



Active Insight: Evidence in Action

Tip #541



Student Goal Setting

Overview

Goal setting in Years 3–6 supports students to apply strategies that enhance participation and wellbeing. Setting and reflecting on goals builds motivation, confidence, and self-awareness. This approach strengthens engagement and supports meaningful progress in physical activity experiences. It encourages students to recognise achievements, develop positive habits, and take responsibility for ongoing improvement across movement contexts. Embedding goal-setting practices within learning experiences strengthens resilience, participation, and positive learning outcomes.

Key Teaching Ideas

Use goal-setting strategies to support participation, motivation, and meaningful progress in movement learning. Provide clear goals, reflection opportunities, and supportive feedback to strengthen confidence and engagement. Encourage students to recognise achievements, monitor progress, and apply strategies that support wellbeing and participation. Provide opportunities for self-assessment, collaboration, and refining goals across physical activity experiences. Foster supportive environments that build resilience, confidence, motivation, and positive participation.

Practical Application

- Set personal activity goals supporting motivation and engagement consistently
- Use progress tracking charts reinforcing development and achievement over time
- Facilitate reflection journals supporting awareness and learning growth consistently
- Encourage peer discussions supporting shared learning and goal achievement processes
- Conduct teacher check-ins supporting progress and ongoing development effectively

Next Steps

Further explore [Fundamental Movement Skill](#) and [Game Sense](#) approaches. Goal setting strengthens motivation, confidence, and meaningful participation across physical education contexts.

The Fundamental Movement Skills approach is informed by foundational motor development research (Gallahue & Ozmun, 2006), contemporary physical education pedagogy (Graham et al., 2013), and the Australian Sports Commission's emphasis on developing movement competence and confidence through fundamental movement skills as a foundation for lifelong physical activity and sport participation.

The Game Sense model is informed by Teaching Games for Understanding (Bunker & Thorpe, 1982), the Game Sense approach (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).

