

Healthy Active Learning

National Evaluation Summary July 2020–March 2021

Healthy Active Learning is a joint government initiative between Sport New Zealand and the Ministries of Health and Education to improve the wellbeing of children and young people through healthy eating and drinking and quality physical activity. It is driven by a \$47m Government commitment to the Child and Youth Wellbeing Strategy.

Three components of Healthy Active Learning



Ministry of Health

A health promotion workforce to support schools, kura, and English and Māori–Medium early learning services (ELS) to create healthy food and water-only educational environments. This includes a focus on healthy food and drink policies. Toolkits have been developed to support this.



Sport NZ

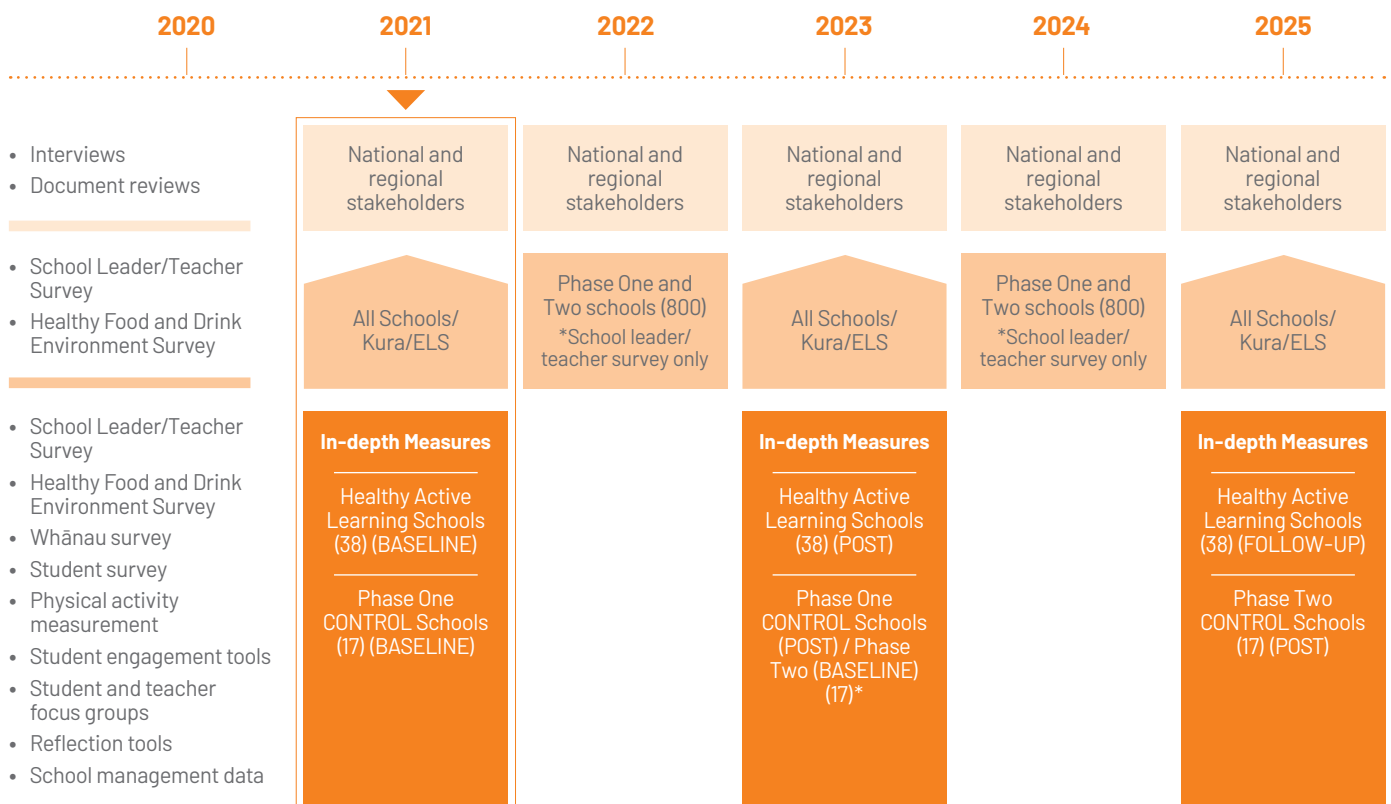
A physical activity workforce to support 800 primary and intermediate schools and kura to create healthy and active learning environments, and better connection to their local communities.



Ministry of Education

New Health and Physical Education (HPE) and Hauora curriculum resources to support all schools and kura to enhance the understanding, planning and delivery of HPE and physical activity. The resources will be in Te Reo Māori and English.

What is being evaluated from 2020–2025?



*Phase one control schools become the phase two intervention schools

Overall Baseline Evaluation Sample

The Healthy Active Learning evaluation findings (July 2020-March 2021) are based on data collected from a sample of schools, kura and early learning services in Aotearoa New Zealand (which includes Healthy Active Learning schools and kura and schools and kura involved in in-depth measurement).



766

teacher surveys

1763

whānau surveys

257

schools/kura food policies surveys

178

food availability ELS surveys

53

teacher focus groups

4031

student physical activity surveys

3511

student motivation and behaviour surveys

3360

student engagement surveys

97

student focus groups

167

sociogram groups

1403

student physical activity measurements (accelerometry)

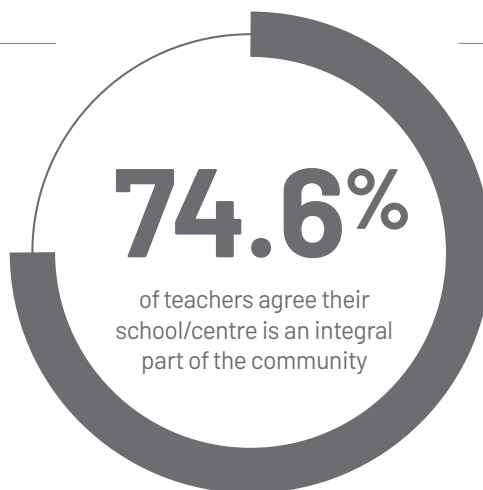


Offer and Access to Quality Physical Activity Opportunities

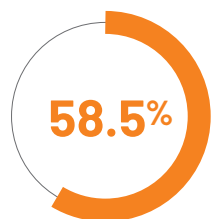
Nationally, schools and kura are seen as an integral part of their local community. There is an opportunity for whānau to be more included in consultation and supporting physical activity (PA) at schools and kura.

Whānau, school and community connection

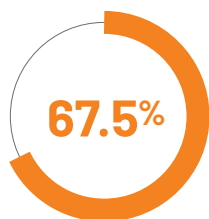
Whānau, school and communities have been working collaboratively to support tamariki with PA at school. However, there are opportunities to improve connection between whānau, school and communities.



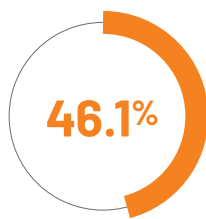
Whānau view



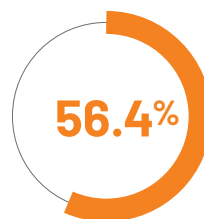
of whānau feel their school offers PA that reflect their culture



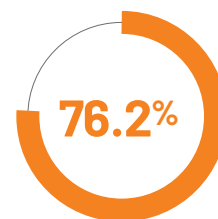
agree that PA available in their community reflects the interests of whānau



agree that community leaders work with their school and their whānau to encourage PA



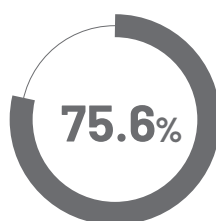
of whānau feel included in PA at their school



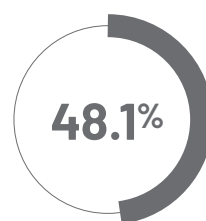
agree their school communicates well about a range of PA that their child can take part in

“ Allow kids to be kids. Hut building, tree climbing, scootering at school, outdoor classroom, gardens, eco group, sports, kapa haka, the list goes on. That along with being involved in our greater community... snorkelling, sailing, surf, martial arts, gymnastics, yoga, golf, enviro group... to name a few. ”

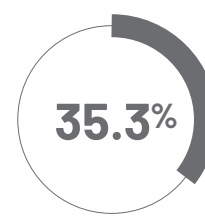
Teachers view



agree their school uses community resources to expand the range of PA opportunities



agree that parents and whānau actively provide support for PA opportunities

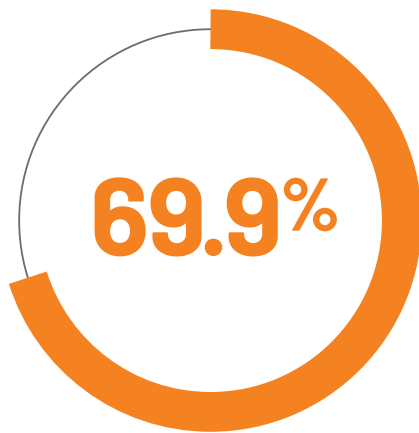


agree their school consults with parents and whānau in the planning of PA experiences and are providing active support

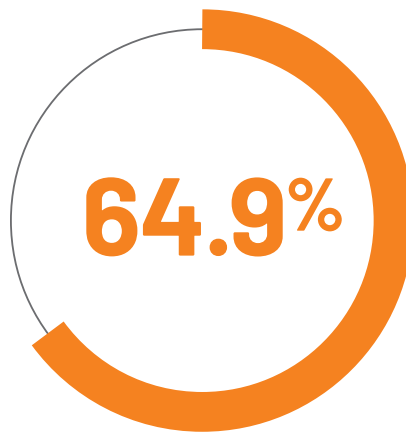
Inclusive Opportunities

Teachers and whānau believe schools and kura provide opportunities that are inclusive and meet the needs of tamariki, but there is room for improvement.

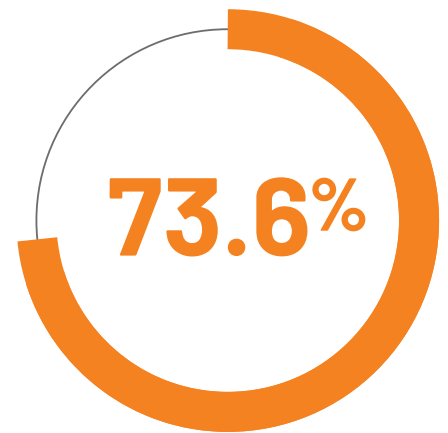
“ Having options to help cover the diversity of different cultures and lifestyles. ”



of whānau agree that their child's school offers high quality PA opportunities

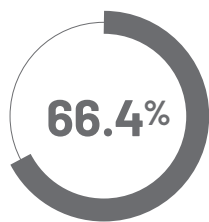


of teachers agree that their school/centre ensures that all PA experiences are suitable and meet the needs of all students (including those with disabilities)

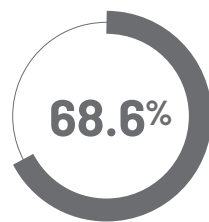


of whānau agree their school ensures that PA experiences are suitable and meet the needs of all students

Traditional physical activity opportunities



of teachers agree that their school provides quality sporting opportunities that meet the needs of all students

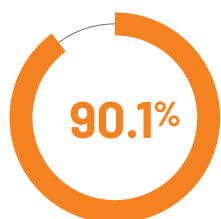


of teachers agree that school events are inclusive of all abilities (e.g. cross country and athletics day)

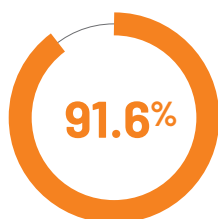
“ Provide a diverse range of ways to be physical i.e. not just the big team sports. ”

Non-traditional physical activity opportunities

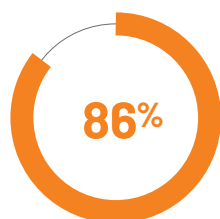
Play



of whānau agree that their children are encouraged to play outside at school



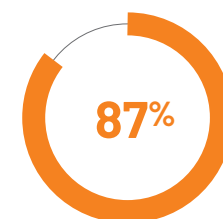
of teachers agree that their school provides opportunities for students to free-play



of teachers agree that their school actively encourages creative play at lunchtime through offering a variety of opportunities (e.g. equipment and climbing trees)



Active Recreation



of teachers agree that their school provides opportunities for children to participate in recreational activities (e.g. a bike track, dance, kapa haka)



Teaching Health and Physical Education (HPE)

Teachers are confident in teaching HPE but there are opportunities to improve their teaching practices.

Teachers confidence

Teacher confidence and enjoyment



71%

of teachers are moderately or very confident to plan and teach HPE

“ The curriculum level 3 focusses a little bit more heavily on health than it does on physical education but yeah that’s a big part of the curriculum noticing the benefits of exercise and what it does for your body and what it does for your self-esteem and your mood in general. ”

Teacher confidence in teaching Health and PE focus areas

69.9%

feel confident effectively incorporating HPE into their day-to-day teaching

65.2%

feel confident making adaptations to HPE activities to include students who have special needs

55.4%

feel confident drawing on students’ cultural backgrounds and life experiences to support their PE learning

Teacher enjoyment



85.9%

enjoy teaching Health

83.7%

enjoy teaching PE

Teachers practices

Physical Education (PE) teaching and learning practices

50.7%

mostly repeat a small number of PE activities with their students

28.8%

mostly play sport for PE

48.3%

integrate PE teaching with other learning areas

33.1%

have students who do not participate in the physical component of PE



Plan lessons to meet individual students needs

■ 45.7% Agree
■ 54.3% Neutral or Disagree

HPE teaching and learning practices

30.3%

have adequate time to plan and teach HPE

41%

integrate Te Reo Māori into their HPE planning and teaching

55.9%

use PA to support teaching and learning in a range of curriculum areas (e.g. movement in maths)

35.1%

prefer to run their own HPE lessons (as opposed to a specialist teacher or swapping with a colleague)



“ I find that because we have got all these external organisations coming in and doing stuff – coaches and things – I feel like okay, that is PE taken care of, I don’t really have to worry now. ”

The Value, Culture and Process of Physical Activity and HPE in Schools and Kura

Schools highly value Physical Activity but only 44% of teachers agree that physical activity is visible in their school charters and annual plans. HPE was only rated as 'medium' priority within schools and kura.

Value and culture of physical activity

44%

of teachers agree that PA is visible in their school charters and annual plans

85.9%

of teachers agree that PA is a key contributor to student wellbeing in their school/centre

63.7% of teachers agree that HPE in the school curriculum is a medium priority

- 14.6% High
- 63.7% Medium
- 14.2% Equal to other areas
- 7.5% Low



66.2% of teachers agree that PLD in PE is of a medium priority

- 7.3% Low
- 14.5% Equal to
- 66.2% Medium
- 12% High



Teachers reported an average of 5.65 ± 12.43 hours of professional learning and development (PLD) related to HPE in the past two years.

32.2% accessed no PLD in the last 2 years.

64.5% of teachers agree to easily accessing a range of resources and equipment to support planning and teaching HPE.

PLD for teachers should focus on understanding their communities and strengthening the repertoire of HPE teaching strategies.

Process for quality HPE and physical activity

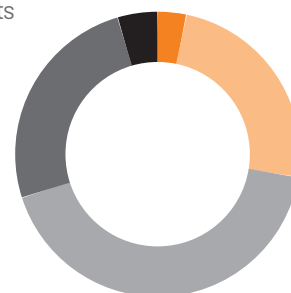
45.1% of teachers agree their school has a plan for how PE, breaktime physical activities, and school sport work together to build students' skills and competencies

- 7.1% Strongly Agree
- 38.0% Agree
- 34.8% Neutral
- 16.6% Disagree
- 3.5% Strongly Disagree



27.3% of teachers agree that their school has a formal process for consulting students about new PA and sports they would like to try

- 3.1% Strongly Agree
- 24.2% Agree
- 42.9% Neutral
- 25.3% Disagree
- 4.5% Strongly Disagree



“ In terms of doing health and PE professional development I am going to say it's on the back burner a bit. ”



Healthy Food and Drink Environments

Most schools, kura and ELS who responded to the Healthy Food and Drink Environment Survey indicated they highly value Healthy Eating and Drinking and have a Healthy Food and Drink Policy in place, but there is inconsistency with how these policies are implemented.



84.4%

agree with 'Our school sees healthy eating and drinking as a key part of student wellbeing'



72.1%

agree with 'Healthy food and drinks are promoted at our school/centre'

Healthy Food and Drink Policies

*data from responding schools, kura and ELS only

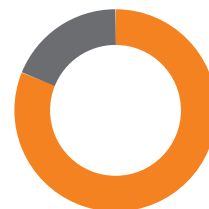
Proportion of schools and kura with healthy food and drink policies:

■ **83%** Yes
■ **17%** No



Proportion of early learning services with healthy food and drink policies:

■ **82%** Yes
■ **18%** No



Implementation of healthy food and drink policies

59.2%

of schools have Healthy Food and Drink policies that stipulate water and plain milk only

57.4%

agree with 'We uphold our policy to sell and provide healthy food and drinks at our school/centre'

66.5%

agree with 'We provide or sell milk and water as the only beverages provided at our school'

30%

agree with 'The school seeks student input into healthy food and drink environments'

64.5%

of whānau agree their school communicates well about healthy food and drink policies

84.6%

of teachers are confident in teaching food and nutrition HPE

“ We don't want fizzy or high energy drinks or anything like that. We encourage water only. We encourage healthy lunch options and have a fruit break or a nut break, or a veggie break – something fresh – around 10am; all children have that as an opportunity. We don't have lunch at the start of lunchtime we have it at the end. ”

Barriers to implementing healthy food and drink policies



■ **41.7%**

Convenience of preparing processed foods compared to healthier options

■ **37.5%**

Resistance from parents

■ **10.9%**

Loss of profits from sales of healthier food items

■ **8.3%**

Lack of choice on options provided by catering company/ lunch order system

■ **7.8%**

Healthy eating is not a priority

■ **5.7%**

Resistance from teachers

■ **15.1%**

Other

Student Physical Activity Data



Student physical activity data was extremely high especially during the school hours.

Daily steps by tamariki:

Weekdays
14,046

Weekends
10,989

In-school hours
(9am-3pm)
6,741

Out-of-school hours
(7-9am; 3-9pm)
7,305

Males
13,201

Females
13,048

13,172 steps/day

Tamariki completed 13,172 steps/day with similar values between males and females.

211 steps/hour

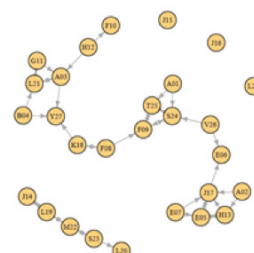
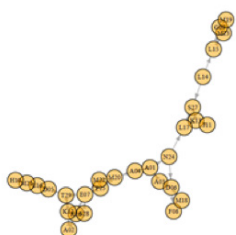
Tamariki walked 211 steps/hour more during school hours than out-of-school hours.

197 min/day

Tamariki spend more time doing moderate to vigorous activity (197 min/day), and less time in sedentary activity, during school hours.

Social Connectedness

Students in the majority (70%) of classrooms have a moderate level of connectedness but there are a number of classrooms where students appear to be socially isolated.



31 classrooms (19%)

High level of social connectedness

- Zero children socially excluded
- Low ratio of children with reciprocal connection to another person

117 classrooms (70%)

Moderate level of connectedness - 2 to 4 main social groups evident

- Zero to one child socially excluded
- Low to moderate ratio of children with no reciprocal connection

19 classrooms (11%)

Low level of social connectedness - 5 or more distinct small groups evident

- Zero to five children socially excluded
- High ratio of children with no reciprocal connection

Student Engagement and Experiences

Most students are positively engaged in learning and enjoy school and PE but there is still a quarter of students who don't like PE and don't feel included in PE.

Students feeling about school

Reported by whānau

89.9%

Is happy to go to school

83.8%

Has a positive attitude to schoolwork

Reported by student

92.4%

Learning at school is important

82.2%

What I learn at school is useful in the future

86.7%

It's important to understand what I'm taught at school

Students have positive attitudes towards being physically active

74.5%

I am good at lots of different PA

75.2%

I feel confident to take part in lots of different PA

87.7%

I understand PA is good for me

82.8%

I enjoy being active

79.8%

I want to take part in PA

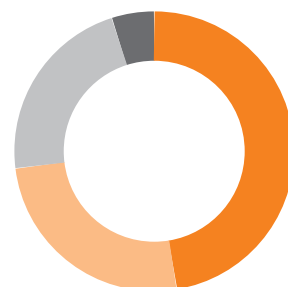
76.8%

People in my life encourage me to take part in PA

Student experiences in PE

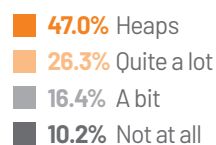
73.1%

I like doing PE at school



73.3%

I feel included and don't get left out in PE



70.5%

I feel I learn lots during PE



“ I like a few sports but some of them, some people get a little bit too competitive and then it's not that fun. ”