Active Schools School Overview

Strengths and opportunities



This self-assessment workbook helps your school review how physical activity is supported and embedded across policies, practices and partnerships.

School name

Date completed

Completed by / role

School setting

(e.g. primary, secondary, P–12, specialist)

How to complete

1. **Review each section**
   Read the statements and consider the examples provided.
2. **Choose a rating**
   Use the four-point scale to reflect your school's current stage of practice.
3. **Consider your context**
   Think about evidence, examples and your school context when choosing a rating.

Rating scale

Use the four-point scale below to reflect your school's current stage of practice for each statement.

1 Not yet evident	2 Emerging	3 Established	4 Excelling
We are not currently doing this.	We are starting to do this.	We are doing this consistently.	We are leading and improving others.

1 Quality Physical Education

Quality Physical Education is when teachers are confident to deliver Physical Education, students are engaged and challenged in their learning and develop the skills, knowledge and understanding to lead active and healthy lives now and into the future.

RATE YOUR SCHOOL

Consider how well your school is currently doing in each area and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
QPE1	Our school has a whole-school approach to Quality Physical Education. What might this look like? Consider how PE is valued across the school, leadership support, clear planning and shared responsibility.	☐	☐	☐	☐
QPE2	Teachers are confident to plan for, deliver and assess Quality Physical Education. What might this look like? Consider teacher capability, professional learning, use of curriculum-aligned resources and assessment and reporting processes.	☐	☐	☐	☐
QPE3	Students are engaged and challenged in Quality Physical Education. What might this look like? Consider a planned, sequential program, a variety of activities, inclusive and differentiated learning and opportunities for all students.	☐	☐	☐	☐
QPE4	Students are supported to develop the skills, knowledge and understanding to lead active and healthy lives now and into the future. What might this look like? Consider development of movement skills, health and wellbeing knowledge, and links to real-life and future opportunities.	☐	☐	☐	☐

REFLECT

One strength in Quality Physical Education:	One opportunity in Quality Physical Education:

KPA AVERAGE (Quality Physical Education):	

2 Active Recreation

Active Recreation provides students with enjoyable, inclusive and varied opportunities to be physically active through play and recreation across the school day.

RATE YOUR SCHOOL

Select one rating for each statement and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
AR1	Our school provides a range of structured and unstructured opportunities for students to be physically active during recess, lunch and other appropriate times across the school day. What might this look like? Choice of active play and recreation opportunities at different times.	☐	☐	☐	☐
AR2	Active recreation opportunities are inclusive and accessible, with spaces, equipment and activities adapted where needed so students with different interests, abilities and needs can participate. What might this look like? Varied spaces and activities with reasonable adjustments.	☐	☐	☐	☐
AR3	Student voice helps shape active recreation opportunities, with students able to contribute ideas and influence the activities, spaces and experiences available to them. What might this look like? Student surveys, feedback, leadership and co-design.	☐	☐	☐	☐
AR4	Active recreation is supported through appropriate spaces, equipment, supervision and staff practices, helping opportunities remain safe, enjoyable and sustainable. What might this look like? Accessible play spaces, equipment sharing and safe supervision.	☐	☐	☐	☐

REFLECT

One strength we recognise:	One opportunity to explore:

KPA AVERAGE (Active Recreation):	

3 Quality School Sport

Quality School Sport is a planned approach that offers education, engagement and enjoyment to every student through a range of school sport opportunities.

RATE YOUR SCHOOL

Consider how well your school is currently doing in each area and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
QSS1	Our school provides a broad range of school sport opportunities for every student. What might this look like? Consider the variety of sports, formats and participation levels offered.	☐	☐	☐	☐
QSS2	Our school ensures that school sport is inclusive, welcoming and accessible to all students. What might this look like? Consider how different student needs, abilities and backgrounds are supported.	☐	☐	☐	☐
QSS3	Our school delivers high quality school sport experiences that are safe, enjoyable and educational. What might this look like? Consider coaching, officiating, leadership and student learning opportunities.	☐	☐	☐	☐
QSS4	Our school partners with our school community to strengthen school sport. What might this look like? Consider parents, local clubs, sporting organisations and community networks.	☐	☐	☐	☐

REFLECT

One strength in Quality School Sport:	One opportunity in Quality School Sport:

KPA AVERAGE (Quality School Sport):	

4 Active Classrooms

Active Classrooms integrate movement into everyday teaching and learning, helping students move more while supporting engagement, connection and learning.

RATE YOUR SCHOOL

Select one rating for each statement and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
AC1	Teachers regularly provide opportunities for students to move during classroom learning, including movement breaks and transitions between periods of sitting. What might this look like? Short movement breaks and opportunities to interrupt prolonged sitting.	☐	☐	☐	☐
AC2	Movement is purposefully incorporated into teaching and learning where appropriate, providing students with opportunities to learn through movement as well as take breaks from sitting. What might this look like? Learning tasks where movement helps students engage with lesson content.	☐	☐	☐	☐
AC3	Classroom environments and teaching practices provide flexibility for students to move, change position and use different learning spaces where appropriate. What might this look like? Flexible classroom routines and accessible spaces for movement.	☐	☐	☐	☐
AC4	Teachers are supported with practical resources, ideas and professional learning to confidently and consistently incorporate movement into everyday classroom practice. What might this look like? Shared resources, practical examples and staff learning.	☐	☐	☐	☐

REFLECT

One strength we recognise:	One opportunity to explore:

KPA AVERAGE (Active Classrooms):	

5 Active Travel

Active Travel supports students and families to use safe, active and sustainable ways of travelling to and from school where possible.

RATE YOUR SCHOOL
Select one rating for each statement and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
AT1	Our school encourages and promotes active travel, helping students and families understand the benefits and opportunities to walk, ride, scoot or use active travel as part of their journey to and from school. What might this look like? Communication and events encouraging safe active journeys.	☐	☐	☐	☐
AT2	Our school identifies and responds to barriers to active travel, considering safety, accessibility and the different circumstances of students and families. What might this look like? Listening to families about distance, safety and access barriers.	☐	☐	☐	☐
AT3	Facilities, programs and initiatives support active travel where appropriate, such as secure bike and scooter storage, road safety education, active travel events or opportunities to travel actively for part of the journey. What might this look like? Secure storage, road safety learning and partial-journey options.	☐	☐	☐	☐
AT4	Our school works with students, families and relevant community partners to strengthen active travel opportunities and support safe and sustainable practices over time. What might this look like? Working with families, students and councils where appropriate.	☐	☐	☐	☐

REFLECT

One strength we recognise:	One opportunity to explore:

KPA AVERAGE (Active Travel):	

6 Supportive School Environment

A Supportive School Environment creates the culture, conditions and shared commitment which enable all students to be active across the school day.

RATE YOUR SCHOOL
Select one rating for each statement and rate from 1 to 4.

1 Not yet evident	2 Emerging	3 Established	4 Excelling

		1	2	3	4
SSE1	Physical activity is supported through whole-school planning, policies and priorities, with leadership and staff recognising its importance for students. What might this look like? School improvement planning, leadership support and shared priorities.	☐	☐	☐	☐
SSE2	Our school's spaces, facilities and equipment provide safe, accessible and inclusive opportunities for students to be active. What might this look like? Accessible spaces, appropriate equipment and safe use.	☐	☐	☐	☐
SSE3	Students are supported and encouraged to be active, with their voice, interests and needs considered when decisions are made about physical activity opportunities. What might this look like? Student consultation and responsive activity choices.	☐	☐	☐	☐
SSE4	Our school works collaboratively with staff, families and community partners to strengthen and sustain opportunities for students to be active. What might this look like? Shared staff responsibility and family or community partnerships.	☐	☐	☐	☐

REFLECT

One strength we recognise:	One opportunity to explore:

KPA AVERAGE (Supportive School Environment):	

7 Your Active Schools profile

Add the four statement ratings for each Key Priority Area and divide by four.
Record the average (1-4) below to build a six-part profile, not one overall score.

Key Priority Area	Average (1–4)	Developmental stage
Quality Physical Education		
Quality School Sport		
Active Recreation		
Active Classrooms		
Active Travel		
Supportive School Environment		

Interpreting your results

Rate statements 1-4; use each KPA's unrounded average to identify its developmental stage.

1	2	3	4
1.00 to less than 1.75	1.75 to less than 2.55	2.55 to less than 3.35	3.35 to 4.00
Beginning	**Emerging**	**Established**	**Strong practice**
Opportunities to establish or strengthen foundations.	Some practice is underway; focus on consistency.	Practices are regularly in place; strengthen or extend them.	Sustain, refine and share effective practice.

These boundaries assign every possible average to one stage. They correspond to the proposed one-decimal bands: 1.0–1.7, 1.8–2.5, 2.6–3.3 and 3.4–4.0, when averages are rounded to one decimal before classification.

Choose your next step

A KPA with a lower result may be a useful starting point, but consider student needs, school context, existing strengths and what is achievable. A higher result can also reveal a practice worth sustaining or sharing.

Our priority KPA: _____

What is working well already? _____

What would we like to improve? _____

One practical action we can take: _____

Who will be involved? _____ When will we review? _____

Next: Use the Plan and Prioritise page and Active Schools Action Plan Template to record priorities, actions and review dates. Explore the relevant KPA pages and gather student input.

Repeat this Overview periodically to reflect on progress. Ratings are self-reported and should be interpreted as planning indicators, not validated measures of school performance.