



Queensland the Smart State

# Planning for *Smart Moves* — Guidelines

*Smart Moves — Physical Activity Programs in Queensland State Schools*, launched July 2007, aims to increase student participation in physical activity and to improve the quality of the activity. It has been sent to all state schools and is accessible at [www.education.qld.gov.au/schools/healthy/physical-activity-programs.html](http://www.education.qld.gov.au/schools/healthy/physical-activity-programs.html)

*Smart Moves* requires all schools to plan for implementation to commence in July 2008, and for full implementation to be in place by December 2008. *Planning for Smart Moves — Guidelines* provides support for school planning and should be read in conjunction with *Smart Moves — Physical Activity Programs in Queensland State Schools*.

*Smart Moves* will become part of the school's accountabilities through the annual planning process. Schools must be able to show evidence of planning and implementation.

## *Smart Moves* Key Components

1. Allocate required time for physical activity
2. Improve access to resources for physical activity
3. Increase capacity to deliver physical activity
4. Provide professional development in physical activity
5. Build community partnerships to enhance physical activity
6. Be accountable for physical activity

## Support available

Queensland Health and the Department of Local Government, Sport and Recreation are partners in the *Smart Moves* initiative. The Department of Local Government, Sport and Recreation has programs and resources to support schools to plan physical activity programs and deliver professional development.

In addition, face-to-face and web-based resources will be available from Education Queensland to support *Smart Moves*. Web-based resources will include: a range of fact sheets; templates (for example, action plans, surveys, audit tools); case studies; ideas for flexible ways to accommodate the time required; professional readings; professional development links; links with other organisations; and ideas for communicating with parents and the community.

  
**Eat Well Be Active**



**Queensland Government**

Education, Training and the Arts;  
Local Government, Sport and Recreation;  
Queensland Health

# Planning considerations

Key Component	Considerations
1. Allocate required time for physical activity (of moderate intensity)	<ul style="list-style-type: none"> <li>Primary schools must allocate a minimum of 30 minutes daily and secondary schools must allocate at least 2 hours per week in curriculum time to physical activity.</li> <li>'Curriculum' includes school organised learning programs and/or activities before/after school or at lunchtime. These may be included in the required time for physical activity.</li> <li>To be of benefit, a physical activity should aim to be of moderate intensity.</li> <li>Special schools must allocate time as close as possible to the required time.</li> <li>Secondary schools may need to examine whether all students routinely engage in 120 minutes of moderate physical activity.</li> <li>Time spent in Physical Education lessons, sport and other structured physical activity can contribute to the required time.</li> <li>Consider links with other key learning areas, e.g. determining the number of personal steps required to cover a given distance using a pedometer.</li> <li>Web-based resources will be available to demonstrate different ways of accommodating the time required across the curriculum.</li> </ul>
2. Improve access to resources for physical activity (to benefit the broader community)	<ul style="list-style-type: none"> <li>Maintenance/safety, legal and security requirements must be up to date and standards met.</li> <li>A guide to implementing community usage of school facilities is available at: <a href="http://www.qed.qld.gov.au/facilities/agreement/joint-use/index.html">www.qed.qld.gov.au/facilities/agreement/joint-use/index.html</a></li> </ul>
3. Increase capacity to deliver physical activity	<ul style="list-style-type: none"> <li>Effective professional development around <i>Smart Moves</i> needs to consider:               <ul style="list-style-type: none"> <li>– who will lead this agenda?</li> <li>– what role the school's physical education specialist might play?</li> <li>– whether the school would benefit from a <i>Smart Moves</i> Leadership Team, or a Physical Activity 'Champion'?</li> <li>– who you can partner with from the community?</li> <li>– what commercial programs are available or currently used?</li> <li>– whether financial resources need to be reallocated?</li> <li>– potential for using volunteers?</li> <li>– invitations from organisations to participate in their physical activity programs, for example, Jump Rope for Heart?</li> <li>– coaching opportunities with local high school students?</li> </ul> </li> </ul>
4. Provide professional development in physical activity	<ul style="list-style-type: none"> <li>In accessing and providing professional development, you may need to consider how needs of staff might be met, including:               <ul style="list-style-type: none"> <li>– understanding physical activities appropriate to age, culture and gender</li> <li>– safety considerations for conducting physical activity e.g. medical conditions, sun safety</li> <li>– emotional, social and cultural issues when motivating students to engage in physical activity</li> <li>– managing student participation in physical activity e.g. organisation of activity, group work</li> <li>– clustering with other schools to access or provide quality professional development.</li> </ul> </li> </ul> <p>Note: Education Queensland will provide online support for professional development. There are also a range of other professional development opportunities offered by other organisations.</p>
5. Build community partnerships to enhance physical activity	<ul style="list-style-type: none"> <li>Queensland Health and the Department of Local Government, Sport and Recreation are partners in the <i>Smart Moves</i> initiative.</li> <li>The Department of Local Government, Sport and Recreation has programs and resources available for schools to help plan physical activity programs and deliver professional development.</li> <li>Regular contact by inviting other agencies and wider community to collaborate in the design, delivery and promotion of your physical activity program can help build partnerships, for example, local councils and other government and non-government organisations such as Queensland Transport and Australian Sports Commission.</li> </ul>
6. Be accountable for physical activity	<ul style="list-style-type: none"> <li>Timetables should indicate how the required time is met for all year groups.</li> <li>Planning for <i>Smart Moves</i> should be incorporated into the school's annual planning process within the School Improvement and Accountability Framework.</li> <li>Data from the School Opinion Survey and online principals' survey can be used to inform future planning for continued improvement in physical activity participation by students.</li> </ul>

# Implementation tool

Suggested readiness strategies		Full implementation by end of 2008	
Term 1, 2008	Term 2, 2008	Term 3, 2008	Term 4, 2008
<ul style="list-style-type: none"> <li>Form a <i>Smart Moves</i> Leadership Team (that includes students, P&amp;C etc.)</li> <li>Audit current time allocation for physical activity</li> <li>Develop criteria for a quality program, e.g. variety, choice, availability</li> <li>Survey teachers and students regarding barriers and enablers to participation in physical activity</li> <li>Meet with other school stakeholders e.g. grounds staff, parents, volunteers</li> <li>Critique various implementation models, e.g. multi-age, within KLAs, whole school with respect to school's needs</li> </ul>	<ul style="list-style-type: none"> <li>Engage all students in 120 minutes physical activity spread over at least 2 days per week via Phys Ed specialist activities and Sport program</li> <li>Develop a Physical Activity Program for all year levels aimed at sustained physical activity of moderate intensity</li> <li>Modify timetable to embed the Physical Activity program</li> </ul>	<ul style="list-style-type: none"> <li>Engage all students in 150 min physical activity spread over at least 3 days per week via Phys Ed specialist activities, Sport program and other activities run by classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>All students are engaged in at least 30 min physical activity aimed at moderate intensity on 5 days per week via Phys Ed specialist activities, Sport program and other activities run by classroom teacher</li> </ul>
<ul style="list-style-type: none"> <li>Ensure maintenance/safety, legal and security standards are met</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways that community use of school sport and recreational facilities can be expanded and advertised</li> <li>Audit current community and sporting organisations use of school sport and recreational facilities</li> </ul>	<ul style="list-style-type: none"> <li>Make some school sport and recreational facilities accessible to the broader community</li> </ul>	<ul style="list-style-type: none"> <li>School facilities are made more accessible to the community on at least a break-even cost basis</li> </ul>
<ul style="list-style-type: none"> <li>Audit teacher knowledge, skills, and attitudes towards physical activity</li> <li>Hold whole of school meeting to develop a team approach</li> <li>Appoint a Physical Activity Champion</li> </ul>	<ul style="list-style-type: none"> <li>Invite guest speaker to inform staff of the benefits of physical activity to health and student learning</li> <li>Ensure collaboration between the Physical Activity Champion, PE specialist and classroom teachers to support development and delivery of quality physical activity programs</li> <li>Incorporate planning session into whole of staff meeting to address barriers and enablers to delivery of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Re-audit and collect data on teacher knowledge, skills, and attitudes towards provision of physical activity and assess capacity to meet Term 4, 2008 goal</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate financial and physical resources are made available for the program</li> <li>Planning for physical activity is a standing item on staff meeting agendas to check capacity of staff and resources for the physical activity program</li> </ul>
<ul style="list-style-type: none"> <li>Determine professional development needs of teachers</li> <li>Determine available resources or professional development programs</li> <li>Prioritise the allocation of funds for delivery of professional development</li> <li>Identify and arrange professional development</li> <li>Determine appropriate activities and resources from external agencies that can be used, e.g. South Australian Daily PE resource, Get Active QLD</li> </ul>	<ul style="list-style-type: none"> <li>Investigate grants available to support PD programs</li> <li>Ensure teachers have participated in PD that prepares them to lead class activities for at least one x 30-minute session of physical activity</li> <li>Gather and analyse data on professional development participation and satisfaction and amend professional development plans accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all teachers have participated in PD that prepares them adequately to lead three x 30-minute physical activity sessions</li> <li>Gather and analyse data on professional development participation and satisfaction and amend the professional development plan accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer "leader team" (e.g. key teacher at each year level and the Physical education specialist) completes PD that enables them to in-service staff on new ideas</li> <li>Teachers feel confident and competent in delivering physical activity programs appropriate to all students</li> </ul>
<ul style="list-style-type: none"> <li>Contact the local council and/or the Department of Local Government, Sport and Recreation regional officers and request information regarding physical activity programs available in the local area</li> <li>Work through current networks with regional officers from Government partner Agencies (where applicable) to build on existing initiatives</li> <li>Inform parents of Department of Education, Training and the Arts' insurance policy in relation to student injuries sustained during school sport and physical activity programs</li> </ul>	<ul style="list-style-type: none"> <li>Advertise information regarding physical activity programs available in the local area in school newsletter</li> <li>Investigate developing or enhancing existing relationships with local councils, sport and recreation clubs and providers</li> </ul>	<ul style="list-style-type: none"> <li>Establish process for regularly updating available information regarding physical activity programs for the school newsletter. Resources may include local community partnership representatives and/or regional officers from Government partner agencies.</li> <li>Finalise arrangements with councils, sport and recreation clubs and providers to enhance the delivery of programs</li> </ul>	<ul style="list-style-type: none"> <li>Regional officers from <i>Smart Moves</i> partnerships to regularly update information available regarding physical activity programs for the school newsletter</li> <li>One of the <i>Smart Moves</i> Leadership Team reviews and builds on the relationships on an annual basis</li> </ul>
<ul style="list-style-type: none"> <li>Use this implementation tool to undertake an audit to determine progress with respect to the six key components and set targets towards achieving the Term 4, 2008 goals</li> </ul>	<ul style="list-style-type: none"> <li>Complete <i>Smart Moves</i> Online &amp; School Opinion Surveys</li> <li>Include statements in the School Annual Report sections relating to curriculum offerings, value added, staff participation in professional development for physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Use data from School Opinion Survey to inform future planning</li> <li>Review Physical Activity Planning</li> </ul>	<ul style="list-style-type: none"> <li>Complete <i>Smart Moves</i> Online Survey</li> <li>Include statements in the School Annual Report sections relating to curriculum offerings, value added, staff participation in professional development for physical activity</li> </ul>

## Smart Moves — Implementation notes

### Pointers

The following points may assist with implementation:

- Queensland primary schools may need to make amendments to their timetable to accommodate the requirements of *Smart Moves*.
- Schools may need classroom teachers to lead some of the weekly physical activity sessions.
- Principals may choose to adopt a phased approach to implementing *Smart Moves* as teachers access appropriate professional development and as the timetable is adjusted.
- All students should be participating in the requirements of *Smart Moves* by December 2008.
- The required time for physical activity can be accumulated across the day for primary school students, and across the week for secondary students. For example, a primary school may decide on 1 x 30-minute session per day, 2 x 15-minute sessions, 3 x 10-minute sessions, or a combination of these, ensuring that sessions are at least 10 minutes in duration, other than in special circumstances where this is beyond a student's capability. Teachers may need to allocate at least 15 minutes to outdoor physical activities to warrant the necessary organisational time.
- Activities of 'moderate intensity' cause a noticeable increase in breathing rate, but are such that conversations can be maintained. This may mean different things for different students. For example, for some students a steady jog would be of moderate intensity whereas for others, a brisk walk would be of moderate intensity. Some students may not be able to sustain 30 minutes of moderate activity and may need to regularly rest in accordance with their capacity.

- Students should be encouraging and supporting each other in physical activity, not competing with each other. By setting their own SMART (Specific, Measurable, Achievable, Realistic and within a Timeframe) goals, students can monitor their own achievements and gain a great sense of satisfaction, even if their personal goals are different to other students.
- Energisers—purposeful physical activities strategically inserted into the daily schedule—can greatly enhance the impact of learning because they focus the learner and raise energy levels. High-intensity 5-minute energisers can be effectively implemented in the classroom setting.
- Some of the physical activity will occur outdoors so appropriate procedures will need to be in place to take into account the effects of the sun.
- Participation in perceptual motor programs are encouraged and would contribute to the required time for P–3 students' physical activity. Perceptual motor programs develop fundamental movement, co-ordination and manipulative skills.

### Implementation tool

The implementation tool (inside page) will support you in planning for *Smart Moves*. It provides prompts for:

- Auditing current provision of physical activity
- Determining your current level of provision in each of the key components
- Setting semester targets aimed at a clear expectation of where you are required to be by December 2008
- Monitoring progress.