

Healthy Active Learning

National evaluation summary Programme implementation 2020–2025

Healthy Active Learning is a joint government initiative between Sport NZ, the Ministry of Education, the Ministry of Health and Health New Zealand – Te Whatu Ora. It supports schools, kura and early learning services to improve the wellbeing of tamariki and rangatahi through healthy eating and drinking, and quality physical activity and curriculum delivery.

Three components of Healthy Active Learning



Health NZ – Te Whatu Ora

provides a health promotion workforce (through the National Public Health Service) to support schools, kura and early learning services to create healthy food and drink environments, and connections to their local community and te taiao.



Sport NZ

provides a physical activity workforce (through Regional Sports Trusts and Kaupapa Māori providers) to support primary and intermediate schools and kura to create active learning environments, and connections to their local community and te taiao.



Ministry of Education

provides resources and guidance to support schools and kura to implement active teaching and learning approaches, and to deliver quality health and physical education.

Outcome findings

Healthy Active Learning is achieving its intended short-term outcomes and is predominantly achieving its medium-term outcomes. While long-term outcomes are yet to be realised, positive shifts are emerging.

*In the following data tables, ↓ ↑ represents statistically significant increases or decreases from the previous data collection time period(s). * represents statistically significant differences between different groups. Agreement refers to respondents selecting agree or strongly agree on the rating scale.*

Value, culture, and processes of HPE and physical activity

Schools view physical activity and healthy eating and drinking as central to student wellbeing and are embedding them into school values, culture and processes. Strategic processes such as written policies, curriculum integration, and inclusive and culturally relevant practices have improved. Challenges like time constraints and resource limitations remain.

Value and culture of physical activity and HPE

Schools and kura continue to highly value physical activity as part of student wellbeing. There has been improved visibility of physical activity in school charters and annual plans since 2021.

Teachers report that:

■ 2021 ■ 2025



45% 58%↑

Physical activity is visible in their school charters and annual plans

86%

Physical activity is a key contributor to student wellbeing in their school or kura

76%

HPE learning area in the school or kura curriculum is medium/high priority

71%

Professional learning and development in PE is medium/high priority

Processes for quality HPE and physical activity

School leaders and teachers reported their school is providing an environment that supports quality HPE and physical activity. While school leader responses are consistent over time, teachers are seeing improvements in a number of school processes (eg, integration of HPE and physical activity across other curriculum learning areas, consultation with students and planning around PE and physical activity).

School leaders agree that:

2025

our school or kura has a plan for how PE, breaktime physical activities, and school sport work together to build students' skills and competencies

62%

our school or kura has a formal process for consulting students about new physical activity and sports they would like to try

36%

at our school or kura, HPE is integrated with other learning areas or themes

63%

Teachers agree that:

2025

our school or kura has a plan for how PE, breaktime physical activities, and school sport work together to build students' skills and competencies

58%↑

our school or kura has a formal process for consulting students about new physical activity and sports they would like to try

35%↑

at our school or kura, HPE is integrated with other learning areas or themes

62%↑

"We are also encouraging our students to walk, ride their bike or scooter to school and participating in Movin' March each year."

Teacher focus group

Teaching health and physical education and PE

Healthy Active Learning continues to strengthen the quality of health and physical education (HPE) delivery. While teacher confidence and practice in HPE and PE have remained relatively stable over time, Healthy Active Learning provides a consistent foundation for ongoing improvement.



Teachers confidence

Overall, teacher confidence in HPE and PE has not changed over time. However, following a slight decrease in 2023, confidence in 2025 has improved to levels similar to 2021 (baseline). Early and mid-career teachers consistently reported higher confidence than late-career teachers. Teacher confidence in core HPE areas remained stable across time, but declined in sports studies, outdoor education and sexual health.

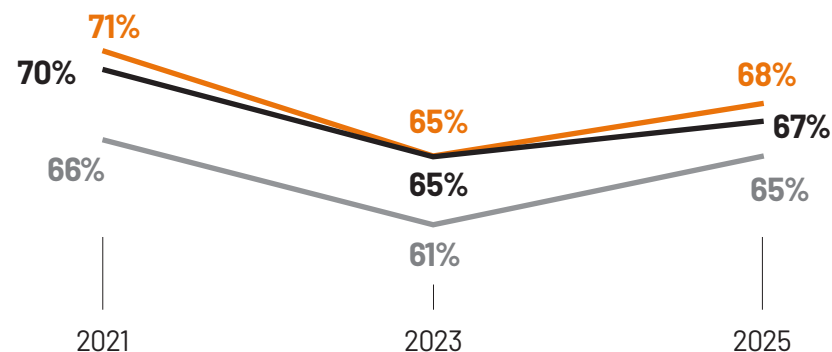


72%

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

HPE

Teachers feel confident in:



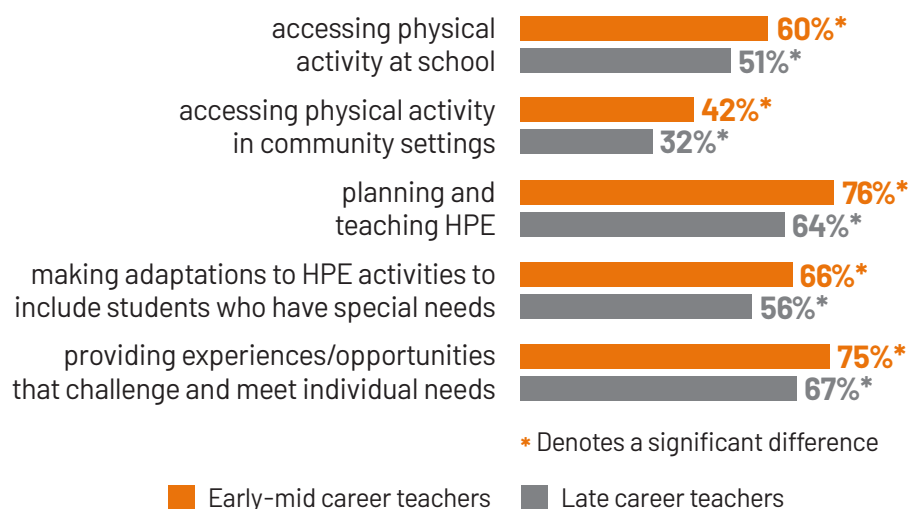
- incorporating HPE into day-to-day teaching
- providing feedback about how students are progressing with HPE learning
- making adaptations to HPE activities to include students who have special needs

PE

Teachers feel confident in:

	2021	2023	2025
drawing on students' cultural backgrounds and life experiences to support their PE learning	56%	48%	56%
supporting students to make up their own games, rules, strategies or movement patterns	72%	61%	65%
incorporating student contribution to the movement activities, games or sports we do based on student interests	76%	70%	77%

Early to mid career teachers are more confident in:



“Continuous professional development sessions have empowered me with ideas for quality health and physical education. They have also built my confidence and encouraged me in my teaching.”

Teacher focus group

Teachers practices

Overall, teaching practices in the delivery of HPE and PE have remained stable over time, but integrating HPE with other learning areas and planning PE lessons to match individual needs has been enhanced. There have been slight but not significant improvements in cultural practices, especially amongst Māori and Pasifika teachers. Early and mid-career teachers demonstrate stronger teaching practices than more experienced teachers. There remains room for improvement in the delivery of HPE and PE.

HPE and PE Teachers agree that:

	2021	2023	2025
I integrate PE teaching with other learning areas	48%	46%	50%
I use physical activity to support teaching and learning in a range of curriculum areas	53%	44%↓	50%
I plan my PE lessons to match student's individual needs	46%	51% ↑	55% ↑
I mostly repeat a small number of PE activities with my students	50%	60% ↑	63% ↑

Cultural practices in HPE and PE Teachers agree that:

	2021	2023	2025
my students often learn about games, dance, sports or movement from a range of cultures (eg, Māori or Pacific games)	31%	39%	47%
my students learn about movement or topics relating to their particular cultural knowledge	19%	19%	27%
my students learn that families and cultures have lots of different ways of being active	17%	17%	25%
I usually integrate te reo Māori into my HPE planning and teaching	40%	40%	46%
I usually integrate aspects of te ao Māori into instructions (eg, Te Whare Tapa Whā, Māori values)	N/A	38%	43%

There remains room for improvements in some areas of teaching practice

Teachers agree that:

42%

I assess how students are making progress in PE learning

35%

I have students who do not participate in the physical components of PE

24%

my students often make up their own games, rules, strategies and movement patterns

31%

I have adequate time to plan and teach HPE

56%

I can effectively involve less interested students in HPE

50%

I integrate PE with other learning areas

Physical activity and PE learning in class

Teachers report:

60 minutes

per week spent on fitness activities per class

51 minutes

per week spent on PE learning per class



“We connect the HPE to whānau and communities – our whole school dances in the cultural festival.”

Teacher focus group

“We integrate physical education into daily lessons across the curriculum.”

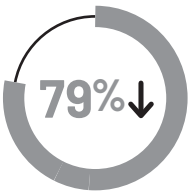
Teacher focus group

Quality physical activity opportunities

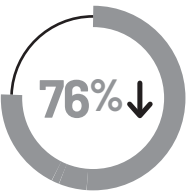
Healthy Active Learning led to notable improvements in the quality, inclusivity, and cultural relevance of physical activity opportunities in schools and kura, with particular improvements in rural and high-deprivation contexts. However, ongoing challenges remain in ensuring equitable access to opportunities and addressing perceptions of whānau.

Whānau perceptions of the provision of quality physical activity opportunities are becoming less positive over time

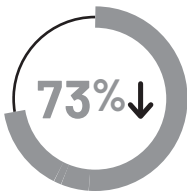
Whānau agree that:



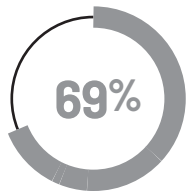
their school or kura has a wide range of quality facilities (places and spaces) for tamariki to be active



that their tamaiti/tamariki are given many different physical activity opportunities within the school or kura setting



that their school or kura offers physical activity that their tamaiti/tamariki is interested in



that their school or kura ensures that physical activity experiences are suitable and meet the needs of all tamariki (including those with special needs)

“ The school is offering a variety of extracurricular sports and recreation programmes. They are ensuring ample outdoor space and time for free play and are providing structured PE classes with engaging activities. ”

Whānau survey

“ We have incorporated Harakeke Olympics, cultural days and waka ama in our school to better meet both the cultural and physical needs of our students. ”

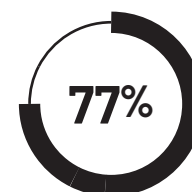
Teacher survey

Teachers believe the provision of quality physical activity opportunities has improved over time

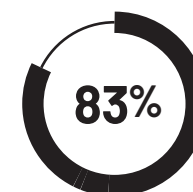
Teachers agree that:	2021	2023	2025
facilities and/or equipment are available to the students to be active during lunch and morning tea breaks	79%	89%↑	88%↑
our school or kura provides quality sporting opportunities that meet the needs of all students	67%	84%↑	82%↑
at our school or kura, we make sure our events are inclusive for all abilities (eg, changing cross-country to meet the needs of all students)	68%	79%↑	82%↑
our school or kura has physical activity opportunities that reflect the interests of whānau	48%	65%↑	69%↑
our school or kura ensures that all physical activity experiences are suitable and meet the needs of all students (including those with disabilities)	65%	76%↑	78%↑

Students believe they are provided with quality physical activity opportunities, and this belief has remained stable over time

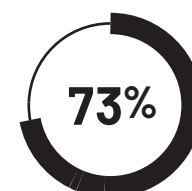
Students agree that:



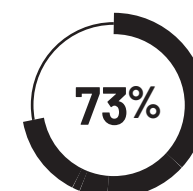
there are lots of things we can play with to make up games at lunchtime



at school or kura there are lots of different sports and active things I can try out



at lunchtime we are encouraged to play in lots of different ways (like making up games, climbing, running)



at school or kura there's lots of active events we can do (like sports tournaments, kapa haka competition, Kids TRYathlons, Polyfest)

Whānau, school and community connection

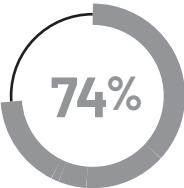
Schools and kura continue to be seen as an integral part of their local community and are increasingly strengthening partnerships with whānau and communities. Rural schools consistently showed stronger community ties and whānau support.

“ They promote the school fun run well and invite parents to watch and support their kids, which we are very grateful for. ”
Whānau survey

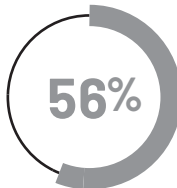
Whānau agree that:



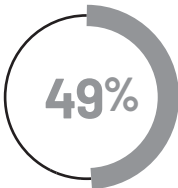
their school or kura uses community resources (eg, funding and volunteers) to expand the range of physical activity opportunities



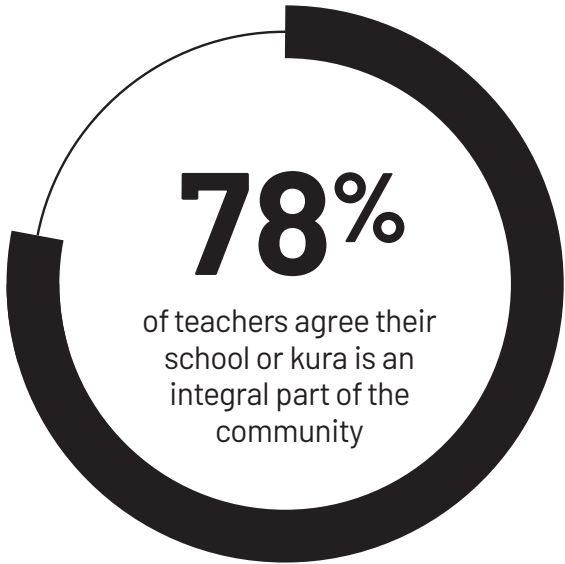
their school or kura communicates effectively about a range of physical activity that their child can take part in



community leaders work with their school or kura and whānau to encourage physical activity



they are consulted in the planning of physical activity experiences



School leaders agree that:

	2025
our school or kura uses community resources (eg, funding, volunteers, facilities) to expand the range of physical activity opportunities	84%
parents and whānau are consulted in the planning of physical activity experiences	44%
parents and whānau actively provide support for physical activity opportunities	58%
our school or kura has a strong connection with mana whenua and iwi, and we include them in decision-making	35% ↑

Rural schools and kura have a stronger connection with their whānau and communities

School leaders agree that:	Urban	Rural
parents and whānau are consulted in planning physical activity experiences	35%	51%**
parents and whānau actively provide support for physical activity opportunities	51%	73%**

Whānau agree that:	Urban	Rural
my tamaiti/tamariki (child's) school or kura uses community resources (eg, funding, volunteers) to expand the range of physical activity opportunities	68%	79%**
our whānau provide active support for physical activity opportunities	72%	80%**

Teachers agree that:	Urban	Rural
our school or kura is an integral part of the community	75%	82%**
parents and whānau actively provide support for physical activity opportunities	48%	66%**

** Compared to urban areas

Whānau understanding of the benefits of physical activity are declining

Whānau agree that:	2021	2023	2025
improved physical activity experiences will help my tamaiti/tamariki learn	96%	94%	86%↓
physical activity is important for my tamaiti/tamariki	97%	96%	88%↓
physical activity helps the behaviour and social engagement of my tamaiti/tamariki	96%	94%	87%↓

Physical activity

Overall, Healthy Active Learning has positively contributed to in-school physical activity. Students took more steps and engaged in more light and moderate-to-vigorous physical activity (MVPA) during school hours, and spent less time being sedentary. However, overall physical activity levels remained stable while out-of-school and weekend activity levels have declined over time. In addition, boys were more active during school hours, and younger students (under 11 years) had higher overall physical activity levels.

Measuring physical activity

Accelerometers measure physical activity in 3 dimensions while being worn on the wrist for 7 days. **2025 (n = 502)**

Average
968 steps/hour

Sedentary
36 min/hour

Light
17.5 min/hour

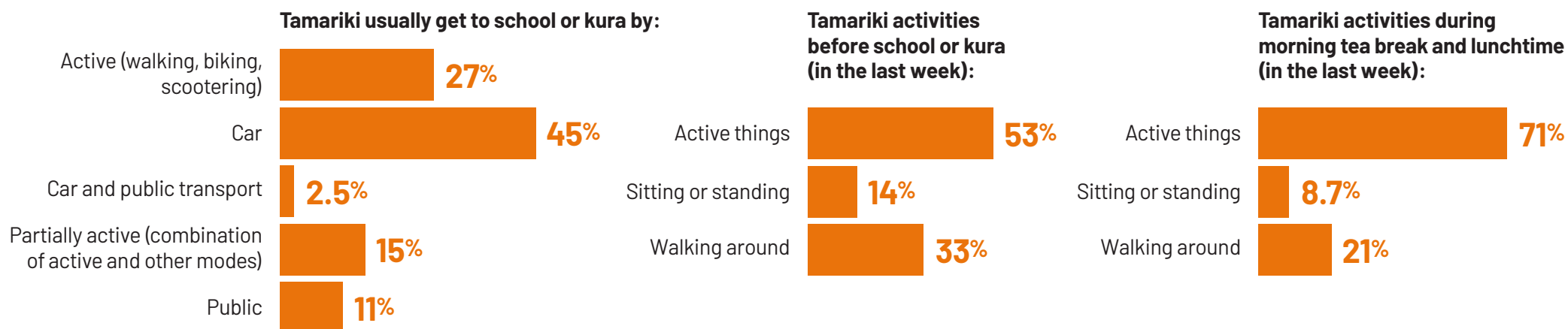
MVPA
6.5 min/hour

Variable:	In-school		Out-of-school		Weekend	
	2021 (n = 1584)	2025 (n = 502)	2021 (n = 1584)	2025 (n = 502)	2021 (n = 1584)	2025 (n = 502)
Steps/hour	1096	1143 ↑	1009	955 ↓	910	835 ↓
Sedentary min/hour	34.3	33 ↓	35.5	36.6	36.7	37.8 ↑
Light min/hour	18.3	19.5 ↑	16.8	16.8	16.6	16.6
MVPA min/hour	7.4	7.6 ↑	7.6	6.6 ↓	6.7	5.6 ↓

n is total number of participants




Student survey

27% of tamariki (years 4–8) were physically active for a total of at least 60 minutes per day

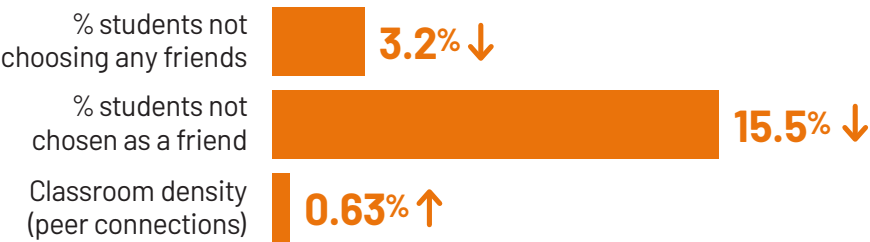


Social connectedness

Social connectedness among tamariki showed a clear improvement in 2025 compared to 2023, particularly in larger classrooms, with fewer students experiencing social isolation, and stronger peer relationships overall. These shifts suggest that Healthy Active Learning is contributing to more inclusive and supportive classroom environments, fostering greater peer engagement and social cohesion.

Social connectedness level		2021	2023	2025
High (one main group)		15%	10%	17% ↑
Moderate (2–4 groups)		67%	59%	67% ↑
Low (5+ small groups)		17%	31%	17% ↓

Social connectedness level



School equity index and urban/rural location did not significantly affect classroom connectedness.

Student engagement and experiences

Student engagement and experiences with physical activity and learning remain positive overall. However, there are persistent gender, age and ethnic disparities, and some indicators of engagement and motivation have declined, especially in higher deprivation and urban schools.

Student feelings about PE

Student experiences with PE remain positive overall, with high enjoyment of PE.

	Overall	Male	Female
I like doing PE at school	74%	78%	68%*
I feel included and don't get left out in PE	72%	74%	69%*
I feel like I am making progress in PE	65%	69%	61%*

“ I would rate PE a 5 out of 5 because it’s fun and we get to work as a team. ”
Student focus group

Student feelings about physical activity
(physical literacy and motivation)

Students continue to have positive attitudes towards being physically active. Results have been consistent from 2021 to 2025. Gender differences remain, and there are some differences between age groups compared to 2021. Older students better understand the benefits of physical activity, while younger students enjoy being active more.

	Overall	Male	Female
I am good at lots of different physical activities	75%	78%	72%*
I feel confident to take part in lots of different physical activities	75%	79%	72%*
I want to take part in physical activity	79%	82%	78%*

89%

I understand physical activity is good for me

85%

I enjoy being active

85%↑

I think being active is important

75%

I feel included and don't get left out in physical activities

66%

people in my life encourage me to take part in physical activity

“ I love sport because it’s physical, you get to move around and burn energy. ”

Student focus group

Student feelings about school (engagement)

Students engagement in schools remains high but there are notable gender and age differences with females and younger students more engaged than males and older students.

	Overall	Male	Female
learning at school is important	90%	89%	92%*
it’s important to understand what I’m taught	87%	87%	90%*
I am happy with myself when I try hard at school	85%	83%	88%*

“ Activities in physical education are designed so that all students can experience success and have a sense of achievement, we found that activities with small groups keep students engaged and active. ”

Teacher focus group

Attendance data

Healthy Active Learning schools had lower regular attendance than non-initiative schools though this gap has narrowed over time from 2020 through to 2024.

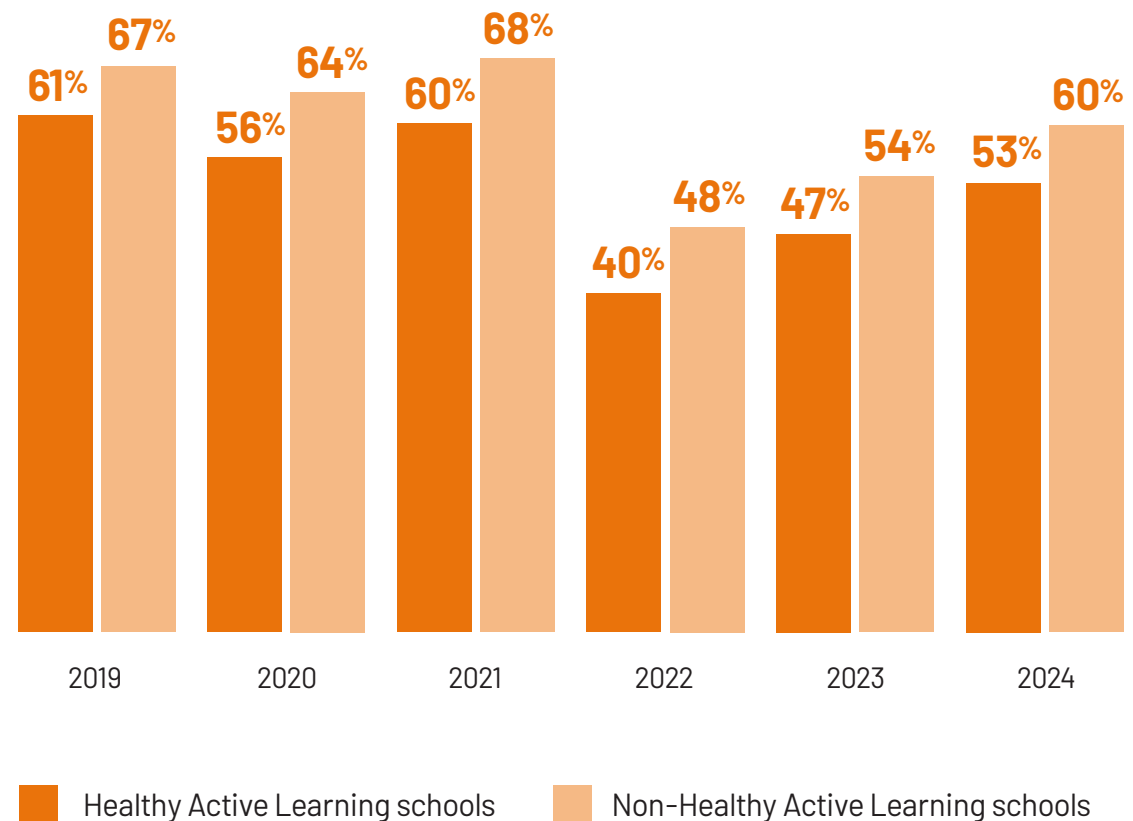


Since 2019, regular attendance in Healthy Active Learning schools has improved at a similar rate to non-Healthy Active Learning schools. However, there are emerging signs that the gap is narrowing, with encouraging gains in high-deprivation (high EQI) and urban communities during winter for older students.

Attendance

- Healthy Active Learning schools have overall reduced the gap by 1 percentage point between 2021 and 2024. While this is not significant it is a positive trend.
- Healthy Active Learning schools in high EQI, urban areas achieved a 4.2% higher regular attendance rate during winter for older students than their non-Healthy Active Learning counterparts by 2024.

Regular attendance (>90%)



Healthy food and drink environment

Schools, kura, and early learning services (ELS) consistently prioritise healthy eating and drinking as part of student wellbeing and culture, with ELS showing strong policy adoption. While school-level policy adoption has improved, implementation remains inconsistent, particularly in urban and high-deprivation areas. Initiatives like Ka Ora Ka Ako (present in 53% of sampled schools), have supported progress, though barriers such as convenience foods and parental resistance persist.

Improvements in healthy food and drink policy adoption in schools are evident

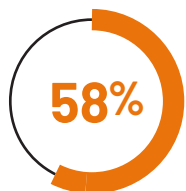
Schools and kura who agree:	2021	2023	2025
we uphold our policy to sell and provide only healthy food and drinks at our school/centre	77%	82%	84%
we uphold our policy to sell and provide healthy food and drinks for activities outside of school (eg, class trips, athletics day, school camp)	57%	79%↑	77%↑
healthy food and drinks are promoted at our school/centre	62%	72%↑	77%↑
we seek student input into healthy food and drink policies	N/A	46%	57%↑



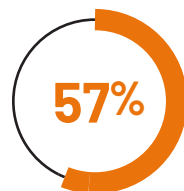
“ Our school has promoted a healthy food and drink environment by encouraging students to bring nutritious lunches, providing water-only drink policies, and incorporating lessons about healthy eating into the curriculum to help students make informed choices. ”

Teacher focus group

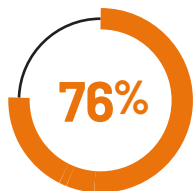
Teachers agree that:



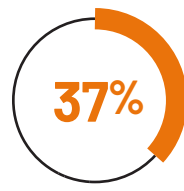
we uphold our policy to sell and provide only healthy food and drinks at our school or kura



we uphold our policy to sell and provide healthy food and drinks for activities outside of school (eg, class trips, athletics day, school camp)



healthy food and drinks are promoted at our school or kura



our school or kura seeks student input into healthy food and drink policies

Teachers agree that:

	2021	2023	2025
we provide or sell plain milk and water as the only beverages provided at our school or kura	66%	58%↓	57%↓

Adoption and implementation of healthy food and drink policies are stronger in urban and higher deprivation schools or kura

School leaders agree that:	Higher deprivation	Lower deprivation
we provide or sell plain milk and water as the only beverages provided at our school or kura	85%*	57%
we uphold our policy to sell and provide healthy food and drinks for activities outside of school or kura (eg, class trips, athletics day, school camp)	81%*	57%
healthy food and drinks are promoted at our school or kura	85%*	74%
our school or kura seeks student input into healthy food and drink policies	42%*	29%
healthy foods are the main type of food sold or provided at our school or kura	80%*	50%

Whānau are less aware of why healthy food and drink matters

Whānau agree that:	2021	2023	2025
healthy food and drinks are important for my tamaiti/tamariki	97%	96%	87%↓
having healthy food and drinks will help my tamaiti/tamariki learn	97%	96%	87%↓

Barriers

Parental resistance has become a more prominent barrier, with 50% of schools identifying it in the latest data collection – up from 33.5% previously.

Convenience of processed foods remained a significant barrier (34%).

Rising food costs and increased food insecurity have made it harder for schools to support healthy eating, with 41.3% (up from 36%) now citing affordability as a barrier.

Resistance or disinterest from students continued to be a barrier in a quarter of schools.

“ We try and cook a nutritious hot meal for lunches. We would like to add more vegetables/salad options, but the extra cost of labour required to prep and make is more than we can afford. ”

School leader, Food Policies and Practices Survey

“ It’s challenging to change the eating habits of our tamariki when these are already well established at home. Most lunches consist of convenience and pre-packaged foods because they are quick and easy to pack. Additionally, the cost of fresh fruit and vegetables can be a barrier. There can also be pushback from whānau who may not align with what we, as a kura, consider healthy food. Perspectives on healthy eating depend on the lens we are looking through. ”

School leader, Food Policies and Practices Survey

Early learning services

ELs have strengthened healthy food and drink environments

ELs who have:	2021	2025
formal healthy food and drink policy	84%	94%
policy around foods that may cause choking	58%	83% ↑
policy to offer only water and plain milk	94%	98%
policy to not provide deep-fried foods	N/A	24%
policy to not provide confectionary	N/A	53%

% of ELs that have communicated their food and drink policy to:

- teachers (96%)
- catering staff (14.6%)
- whānau (84%)
- Parent Teacher Associations (14.6%).

ELs leaders agree the main barriers are:	2025
convenience and ease of preparation of processed and ready-to-eat foods and beverages	26%
resistance from parents	35%

“ Our children bring lunch boxes from home, so although we encourage healthy foods, we have cultural, language and income-related barriers amongst our community that affect their food choices. ”

ELS Teacher, Early Learning Centre Food Policy and Practice Survey

Cost-benefit analysis

The cost-benefit analysis shows Healthy Active Learning is a cost-effective, high-value investment for New Zealand, especially for priority groups. It provides a compelling case for continued and expanded support.

Based on current modelling, Healthy Active Learning delivers a social return on investment (SROI) estimated at \$2.10 for every \$1 invested. This suggests that the \$61 million public investment could generate over \$120 million in social and economic benefits. The full report cites a median SROI estimate of 2.12:1, with a range from 1.11:1 to 4.25:1.

However, it is important to note that the current model likely underestimates the true return on investment (ROI). Key outcomes such as social connectedness and improvements in teacher confidence and delivery are not yet captured, despite their known contribution to long-term impact. The SROI should be interpreted as a conservative estimate.

Estimated benefits of Healthy Active Learning

Social return on investment



\$2.10

per \$1 invested



\$61 Million

investment

1. Economic, educational and social value:

- The initiative is anticipated to generate both immediate outcomes (eg, improved attendance, social cohesion) and long-term returns (eg, higher educational attainment, productivity, reduced public expenditure).

2. Strongest impact in high equity index (high-deprivation) schools:

- Benefits are greatest in high equity index schools, where improvements in attendance and physical activity are greatest and drive long-term outcomes.
- Healthy Active Learning schools in high-need areas saw higher regular attendance, which is linked to better educational outcomes.
- Teachers in high-need schools report improved skills and confidence in delivering health and physical education.
- Resources and support are targeted to reduce disparities for Māori, Pasifika, girls and disabled learners.

3. Comparable to international best practice:

- Healthy Active Learning's ROI is in line with respected international interventions (eg, Tulsa Pre-K¹).

4. Multiple value dimensions:

- Value is created through increased physical activity and improved attendance.
- Enhanced social connectedness and greater teacher confidence are not quantified in the current model.

5. Equity and cultural responsiveness:

- The initiative prioritises Māori and Pasifika students, high-need schools, and learners facing structural barriers, contributing to more equitable outcomes.

6. Sustained investment needed:

- Continued funding and support are essential to maintain and grow these benefits over time.

¹ Tulsa Pre-K Bartik, T., Gormley, W., Amadon, S., Hummel-Price, D. and Fuller, J. (2022). A Benefit-Cost Analysis of Tulsa Pre-K, Based on Effects on High School Graduation and College Attendance. Upjohn Institute Policy Papers, 2022(29). [online] doi:https://doi.org/10.17848/pol2022-029. (Accessed: 7 April 2025).

Key process and implementation findings

Healthy Active Learning is well managed nationally, with strong cross-agency leadership and a clear equity focus. Regional adaptation of Healthy Active Learning is a strength and implementation is progressing well. However, challenges remain, particularly relationships between regional workforces and workforce capacity within the health sector. Overall, Healthy Active Learning is broadly meeting its process and implementation expectations, with ongoing attention needed to address regional disparities and sustain momentum.

National governance and management

- Healthy Active Learning continues to be well managed with Sport NZ providing strong leadership.
- Relationships between the central lead agencies remain strong and collaborative.
- Equity remains firmly at the forefront.
- Agencies are responsive to insights and learning.
- Agencies have built a highly capable workforce.
- Systemic challenges remain such as lead agencies' organisational changes, workforce shortages, educational priorities.
- Funding disparities exist, with more resources directed to Sport NZ and Regional Sports Trusts than to health promotion, though this has not undermined inter-agency relationships.

“ I think we have really strong national relationships; it's working really well from my perspective. ”

National stakeholder

Giving effect to Te Tiriti

- Healthy Active Learning demonstrates Māori-led leadership, decision-making and authentic local engagement.
- Tikanga, te reo, and mātauranga Māori are integrated into Healthy Active Learning, supporting Māori identity, wellbeing and success as Māori.
- Manawakura (Whiti Ora Tairāwhiti approach to Healthy Active Learning) is highlighted as an example of culturally grounded, strengths-based practice, connecting tamariki to their whenua and whakapapa.
- Pūrākau and place-based knowledge are used to normalise and celebrate Māori worldviews within school and kura settings.
- Māori representation at the programme governance level could be strengthened.

“ Equity is at the forefront of everything that we do. We really don't do anything unless it's about improving health outcomes for disadvantaged communities. ”

National stakeholder

Regional implementation

- Regional adaptation is a strength of Healthy Active Learning, allowing for it to be tailored to local needs and contexts (eg, Manawakura in Tairāwhiti).
- Flexibility to adapt Healthy Active Learning to local school or kura opportunities, needs and strategic goals supports successful implementation.
- Alignment with broader educational and school or kura strategic priorities, integration with school/community initiatives, and the provision of tailored PLD are important for embedding Healthy Active Learning.
- Workforce capacity challenges remain (especially in health).
- Relationships between regional workforces (Sport, Health, Education) vary by region.
- Regional agencies and workforces are responsive to insights and learning.
- Region and school 'readiness' for Healthy Active Learning is important for success.

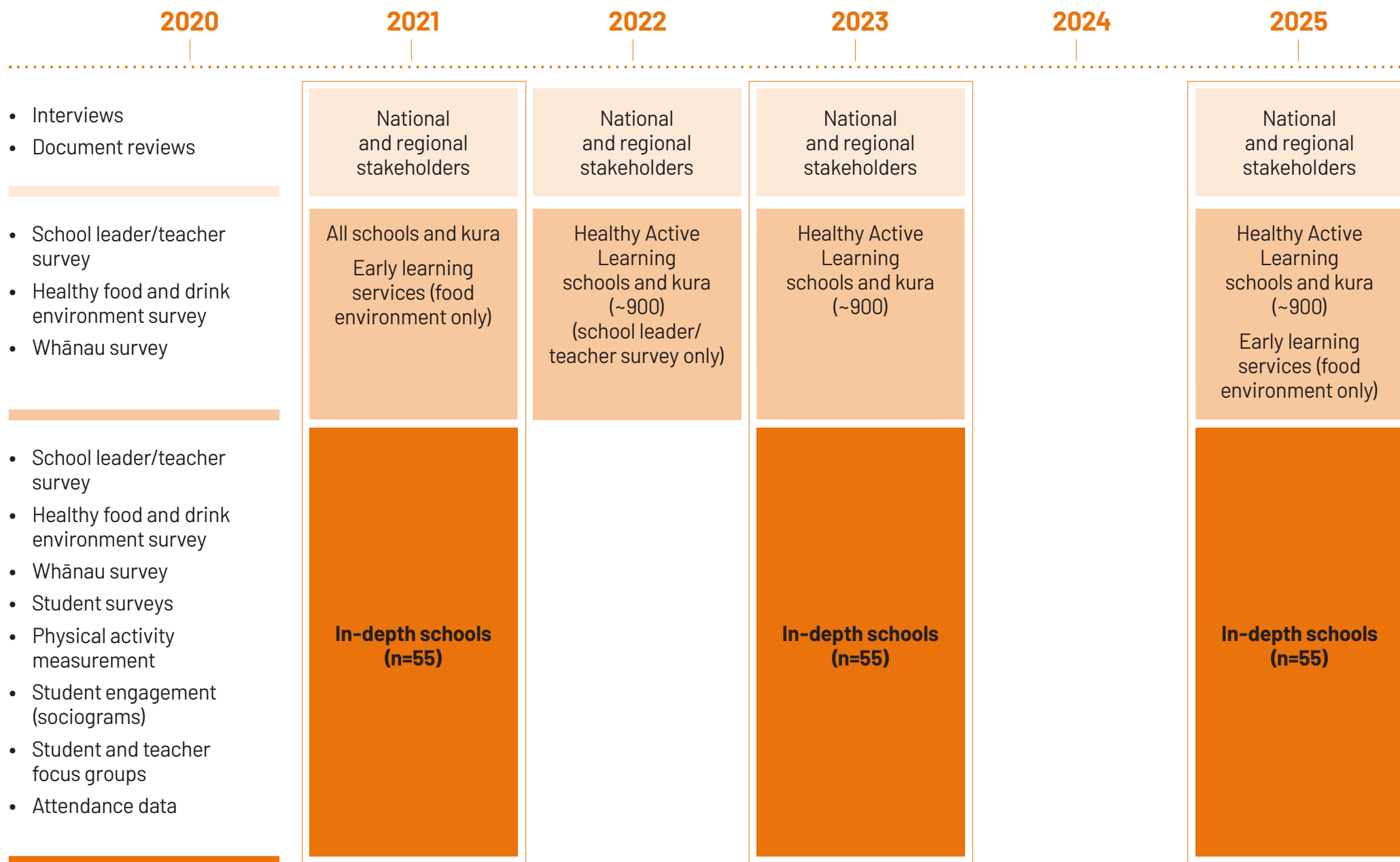
“ Principals are key to the entire piece, so we need to build those relationships and then it’s about helping those schools capture the data so we can tell a cool story about physical activity and its multiple benefits. ”

National stakeholder

Key considerations

- Strengthen Te Tiriti commitments through national leadership, Māori governance structures, co-designed initiatives with Māori communities and investment into Māori workforce development.
- Strengthen healthy food and drink environment focus and align resourcing and support.
- Enhance pre-service teacher training in relation to HPE and active teaching and learning approaches.
- Advocate for increased resourcing into the health and education components of the programme.
- Enhance focus and support provided to whānau and local communities.
- Continue to use insights and data to inform decision-making.
- Share and scale best practice across other schools and into communities.
- Prioritise school leadership buy-in. Empower school leaders (principals and boards) to be champions.
- Ensure schools or kura are 'ready' to implement Healthy Active Learning.
- Continue to promote and support regional collaboration between sectors and organisations.

What was evaluated from 2020-2025?



Method/samples

The Healthy Active Learning evaluation findings summarise and compare data collected at baseline (2021), midpoint (2023) and end point of the evaluation (2025). Findings are based on data collected from:

- a sample of ~900 schools and kura in Aotearoa New Zealand (which includes all Healthy Active Learning schools and those involved in in-depth measurement)
- 49 early learning services supported by Healthy Active Learning.

Data collection 1 (2021)			Data collection 2 (2023)		Data collection 3 (2025)			
Student					National/Regional		Case studies	
3359	4008	3501	1245	97	46	5 schools or kura		
3307	4035	3478	729	82	45	1 regional		
3836	4868	4162	502	92	13	1 ELS		
Engagement with learning surveys	Physical activity surveys	Physical activity and motivation surveys	Accelerometry (physical activity measurement)	Focus groups	Key informant interviews			
School/community								
1829	838	53	166	237	146	Healthy Active Learning	Non-Healthy Active Learning	
2176	1291	45	155	90	N/A	751	88	
2279	1086	44	163	143	49	959	1076	
Whānau surveys	Teacher surveys	Teacher focus groups	Sociogram (number of classrooms)	School food policies and practice surveys	ELS policies and practice surveys	Attendance data (schools)		