

Active Schools Case Study

Wonthaggi North Primary School

Key Priority Area: Active Recreation



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| School Overview: | Wonthaggi North Primary School is located in the Bass Coast Shire of Victoria and has a total of 165 student enrolments. Generations of families have attended and continue to attend the school. The school grounds provide a supportive physical environment for the local community who access the playground, paths and oval for active recreation outside of school hours. |
| Project Goal: | To support and encourage all students to participate in active recreation opportunities during recess and lunchtime through student lead initiatives and staff involvement. To upgrade the existing playground facilities and outdoor learning spaces to improve safety and aesthetic appeal, so a greater number of students are enticed to use the equipment within and outside of school hours, embedding regular physical activity into the daily routine. |

At Wonthaggi North Primary School, staff were involved in a professional learning program with an Occupational Therapist that highlighted the importance of using sensory motor experiences with students to focus their attention and increase readiness to learn. The school then recognised that the existing playground facilities required upgrading to increase the physical activity levels of many children who were either disinterested or lacked the fundamental motor skills required to positively engage in play. Whilst the physical environment upgrade was being planned, several inclusive initiatives were launched to embed daily physical activity across the whole school.



A variety of lunchtime clubs and training sessions, led by staff and the student leaders, were introduced each term and included running, athletics, soccer, basketball, AFL and netball. The truly pleasing aspect of including these traditional sports was the creation of pathways for interested students to represent the school in SSV District competitions and linked students to local clubs, encouraging participation outside of school.

A new equipment borrowing system was also introduced, based on House colours with the aim of creating even more interest and opportunities for students to be active. Each year level identified with a particular colour which created a sense of ownership and resulted in less equipment being lost.



| Active Schools Strategy | Impact |
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| Professional Development – Upskill staff in the importance and delivery of sensory motor strategies and active breaks. | <i>Staff now regularly use the new strategies to create opportunities for students to be active and have active breaks. Student classroom behaviour improved, and staff recognised the importance of daily physical activity.</i> |
| Staff and student coaches – Encourage and support staff and student house captains to coach a sport at lunchtime in preparation for a variety of representative sports. | <i>As a result of the positive active classroom experiences and the empowerment of students in decision making, an increased number of staff and student leaders created their own sport clubs and training sessions during breaks.</i> |
| Equipment – Implement a new sports equipment borrowing system to support and encourage activity during recess and lunch breaks. | <i>The highly organised and more appealing colour-coded equipment bins created greater interest in students from all year levels. This resulted in a considerable increase in the number of students being active each recess and lunch break and less equipment being lost.</i> |