



## Physical Activity Guidelines

### Context

Physical activity has been shown to enhance cognitive performance, assist in developing social skills and increase the likelihood of focus and concentration during academic subjects in the classroom. Primary schools play an important role in promoting healthy lifestyles. These guidelines incorporate a whole school approach to teaching, modelling and promoting physical activity. It provides consistent messages to support students in meeting the Australian Physical Activity Guidelines.

The development of fundamental movement skills is an important step towards ensuring lifelong involvement in physical activity. Without proficiency in skills like throwing, catching, kicking, leaping and balancing, students are less likely to explore the range of options available to them to establish and maintain active lifestyles. Research shows that children who are competent in fundamental movement skills are more likely to enjoy sports and activities and to develop a lifelong commitment to physical activity. Research also suggests that children who do not master fundamental movement skills are more likely to drop out of physical activity in later life. Students who have achieved proficiency in fundamental movement skills have been found to have better self-esteem, socialisation skills and a more positive attitude towards physical activity.

### Objectives

1. Promote the benefits of a healthy and active lifestyle to the whole school community
2. Develop confidence in students to engage students in physical activities through the development of fundamental movement skills
3. Provide opportunities for students to access a wide variety of physical activities

### Key Responsibilities

- The Principal will be responsible for ensuring the requirements of policy, guidelines and relevant legislation are met and responsive to local needs, including cultural diversity.
- The School Champion and P&C will be responsible for supporting the Principal to meet policy requirements through the implementation of programs and practices consistent with the Guidelines.
- Teaching staff will be responsible for quality teaching of physical activity and supporting whole of school physical activity initiatives.
- These guidelines and related programs will be monitored and reviewed each year.

### Implementation

1. *Aim to teach quality PE lessons.*
  - A dedicated scope and sequence for PDHPE that includes Fundamental Movement Skills is in place.
  - Fundamental Movement Skills are explicitly taught during Physical Education lessons.
  - PE lessons exhibit the SAAFE (Supportive, Active, Autonomous, Fair and Enjoyable) teaching principles.
  - Teachers aim for students to participate in moderate to vigorous physical activity (MVPA) for 50% of PE lesson time.
  - Ongoing professional development opportunities for teachers include PDHPE.
2. *Promote active playgrounds.*
  - Playground markings are made available for all students to use during recess and lunch breaks.

- Physical activity equipment is appropriate and available for all students to use during recess and lunch breaks.
- Student leaders are trained to implement organised activities at recess and lunch.
- Safety standards for equipment are regularly checked and maintained as per the DoE Sport and Physical Activity Safety Policy for Schools.

### 3. *School Sport*

- Students participate in structured school sport time once per week.
- Opportunities are given within sport time to try a variety of different sports.

### 4. *Engage parents/carers and family members in school based PA.*

- Parents are invited to assist with school sport, PE, and carnivals/sporting events.
- Tasks with a physical activity component are incorporated into homework.
- Opportunities are provided for advertising PA outside of school hours in the local community.
- Teachers report annually on students FMS and fitness levels.

### 5. *Classroom based opportunities*

- Teachers include energisers or opportunities for active breaks within class time, eg, at Crunch and Sip time.
- Teachers attempt to include integrated lessons that incorporate physical activity eg, with literacy or numeracy

### 6. *Have a functioning school PA committee.*

- The committee will meet once a semester.
- The committee is responsible for overseeing the PA timetable, restocking equipment and making sure the PA policy is adhered to and remains up to date.
- All students participate in at least 150 minutes of timetabled PA (including PE and sport) per week.

## **Equity**

These guidelines are based on principles of equity and inclusiveness to ensure that all students have opportunities to engage and participate in physical activity at school. Support will be provided for students who would otherwise miss out due to financial or other circumstances. In line with the principles of equity, our school is committed to making sure Aboriginal students are able to participate in all school programs and activities relating to or involving PDHPE practices.

## **Communication**

These guidelines will be agreed to by the school community, signed by the Principal and made available to parents, teachers and students. This policy will be communicated via staff meetings, school newsletters, school website, school orientation and P&C meetings.

## **Supporting Documents**

Sport and Physical Activity Policy, DoE 2015

Sport Safety Guidelines, DoE

[www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)

Get Skilled: Get Active Booklet, DoE 2016

Fundamental Movement Skills in Action, DoE 2017

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