



Active Insight: Evidence in Action



Tip #863: Building Sustainability Through Movement Programs

Overview

Sustainable HPE and movement-based programs are those that outlast individual teachers, survive changes in leadership, and continue to deliver high-quality movement experiences for students year after year. Building sustainability requires shared ownership where the program belongs to the whole school community, where movement routines are built into the daily fabric of the school. A sustainable program is one where the loss of a single teacher does not result in the loss of the program.

Key Teaching Ideas

Sustainability in movement-based programs can be achieved when movement opportunities and active routines become the default operational standard not just in isolated whole school events. Teachers can enable this by collaboratively designing programs that use existing resources efficiently, focus on foundational movement skills that can be taught across various contexts, and build staff capacity across the whole school. Shared programming documents, clear transition protocols, and regular staff professional learning protect the program against staff turnover and ensure consistent, inclusive participation year after year.

Practical Application

- **Shared Programming Repositories:** Develop a centralised, accessible database of unit plans and lesson resources so that any teacher can deliver the program with confidence, ensuring continuity if staff change.
- **Embedded Active Routines:** Integrate short daily movement opportunities into the whole-school timetable so they become habitual, for example, a ten-minute active break for all primary classes before morning recess.
- **Sustainable Equipment Audits:** Implement a regular equipment maintenance schedule to prolong the life of PE and other school resources, with student leaders checking, repairing, and storing equipment/resources each term.
- **Cross-Curricular Movement Integration:** Link physical activity to other learning areas to distribute the responsibility for movement across the staff, reducing dependence on the HPE specialist for all active learning.



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- **Staff Capacity Building Workshops:** Dedicate time for peer-led professional development so that all teachers feel confident delivering movement activities, with experienced HPE teachers running brief workshops for classroom teachers each term.

Next Steps

For resources on building sustainable HPE programs and embedding movement into school routines, visit [Active Education Australia](#). [Anywhere PD](#) covers shared programming, staff capacity building, and resource management strategies.

References and Research

1. Australian Curriculum: Health and Physical Education (Version 9.0) - Establishes expectations for movement competence, health literacy, personal and social capability, and lifelong participation in physical activity.
2. Australian Professional Standards for Teachers - Provides the national framework for effective teaching practice, safe learning environments and ongoing professional learning.
3. Timperley, H. (2011). Realizing the Power of Professional Learning - Explains how inquiry, evidence and collaborative reflection improve teaching quality and student outcomes.