

# SPORTING Schools

## SPORTING SCHOOLS *PLUS*

## EVALUATION SUMMARY

Data and insights in this summary have been drawn from school reports completed in 2020.



Sporting Schools *Plus* aimed to influence the whole-school environment by creating opportunities for students to encounter impactful physical activity experiences throughout the school day.

The program funded 450 schools to activate the Physical Literacy: Guide for Schools over terms 2, 3 and 4 in 2020.

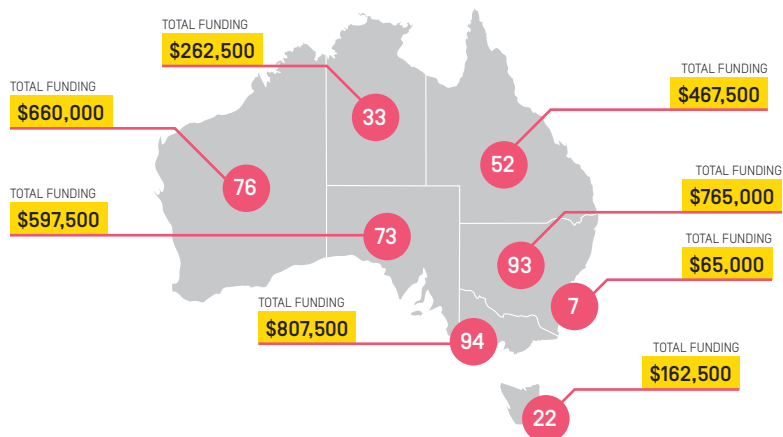
## PARTNERSHIP APPROACH



### 6 PARTNER PROVIDERS



### 450 SCHOOLS ENGAGED



# PHYSICAL LITERACY: GUIDE FOR SCHOOLS

Sport Australia, in partnership with ACHPER Victoria, developed the Physical Literacy: Guide for Schools. The Guide underpinned Sporting Schools *Plus* by identifying the key components required for a whole-school approach to the development of physical literacy in children and the characteristics of exemplary school practices.



## CULTURE, ORGANISATION AND ENVIRONMENT

- Leadership
- Policy
- Environment



## CURRICULUM, TEACHING AND LEARNING

- Quality HPE
- Inclusive co-curricular program
- Cross-curricular approach



## PARTNERSHIPS

- Families
- Local community

# PHYSICAL LITERACY: GUIDE FOR SCHOOLS

**SPORTAUS**



SCHOOL AREA	CULTURE, ORGANISATION AND ENVIRONMENT			CURRICULUM, TEACHING AND LEARNING			PARTNERSHIPS	
COMPONENT	Leadership	Policy	Environment	Quality Health and Physical Education Program	Inclusive Co-Curricular Program	Cross-Curricular Approach	Families	Local Community
OBJECTIVE	Foster a culture that actively supports a whole school approach to developing physical literacy.	Create, implement and review a whole school physical literacy policy.	Facilitate access to a variety of environments that encourages the development of physical literacy.	Provide a quality health and Physical Education program which encompasses physical literacy.	Provide a broad range of sports and physical activities that complements the curriculum and focuses on the development of physical literacy.	Encourage all staff to engage in professional learning to develop physical literacy across all learning areas.	Encourage families to help students develop physical literacy.	Engage with a diverse range of community groups to enhance opportunities for students to engage in physical activity and to develop their physical literacy.
KEY CHARACTERISTICS	<ul style="list-style-type: none"> <li>Embed physical literacy in the school strategic plan, annual implementation plan and other applicable frameworks.</li> <li>Comply with mandated or recommended time allocation for health and physical activity.</li> <li>Support staff to attend professional learning for physical literacy.</li> <li>Role model a healthy and active life and encourage teachers and students to do the same.</li> <li>Promote physical activity, health and wellbeing messages to the whole school community.</li> <li>Facilitate an environment where movement, physical activity and active play are valued and nurtured.</li> <li>Seek teacher, student and parent voice on how physical literacy can be developed throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Support all aspects of physical literacy including the physical, psychological, social and cognitive development.</li> <li>Involve the wider school community in creating, reviewing and sharing the policy.</li> <li>Focus on the individual needs of students using a strength-based and student-centred approach.</li> <li>Incorporate the eight key components of this Physical Literacy Guide for Schools.</li> <li>Integrate best practice safety and inclusive principles.</li> <li>Include opportunities for staff to improve their physical literacy as part of a staff wellbeing program.</li> <li>Ensure all students have the opportunity to be physically active at school every day and are not excluded from Health and Physical Education recess and any other physical activities.</li> <li>Incorporate physical literacy into other relevant policies.</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to a range of facilities and equipment that encourages physical activity before, during and after school.</li> <li>Design classrooms that encourage movement and physical activity.</li> <li>Provide adequate facilities for staff and students to use active travel to and from school.</li> <li>Provide access to all weather spaces, including indoor play spaces.</li> <li>Ensure school environment is well-maintained, safe and clean.</li> <li>Encourage supervisors to support active play and physical activity during yard duty.</li> </ul>	<ul style="list-style-type: none"> <li>Taught by qualified health and Physical Education teachers.</li> <li>Meet the state/territory and/or national curriculum requirements.</li> <li>Include evidence-based teaching and learning methods.</li> <li>Inclusive of a diverse range of learning styles and student interests.</li> <li>Incorporate a balance of non-competitive and competitive activities.</li> <li>Use a variety of formative and summative assessment methods providing relevant and timely feedback to students.</li> <li>Maximise student participation with SpE of practical classes including moderate to vigorous physical activity.</li> <li>Provide appropriate and sufficient equipment for all students to be active.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of inclusive, competitive, non-competitive, team and individual sports and physical activities for students.</li> <li>Provide a variety of sports and physical activities before, during and after school.</li> <li>Support students to lead sport and physical activity initiatives at school.</li> <li>Recognise and reward students for participation and achievement.</li> <li>Promote a positive attitude towards the development of physical literacy.</li> <li>Support students to identify movement opportunities at school and in their local community.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the development of physical literacy into a range of curriculum areas at all year levels.</li> <li>Planning the development of physical literacy into curriculum, documents and practice to the same extent as literacy and numeracy.</li> <li>Provide professional learning opportunities and resources to staff to ensure physical literacy is incorporated into other learning areas.</li> <li>Encourage staff to be positive role models by leading healthy and active lives.</li> <li>Encourage staff to provide additional physical activities where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the importance of physical education, sport and physical activity on academic, health and wellbeing benefits.</li> <li>Provide regular information, and practical strategies to promote physical literacy and reduce sedentary behaviours at home.</li> <li>Promote the benefits of parents being role models in being physically active.</li> <li>Encourage parents to be involved in their child's sport and physical activity.</li> <li>Promote the benefits of participating in a variety of inclusive, competitive, non-competitive, team, individual and recreational activities.</li> <li>Encourage inclusion of people from diverse cultural backgrounds to participate in sport and physical activities and encourage parents to share their culture and experiences where appropriate.</li> <li>Encourage families to communicate with teachers about their child's physical literacy development and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Promote participation in community physical activities.</li> <li>Establish relationships with recreation centres, community sport and physical activity providers to strengthen physical activity opportunities.</li> <li>Encourage connections with local health agencies, organisations and businesses to support physical literacy initiatives.</li> <li>Advocate for safe play areas and active travel infrastructure.</li> <li>Enable access to school sporting facilities outside of school hours.</li> <li>Promote health and wellbeing initiatives and messages from the local community.</li> </ul>



Download the **Physical Literacy: Guide for Schools**

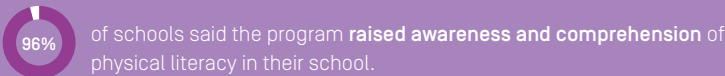
# PROGRAM IMPACTS



## Schools said Sporting Schools *Plus* had a strong impact within their school environments, including:



## Greater awareness of physical literacy in schools

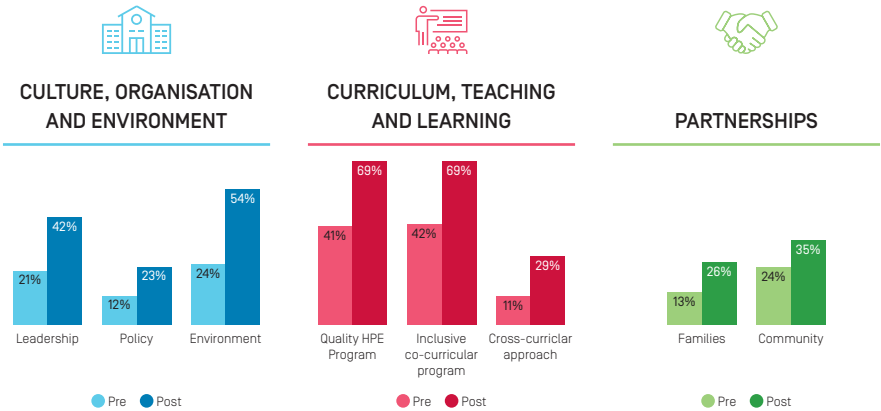


At the start of the program **44%** of schools had low familiarity with the term physical literacy and were not confident using it. By the end of the program **74%** of schools were familiar with the term and felt more confident using it.

# Schools improved in each component of the Physical Literacy: Guide for Schools

The biggest improvements were in the Environment, Quality HPE and Inclusive Co-Curricular components. This is consistent with the most popular components schools decided to focus on.

The graphs below demonstrate the change in how schools rated their achievement<sup>1</sup> of each component before and after Sporting Schools *Plus*.



99%

of schools will **CONTINUE TO BUILD** their capability against the **PHYSICAL LITERACY: GUIDE FOR SCHOOLS**.

“The grant has allowed us to provide our students with a sport that they would not normally be able to access.”

**Batchelor Area School**

89%

of schools reported that they have a **BETTER UNDERSTANDING** of how to activate the **PHYSICAL LITERACY: GUIDE FOR SCHOOLS** within their school environment.

<sup>1</sup> Results demonstrate those schools that reported either strongly meet or exceed the achievement of each component area.



## Student physical activity levels improved

The majority of schools (89%) reported an increase in physical activity levels after the program. Of these schools, 68% reported an increase of more than 30 minutes per week.



## Benefits across the whole school

Sporting Schools *Plus* had a large impact on student health and wellbeing; behaviour management; and improvement in sport and physical activity skill and competency.

Schools reported that these impacts would still be seen two years after program delivery, which speaks to the sustainability of the outcomes achieved and the ongoing relevance of the Guide to achieve positive outcomes.



## Schools engaged physical literacy partners

51% of schools used a partner provider to activate the Physical Literacy: Guide for Schools.

Of those schools, feedback was resoundingly positive, with schools reporting high satisfaction ratings.

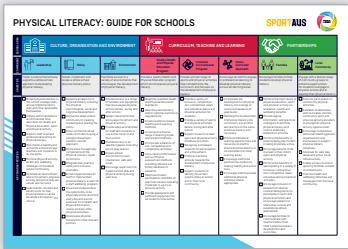
“Our teachers are feeling more confident to take sport lessons where they can pick and download a lesson plan, with step-by-step tools to help them teach fundamental movement skills, with specific focus points.”

**Marangaroo Primary School**



# RESOURCES

Resources were developed to increase teacher's understanding of physical literacy. The resources were widely accessed by teachers, with 70% of schools reporting that the resources were very helpful.



Physical Literacy:  
Guide for School

1,610 downloads



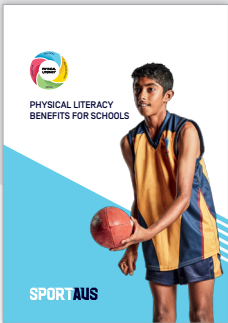
Bring Physical Literacy to Life  
in your School, Video

812 views



Physical Literacy: Implementation Plan

410 downloads



Physical Literacy: Benefits for School

404 downloads



Physical Literacy: Tips for Development

179 downloads

"The integration of physical literacy into our everyday teaching practices has made our students more active, more attentive, and more aware."

Shepparton Christian College

# FEEDBACK FROM SCHOOLS

"Sporting Schools *Plus* was a great opportunity to increase awareness to the whole school community of the benefits of an active lifestyle. It has given the school the information, tools and equipment to transition the school from a sedentary based PE program to a highly active and always evolving program with increased physical activity opportunities that extend beyond school hours. Looking forward the seeing the long term results."

**Good Shepherd Catholic Primary School, Kelmscott**

"The *Physical Literacy: Guide for Schools* was key in developing a series of interventions for Undera Primary School. It is the most useful curriculum development in this area. I liked the standards it outlined for a Quality Health and Physical Education Program, which I used at Undera Primary School.

Our students are fitter, they ask to play games and they have developed skills to help them be active. They have also developed positive behaviours across recess and lunchtime. Because they are fitter and playing more, they have improved their ball skills and are learning to be collaborative and cooperative.

This has also had an impact in their learning across the curriculum in literacy, mathematics and integrated studies. An example is improved reciprocal reading, where our students are collaborating and cooperating at an improved rate."

**Undera Primary School**







**Australian Government**  
**Australian Sports Commission**

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