food or drink listed on the label.

'Occasional' foods and drinks – the RED category

The 'occasional' foods and drinks that make up the RED category of the Food and Drink Spectrum are based on the 'vestra' foods as defined in the Australian Guide to Healthy Eating.

It is recommended that these foods and drinks are only consumed occasionally, because they:

- lack adequate nutritional value
- are high in saturated fat, and/or added sugar and/or salt
- can contribute excess energy (kilojoules)
- can contribute to tooth decay and erosion.

Limit to no more than two occasions per term

Foods and drinks which fit into the RED category should be supplied on no more than two occasions per term. It is important to be consistent across all areas of food provision in the school. This includes the tuckshop.

Types of food that fit into the RED category

A set of criteria is provided to work out whether a food or drink fits into the RED category of the Food and Drink Spectrum (see page 10). There are many commercial products that may fall into either RED or AMBER categories depending on their nutrient content. Compare the label against the 'Occasional' Food and Drink criteria. The Ready Reckoner on pages 19–23 can also help you to make decisions about these products.

The table below provides a broad description of the types of foods and drinks that fall into the RED category of the spectrum.

Food type	Examples
Sugar and artificially sweetened drinks	Soft drinks, artificially sweetened soft drinks, energy drinks, sports drinks and flavoured mineral waters
Confectionery/tobacco	All types
Deep-fried foods	All types
Savoury snack foods	Chips, chips and other similar products
Ice-creams	Chocolate coated and premium ice-creams
Cakes, muffins, sweet pastries and slices	Cakelets, doughnuts, cream filled biscuits, sweet pastries, sliced muffins to large sizes of many cakes and muffins



Step 2 — Identify foods and drinks that fit into AMBER and GREEN categories

Once all foods that fit into the RED category have been identified, see pages 9 and 10 of *Smart Choices* for details about the types of foods that fit into GREEN and highlight these foods. The remaining foods will fit into AMBER.

Step 3 — Look at the overall mix

Now that all foods and drinks have been identified as GREEN, AMBER or RED look at the overall mix of foods available in the tuckshop and across the school environment.

Step 4 — Discuss your findings

Discuss the number of RED foods and drinks that will be limited in their supply to no more than two occasions per term. Consider the number and sales volume of GREEN and AMBER foods. The tuckshop's mark-up schedule can be helpful as it shows the sales volume of each item.

Presentation is an important factor in selection. Colour, flavour, texture and temperature are key ingredients in the successful presentation of food and drinks. If it looks good and tastes great – students will buy it!

Provide food and drinks in the GREEN category at all occasions where food and drinks are supplied.

The Queensland Association of School Tuckshops and NUTRITION Australia have helpful resources to assist you to encourage and promote these foods. See the contact list on page 24.

The following information provides a broad description and example of the types of food and drinks that fit into the GREEN category of the spectrum.

For more information on better choices with in the GREEN category and ways of serving these foods and drinks, refer to the Ready Reckoner on pages 19–23.

Food type	Examples
Breads	White, wholegrain, wholemeal, rye, 100% bread or rolls (including buns), English muffins, focaccia, bruschetta, soft focaccia, rolls, wholemeal, soft rolls and Turkish. Does not include rye and the cakes and biscuits.
Cereal foods	Rice, pasta, noodles, polenta and spaghetti (white based) in tubular variety.
Breakfast cereals	Wholegrain breakfast cereals that are high in fibre and lower in salt and sugar.
Vegetables	Fresh and frozen vegetables used in a variety of different ways.
Meat	Roasted fresh meats, chicken, canned and dried meats.
Legumes	All forms of prepared beans and peas – baked beans, hot kidney beans, soy beans, string beans, lentils, chickpeas, pinto, black lentils, tofu and quinoa (does not include the legume flour).
Reduced fat dairy products	Reduced fat milk (skim and Borden's), yogurt, cheese and cottage.
Egg-based, fish, poultry and alternatives	Lean chicken, beef, lamb, pork, canned tuna and salmon, and eggs. Breaded plain and mixed nuts.
Drinks	Water is the best drink and a great choice for school. Reduced fat milk and soy drinks also fit into the GREEN category.



TIP Use RED, ORANGE and GREEN coloured pencils or highlighters to shade where food and drinks on the menu fit within the three categories.

Tuckshop Improvement Checklist

In addition to reviewing the types of foods and drinks offered for sale through the tuckshop, successful implementation of the strategy requires careful attention to a number of other matters. While the following Tuckshop Improvement Checklist identifies the key elements for success to achieve a Smart Choices tuckshop, it also identifies other areas in the school environment where food and drink is supplied. The Smart Choices committee

can explore and discuss each one, identify areas for improvement and plan any changes needed.

If the tuckshop's practice meets the key element described, then a tick should be entered in the 'yes' column. If it is not met or only partially met, comments need to be entered into the 'Areas that need improvement' column following committee discussion. (See the example below.)

Tuckshop Improvement Checklist

Key elements of success	Yes	Areas that need improvement (provide details)
SMART CHOICES committee A functioning Smart Choices committee, with representation from the staff, students and parents is operating in the school.		The committee consists only of tuckshop volunteers. Needs broader school community representation.
The committee is well informed about the Smart Choices strategy and has accessed all relevant resources.		
The committee regularly communicates information to the school community about the Smart Choices strategy and the school's plans for change.		
Tuckshop menu Sales volume figures from the tuckshop mark-up schedule show that foods and drinks that fall into the GREEN category dominate the menu.		
Tuckshop staff are well informed about the <i>Smart Choices</i> strategy and have access to information about healthier food products.		
Healthier food and drink choices are offered at prices students can afford.		
The tuckshop prices healthier choices competitively.		
The tuckshop has reliable, regular access to healthier food and drink products.		
The tuckshop menu is planned with student input and includes food and drink choices acceptable to the students.		
The tuckshop offers foods and drinks at breakfast, recess and lunch in response to the needs identified in the school.		



Tuckshop Improvement Checklist (continued)

Key elements of success	Yes	Areas that need improvement (provide details)
Promotion The tuckshop offers daily/weekly specials that are well promoted and feature healthy foods and 'meal deals'.		
Feedback is sought from members of the school community when introducing new foods.		
Healthier food and drink choices are well promoted to students.		
The menu is clearly displayed in the tuckshop and advertised to students, parents and carers.		
Management issues Standard procedures are available in a written form for all paid staff and volunteers.		
Tuckshop tasks are organised in the most efficient way.		
There are enough serving areas to prevent long queues at recess and lunchtime.		
Food safety and hygiene Food safety is a key part of the tuckshop's operation.		
The tuckshop convenor has obtained appropriate training in safe food handling to meet legislative requirements.		
Foods are stored and served safely at the correct temperature.		
The tuckshop has a food safety plan.		
Tuckshop staff There are enough staff (paid or volunteer) to run the tuckshop efficiently.		
The staff have a clear understanding about their role in the tuckshop.		
The tuckshop staff are valued and viewed as part of school staff.		

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Tuckshop Improvement Checklist (continued)

Key elements of success	Yes	Areas that need improvement (provide details)
Tuckshop equipment The tuckshop has adequate equipment to prepare and serve foods and drinks in line with the strategy.		
School environment If desired, two 'occasions' per term have been identified as occasions when food and drink from the RED category is to be supplied by the school.		
Vending machines advertise and stock only foods and drinks that fall into the GREEN or AMBER categories.		
Students receive nutrition messages throughout the school that are consistent and reinforce each other (e.g. fundraising, classroom rewards).		
The tuckshop models the nutrition education messages students have been learning in the classroom.		
Fundraising All foods and drinks used in fundraising activities are from the GREEN or AMBER category unless the activity has been designated as one of the two occasions per term when foods and drinks from the RED category are supplied.		

Sections 4 and 5 provide tools and hints on ways to prioritise and take action on the areas identified for improvement in the Tuckshop Improvement Checklist.

Check your progress

- The current tuckshop menu has been assessed against the requirements of the Smart Choices strategy.
- Foods and drinks that fit into the RED category have been identified.
- Current tuckshop practices have been evaluated against the key elements of success identified in the Tuckshop Improvement Checklist.
- Areas for improvement have been discussed and documented on the checklist.

