

School Physical Literacy Framework

SCHOOL AREA	COMPONENT	OBJECTIVE	KEY CHARACTERISTICS							
SCHOOL CULTURE, ORGANISATION AND ENVIRONMENT	SCHOOL LEADERSHIP	School leadership actively supports the development of physical literacy and a strong physical literacy culture throughout the school community	Encourages schoolwide development of physical literacy through inclusion in the school strategic plan and annual implementation plan. This should include discussion around clear goals, targets and key improvement strategies.	Supports and complies with appropriate time allocation or mandate for Health and Physical Education, Sport Education and physical activity. Active Healthy Kids Australia recommends 150 minutes of organised physical activity each week (including HPE, sport, lunchtime activities etc).	Investigates and makes provisions for staff to attend professional learning sessions relevant to physical literacy.	Understands the benefits of, are active role models for and display a positive attitude towards physical literacy.	Exhibits shared responsibility for promotion of physical activity, health and wellbeing for all members of the school community. This includes encouraging the school community to meet Australia's Physical Activity and Sedentary Behaviour Guidelines .	Creates a positive and supportive school environment where physical activity, movement and active play are encouraged (before, during and after school).		
	SCHOOL POLICY	A whole-school physical literacy policy is created, implemented and reviewed.	Supports all aspects of physical literacy, including a focus on developing student's physical, psychological, cognitive and social capabilities.	Involves all members of the school community in its review, planning and dissemination.	Is strengths-based and student-centred, focusing on catering for the individual needs of students.	References and incorporates Health and Physical Education, Sport Education, physical activity, co-curricular activities and active transport.	Addresses equal opportunity and safe spaces to be active.	Complements and/or is incorporated into other relevant policies (e.g. student learning, engagement and wellbeing policy, Positive Behaviour for Learning (PBL) etc).	Includes opportunities for staff to improve their physical literacy levels as part of a Staff Wellbeing Program, e.g. stand-up meetings, pedometer challenges etc.	Reflects the rights of children thus prohibits withholding Health and Physical Education, recess or other physical activity from students as a form of punishment.
	SCHOOL ORGANISATION AND ENVIRONMENT	The school facilitates access to a variety of environments including classrooms and playgrounds and opportunities that encourage the development of physical literacy before, during and after school	Includes outdoor play spaces, structured play equipment and playground markings which are accessible during all types of weather (Eg. include indoor options, covered outdoor areas and/or all-weather surfaces).	Is well maintained, supervised, safe and clean.	Is supervised by trained playground / yard duty supervisors who encourage active play and physical activity. Similar training could also be made available to senior students.	Gives students access to a range of equipment that encourages physical activity before, during and after school. The equipment caters for the diverse needs, interests and safety of all students, including age appropriate and properly fitted protective equipment.	Promotes activity-permissive classrooms designed to promote movement and physical activity. This may include desks that move easily to create movement space and/or stand-up desks.	Encourages staff and students to use active travel to and from school. This can be by identifying and addressing barriers, facilities available for safe and secure storage of active travel equipment and having designated traffic free areas outside the school at critical times.	Encourages student voice and promotes the development of physical literacy throughout the school.	
CURRICULUM, TEACHING AND LEARNING	QUALITY HEALTH AND PHYSICAL EDUCATION PROGRAM	The school provides a quality Health & Physical Education program which is comprehensive, developmentally appropriate and encompasses teaching of all aspects of physical literacy	Is taught by a passionate, qualified teacher(s) with a degree or major in Health and Physical Education.	Meets the state and/or national curriculum requirements.	Includes evidence-informed teaching and learning methods.	Is inclusive of a diverse range of learners and interests.	Incorporates a balance of non-competitive and competitive activities.	Uses a variety of formative and summative assessment methods and provides relevant, constructive and timely feedback to students.	Ensures student participation is maximised with students moderately to vigorously active at least 50% of most of all practical Physical Education classes.	Provides adequate equipment for every student to be active and the proportion of non-participating students in HPE is kept to a minimum.
	INCLUSIVE CO-CURRICULAR PROGRAM	The school provides a broad range of inclusive, purposeful and enjoyable physical activities and sports before school, during lunchtime play/recess, after school, and as part of the inter intra school sport program	Embraces a variety of competitive and non-competitive, team and individual physical activities and sports. Students can participate regardless of age, gender, ability or background.	Aligns with the state and/or national Health and Physical Education curriculum, including those that support students in developing social and emotional skills, teamwork and fair play.	Provides opportunities for participation before, during and after school.	Encourages and supports students to take the lead in developing and maintaining physical activity initiatives at school or in the local community.	Monitors student involvement and recognises students for their participation and achievement.	Encourages students to foster a positive attitude towards physical literacy and highlights the joy of movement and participation.	Supports students to identify and evaluate physical activities available to them at school and in their local community.	
	CROSS-CURRICULAR APPROACH	The school encourages all staff to embrace and engage in supporting physical literacy across all learning areas and provides professional learning to support staff development	Promotes and incorporates physical activity and the integration of physical literacy into a range of curriculum areas at all year levels.	Includes the development of physical literacy into curriculum planning, documentation and practice, similar to literacy and numeracy.	Provides professional learning to staff to support them in planning active lessons and incorporating physical literacy into their learning area.	Supports staff to access resources, tools and professional learning to enhance their knowledge and capacity to promote physical literacy across the curriculum and in the co-curricular program.	Inspires staff to be positive role models leading healthy and active lifestyles, through engagement in physical literacy initiatives and practices in line with school policy and participation in co-curricular program.	Encourages staff to provide additional physical activity experiences that promote and give students a better understanding of developing their physical literacy.		
COMMUNITY LINKS AND PARTNERSHIPS	PARENTS AND FAMILIES	School encourages parents and families in the school community to engage with the development of physical literacy and provides opportunities for what is learnt at school to be reinforced at home, and vice versa	Are provided with information, ideas and practical strategies on a regular basis to promote and support physical literacy and reduce sedentary behaviours at school and at home.	Recognise they are role models and provide a culture of being active and healthy. They actively engage in and encourage their child to participate in physical activity and active travel.	Understand the importance of Health and Physical Education, Sport and wider opportunities for physical activity and their impact on the health of children and youth.	Take keen interest or are involved in their child's sport and physical activities outside of school.	Support their child to participate in a variety of competitive and non-competitive, team, individual and recreational activities (Specialisation in one or two sports should not occur too early in life).	Support staff and students in developing and providing physical literacy activities within the school. Families are asked for their input and feedback.	Are invited to participate in and promote physical activities from diverse and cultural backgrounds both at school and at home.	Communicate openly with teachers and their child regarding their child's physical literacy development and outcomes.
	LOCAL COMMUNITY	The school facilitates and supports engagement within and across elements of the community, including sporting clubs, recreational facilities and leisure programs, to enhance opportunities for students to engage in physical activity	Provides opportunities for participation in physical activity inside and out of school hours. Students, staff and families are encouraged and supported to participate in these community activities.	Includes a variety of sports and recreation clubs and centres. Relationships are established and maintained to create and strengthen physical activity opportunities for students and families.	Includes local health professionals, services, agencies and organisations who engage with the school to support physical literacy initiatives.	Consists of safe play areas and active travel opportunities, including walking/cycling routes to school.	Can access and use the school HPE and sporting facilities outside of school hours.	Supports the school to raise awareness and promote physical literacy messages. This may include parents, local coaches, and activity providers.	Encourages connections between schools, organisations and businesses to provide further physical literacy initiatives within the local community.	