

Sport and physical activity school health check

Rationale

The Sport and Physical Activity School Health Check (Health Check) is an evidence-based self-assessment tool, designed to support schools to plan and deliver quality sport and physical activity through a whole-school approach.

Informed by the School Excellence Framework and self-assessment process, the Sport and Physical Activity School Health Check, can be used by schools as part of an inquiry process to obtain baseline data and determine where they are in relation to the delivery of sport and physical activity across the entire school setting. The explicit and sequential path outlined in the Sport and Physical Activity School Health Check supports school strategic planning to meet and potentially exceed the mandated requirements of the Sport and Physical Activity Policy.

Timeframe for use

Initial completion of the Sport and Physical Activity School Health Check

The Sport and Physical Activity School Health check can be completed in staff teams or as a whole staff and will take approximately 2 hours to complete.

Monitoring and review

Schools should aim to review their Sport and Physical Activity School Health Check implementation and progress at least once a term.

Intended audience

Principals, executive, teachers, sport and physical activity coordinators and wellbeing team members.

Instructions for use

Initial completion of the Sport and Physical Activity School Health Check

The Sport and Physical Activity School Health Check is designed to be used flexibly to best reflect the context of schools. Schools should aim to engage all staff in developing a shared vision and understanding of the Sport and Physical Activity School Health Check and how the indicators relate to their context.

Following is a suggested process that schools can undertake in developing their Sport and Physical Activity Health Check.

Select a Health Check element and reflect on each of its themes.

- Read the individual descriptors.
- Consider all existing practices related to professional learning within your school.
- Determine the statement that best describes current practice/s at your school.
- Decide where your school's practices sit on balance under each element (Delivering, Sustaining and Growing, or Excelling).

Plan for your approach to Sport and physical activity.

- Use the statement in each element to reflect on what your school could do to improve its approach to Sport and physical activity.
- Use the information on the School Sport Unit's [Teacher resource hub](#) to learn more about delivering a whole-school approach to sport and physical activity.
- Select appropriate teaching resources and professional learning from the School Sport Unit's Teacher resource hub that can assist in improving specific elements of your whole school approach to Sport and physical activity.
- Identify staff to take responsibility for the implementation and evaluation of your whole-school approach to Sport and physical activity.

Develop a Sport and Physical Activity Implementation Plan.

- Collaboratively develop your school's Implementation Plan.
- Consider how and when you will communicate the Implementation Plan and progress with all staff.
- Implement, monitor and gather evidence to inform evaluation at least once a term to plan and deliver next steps.

Optional:

Submit your school's completed Sport and Physical Activity School Health Check to the School Sport Unit using this [form](#). The School Sport Unit will analyse your completed Health Check and provide your school with a proposed Implementation Plan.

Additional resources

1. [School excellence - Sport and Physical Activity School Health Check professional learning](#)
2. [Interconnection between physical activity and wellbeing in schools -](#)

Evidence base

- [The 2022 Active Healthy Kids Australia Report Card](#)
- Promoting physical activity through schools: Policy brief, World Health Organisation, 2022
- Comprehensive school physical activity program: A guide for schools, Centre for Disease Control and Prevention, 2019
- [Sport and physical activity wellbeing literature review](#) - The School Sport Unit, in partnership with the Centre for Education Statistics and Evaluation (CESE), has conducted a review of the literature relating to Sport and physical activity and the relationship with wellbeing.

Alignment to system priority and/or needs: [DoE Strategic Plan](#), [School Excellence Policy](#), [Sport and Physical Activity Policy](#)

Alignment to School Excellence Framework: Learning domain: Wellbeing

Consultation: Personal Development Health and Physical Education (PDHPE) Curriculum team

Endorsement: Director, Arts, Sport and Initiatives

Last updated: January 2023

Anticipated resource review date: July 2023

Feedback: You can provide feedback on the Sport and Physical Activity School Health Check by emailing schoolsportunit@det.nsw.edu.au

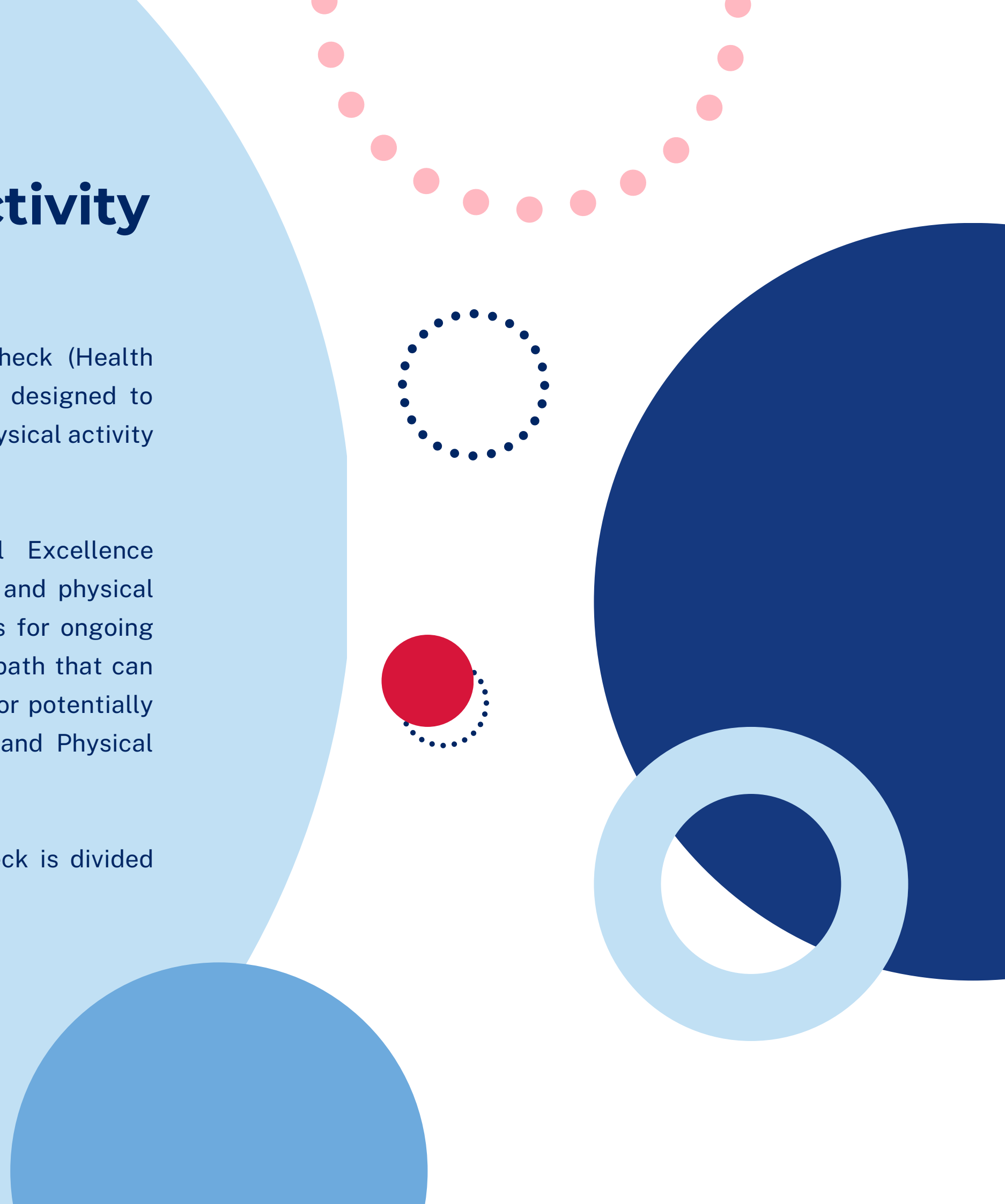
Sport and Physical Activity School Health Check

The Sport and Physical Activity School Health Check (Health Check) is an evidence-based self-assessment tool, designed to support schools plan and deliver quality sport and physical activity through a whole-school approach.

The Health Check is informed by the School Excellence Framework and identifies quality practice in sport and physical activity to help schools plan and monitor strategies for ongoing improvement. It outlines an explicit and sequential path that can be used to support strategic planning and to meet, or potentially exceed, the mandated requirements of the Sport and Physical Activity Policy.

The Sport and Physical Activity School Health Check is divided into three elements:


- Organisation
- Teaching and learning
- Partnerships





Organisation

In schools that excel, there is a strategic and planned approach to the implementation of an evidence-based, whole-school approach to sport and physical activity. School-wide reflection practices are used to monitor, evaluate and plan physical activity opportunities to meet the needs of all students.

| Theme | Delivering | Sustaining and Growing | Excelling |
|--|---|--|--|
| <p>School planning and leadership</p>  | <p>The school has a Sport and physical activity procedure that outlines how the requirements of the Sport and Physical Activity Policy are met and how they reflect current local information and circumstances. Refer to K-6 policy and programming requirements.</p> <p>The school has an identified person or team that coordinates the delivery of sport and physical activity (for example, sport organiser/coordinator/team).</p> <p>During key transition periods (enrolment, transitioning to a new class, year or stage) student progress, achievements and learning needs in sport and physical activity are communicated to relevant stakeholders.</p> <p>The school has a system in place to identify all students eligible to trial for teams in the Representative School Sport Pathway (RSSP). Learn more about classification and the RSSP.</p> <p>There is a nominated person(s) to represent the school at all local network of school sport meetings (i.e. Zone meetings).</p> | <p>The school's Sport and physical activity procedures, which meet the Sport and Physical Activity Policy, are communicated to the school community (staff, students, parents/carers).</p> <p>The school sport and physical activity team collaboratively engages in a cycle of improvement by planning, acting and reflecting on the delivery of school sport and physical activity.</p> <p>Schools have procedures in place to identify, monitor and assess student progress, achievements and learning needs in sport and physical activity. These procedures involve the collaboration of parents/carers, students, teachers and relevant stakeholders. Refer to the High potential and gifted education policy and Teaching and learning adjustments for more information.</p> <p>The school has a set of procedures outlining how all students are selected for the Representative School Sport Pathway and these are communicated to the school community.</p> <p>Teachers are actively involved in local network of school sport performing roles such as a zone executive, convening sports (E.g., weekly competitions and gala days) or carnivals.</p> | <p>The school's Sport and physical activity procedures are reviewed annually, in consultation with the school community, to ensure they meet the requirements of the Sport and Physical Activity Policy.</p> <p>The school sport and physical activity team leads school-wide reflection practices to monitor, evaluate and plan an evidence-informed whole-school approach to sport and physical activity (for example, iPLAY).</p> <p>Schools initiate and integrate procedures to assess all students' progress and achievements in sport and physical activity. Broader identification processes, such as diagnostic, screening and adaptive assessments, can help to identify students who may not be demonstrating their full range of potential.</p> <p>The school procedures outlining how all students are selected for the Representative School Sport Pathway are communicated to the school community and are evaluated as part of an ongoing review cycle.</p> <p>School leaders are active members of local networks of schools. The sharing of expertise, knowledge and resources relating to sport and physical activity occurs between schools to support the planning, implementation and evaluation of sport and physical activity.</p> |





| Theme | Delivering | Sustaining and Growing | Excelling |
|---|---|--|--|
| <p>Resources</p>  | <p>An appropriate budget is allocated to ensure there is a sufficient supply of sport and physical activity resources and equipment.</p> <p>Sport and physical activity equipment and resources cater for the needs of students, across all ability levels, stages and settings.</p> <p>All students have the opportunity to access the full range of school activities, including physical activities, while wearing a school uniform. Girls have the option to wear shorts and pants.</p> | <p>The school regularly monitors, replenishes, updates and adds to sport and physical activity resources and equipment using the allocated budget.</p> <p>Sport and physical activity resources are accessible and organised for all classes to use throughout the school day.</p> <p>Formal consultation with students, teachers and other staff, parents or carers, and the school community (including the Parents and Citizens' Association) is occurring to make changes to the school uniform to ensure all students are able to be active throughout the school day, on every day of the school week.</p> | <p>The school has a planned, long-term approach for resourcing the school with sport and physical activity equipment and resources.</p> <p>An appropriate range of sport and physical activity equipment and resources are easily accessible to all teachers to embed physical activity across the school day in all Key Learning Areas.</p> <p>The school uniform provides students with the opportunity to participate in physical activities throughout the school day, on every day of the school week.</p> |
| <p>Environment and accessibility</p>  | <p>Students have access to well-maintained, all-weather sport and physical activity facilities.</p> <p>School and community space is utilised to provide students with the minimum 25 square metres per student of playground space. Refer to School play space – how much is enough?</p> <p>Teachers recognise that movement and physical activity can take place in most classrooms.</p> | <p>The school has a plan for all students and classes to have equitable access to sport and physical activity facilities during class time and breaks.</p> <p>Students have access to a range of facilities that are suitable and inviting to encourage physical activity during breaks and before/after school.</p> <p>Students and teachers have access to classrooms that encourage and allow for movement and physical activity.</p> | <p>Consultation occurs with the school community to ensure all students have access to sport and physical activity facilities that meet their current interests.</p> <p>The school provides access to high quality facilities that are available and suitable for all members of the community. These facilities promote and allow for participation in sport and physical activity year-round.</p> <p>Where possible classrooms are configured to encourage and allow for regular movement and physical activity.</p> |

Anecdotal notes



Teaching and learning

In schools that excel, all staff members are committed to identifying, understanding and implementing a whole-school approach to sport and physical activity. This commitment is reflected in the school's Strategic Improvement Plan.

| Theme | Delivering | Sustaining and Growing | Excelling |
|---|---|---|---|
| <p>Teacher professional knowledge</p>  | <p>All teachers are aware of the requirements related to mandatory weekly participation in sport and physical activity as outlined in the Sport and Physical Activity Policy. Refer to related professional learning: School Sport Unit - Sport and Physical Activity policy awareness training</p> <p>All teachers adhere to the Sport safety guidelines when delivering sport or physical activity sessions to students.</p> <p>Time during executive, staff, faculty/stage, team, and/or other meetings is dedicated to planning weekly sport and physical activity.</p> | <p>The school schedules professional learning that builds teachers' capacity to use effective strategies in teaching sport and physical activity. Refer to related professional learning:</p> <ul style="list-style-type: none"> • School Sport - Game-based learning in sport and physical activity • School Sport Unit - Thinking while Moving • School Sport Unit - Delivering engaging sport and physical activity programs in K – 2 • School Sport Unit - Burn 2 Learn <p>Sport and physical activity sessions are planned and delivered based on the SAAFE principles to support student engagement and enjoyment.</p> <p>Teachers engage in scheduled professional discussion and collaboration to improve the provision of weekly sport and physical activity in their classes, year groups, stages, faculties, or for specific student groups.</p> | <p>The school strategically engages in professional learning to plan and implement an evidence-based whole-school approach to sport and physical activity. Refer to evidence-based whole school approach and professional learning: iPLAY</p> <p>Teachers explore evidence-based pedagogical approaches to deliver quality teaching in sport and physical activity sessions to ensure students are progressing along the Physical literacy continuum.</p> <p>Local networks of schools (sporting zone or a community of schools) share expertise, knowledge and resources relating to sport and physical activity to support the planning, implementation and evaluation of sport and physical activity at the school and zone level.</p> |
| <p>Quality sport and physical activity</p>  | <p>Teachers follow a whole school scope and sequence for sport and physical activity to deliver a minimum of 150 minutes of moderate with some vigorous physical activity each week.</p> <p>Assessments are used to monitor and report on student progress and achievement in sport and physical activity.</p> | <p>The whole school scope and sequence for sport and physical activity supports the delivery of sport and/or physical activity. Sport and physical activity time occurs during weekly school sport, PE lessons and classroom energisers and physically active lessons across a range of Key Learning Areas.</p> <p>Teachers use a variety formative and summative assessment strategies to monitor and report on student progress and achievement in sport and physical activity.</p> | <p>The whole school scope and sequence for sport and physical activity is followed and collaboratively reflected on by all teachers. The plan provides every student with the opportunity to engage in moderate with some vigorous physical activity every day and for more than 150 minutes a week.</p> <p>The school regularly monitors and tracks student progress in sport and physical activity using the Physical literacy continuum. Student progress is analysed to plan future sport and physical activity learning experiences.</p> |



| Theme | Delivering | Sustaining and Growing | Excelling |
|-------|--|--|--|
| | <p>The school provides 60 minutes of timetabled weekly school sport for students in 3 years 3 - 10. Refer to Sport education teaching resource.</p> | <p>The school provides a variety of inclusive, competitive/non-competitive, team/individual, sport and recreational activities to promote student engagement and longevity of participation in sport and physical activity.</p> | <p>The school seeks the perspectives and opinions of students and acts on them in a way that genuinely engages them in sport and physical activity learning experiences.</p> |
| | <p>Differentiation of sport and physical activity happens for some students with identified and interests.</p> | <p>Teachers differentiate sport and physical activity to meet the needs and interests of students at various levels of achievement, including adjustments to support learning or to increase challenge.</p> | <p>The school considers the range of sport and physical activity options available within the school setting, community and School Sport Unit programs and events for all students and adapts these to suit the needs, goals and capabilities of participants.</p> |
| | <p>The school promotes the benefits of participating in a variety of inclusive, competitive/non-competitive, team/individual, sport and recreational activities.</p> | <p>Students are provided with opportunities to participate in a range of inclusive, competitive/non-competitive, team/individual, sport and recreational activities that engage students from diverse backgrounds and abilities.</p> | <p>All students are provided with choice to participate in a range of inclusive, competitive/non-competitive, team/individual, sport and recreational activities with that meet their interest and ability.</p> |
| | <p>Schools with primary students and Intensive English Centres participate in the School Swimming and Water Safety Program.</p> | <p>Structured swimming sessions and/or water safety learning experiences are provided for identified students.</p> | <p>Students are provided with enrichment and extra-curricular opportunities to develop their skills and interests in aquatic sport and physical activities.</p> |

Physical activity across the school day



Teachers include classroom movement breaks (classroom energisers, 10@10, Burn 2 Learn) in their teaching and learning.

Teachers embed physical activity into learning areas other than Physical Education and sport (for example, Thinking While Moving in Maths and English).

Sport and physical activity equipment is available for students in the playground before school, at recess and lunch time.

The school participates in one or more of the Premier's Sporting Challenges (PSC).

School House captains have designated roles and responsibilities to promote sport and physical activity throughout the school year.

All students are provided the opportunity to participate in a minimum of 2 classroom movement breaks each day.

All classes participate in physically active lessons (not including PE and sport) at least once a week.

The school works with the school community to provide sport and physical opportunities for students before and after school and during break times. For example, morning run club, coaching clinics, sports clubs, provision of sport equipment during break times.

The school utilises School Sport Unit teaching resources to deliver high quality sport and physical activity experiences to students both during and outside of the Premier's Sporting Challenge.

Students are supported to lead sport and physical activity initiatives across the school (for example, PSC Sport Leadership, house captains, PSC student ambassadors, peer mentoring system).

Teachers consider the interests and preferences of students to collaboratively plan engaging classroom energisers.

Stage/Faculty teams collaboratively plan physically active learning experiences that occur twice a week (not including PE or Sport). These lessons are evident in all teaching and learning programs.

Physical activity is a central aspect of the school culture. Opportunities for all students to be active are prioritised across the day including before/after school, during break times and instruction time, and in the home.

The school has systems in place to ensure the ongoing delivery of high-quality sport and physical activity both during and outside of the Premier's Sporting Challenges.

Students are supported to be leaders in sport and physical activity initiatives within the community (for example community sport coaches, before/after school programs for younger students).



Partnerships

In schools that excel, sport and physical activity is an integral part of the school culture and recognised as a research-based approach to support student wellbeing. The school community work collaboratively to strategically plan and deliver high-quality sport and physical activity opportunities for all students.

| Theme | Delivering | Sustaining and Growing | Excelling |
|--|---|---|---|
| <p>Staff</p>  | <p>Staff members are aware that physical activity positively supports wellbeing and engagement.</p> <p>Staff members model a positive attitude towards sport and physical activity to students.</p> <p>Teachers are aware of the opportunities to coach, manage and officiate in the Representative School Sport Pathway.</p> | <p>Staff strengthen student wellbeing by supporting participation in sport and physical activity programs.</p> <p>Teachers act as role models by participating alongside students in physical activity.</p> <p>Teachers are encouraged and supported to be involved in the Representative School Sport Pathway.</p> | <p>Staff strategically plan and deliver sport and physical activity experiences across the school week to meet the school's system negotiated wellbeing targets.</p> <p>The school leadership team members, including the principal, act as role models by participating in physical activity with teachers and students.</p> <p>Staff members act as mentors to support colleagues to become involved in the Representative School Sport Pathway.</p> |
| <p>Family involvement</p>  | <p>The school promotes school sport achievements in communications with parents/carers.</p> <p>The school informs parents/carers of the learning experiences planned for school sport and physical activity.</p> <p>Parents/carers are aware of appropriate active travel options for students to commute to school.</p> | <p>The school promotes the benefits of regular physical activity with parents/carers.</p> <p>There are opportunities for parents/carers and families to be involved in the school's sport and physical activity approach.</p> <p>The school community coordinates active travel opportunities for students to commute to and from school. For example, walk to school bus, cycle bus.</p> | <p>A planned approach, with parents/carers, is taken to promote the link between sport and physical activity and improved wellbeing, health and academic outcomes with parents/carers.</p> <p>The school seeks family voice on how sport and physical activity opportunities can be improved throughout the school.</p> <p>The school, parents/carers and community members work together to increase physical activity opportunities before and after school that promote lifelong health and wellbeing.</p> |
| <p>Community</p>  | <p>Students are encouraged to access sport and/or physical activity opportunities in their local community.</p> <p>The school promotes community health messages for sport and physical activity.</p> <p>The school is available for use by the local community before and after school as an open and green space for active play.</p> | <p>The school works with community organisations to deliver additional sporting opportunities that broaden student interest.</p> <p>The school participates in community events that promote sport and physical activity (for example, community fun runs).</p> <p>The school is open to the local community in the school holidays as an open and green space for active play.</p> | <p>The school utilises community facilities and organisations to enhance opportunities for sport and physical activity for all students.</p> <p>The school participates in research projects to strengthen the evidence of sport, physical activity and wellbeing.</p> <p>The school community has representation on Local Government Area (LGA) reference/advisory groups advocating for local sport and physical activity facilities.</p> |