

# ActiveMark

A development tool to support quality physical activity in school communities

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# Using the Active Schools ActiveMark development tool

ActiveMark is a tool to help school communities evaluate components of school community planning, with a focus on providing quality physical activity experiences for children.

## Five components of the Active Schools ActiveMark development tool:

- **School ethos and organisation** – establishing and maintaining organisational processes designed to imbed physical activity into the ethos of the school community.
- **Curriculum programmes** – planning, delivering and reflecting on curriculum programmes to meet children’s physical activity learning needs.
- **Co-curricular physical activity opportunities** – providing a variety of opportunities for staff, families/whānau, community groups and children to engage in quality co-curricular physical activity experiences.
- **School and community environment** – demonstrating a physical and social environment that promotes enjoyable regular physical activity for all children.
- **School and community partnerships** – creating and managing mutually-beneficial partnerships with community organisations and community members.

For further information on these components see [Guidelines for Sustainable Physical Activity in School Communities](#)

## Conceptual framework



## DEVELOPMENTAL PHASES

Each component is developed through three phases: committed, emerging and sustaining – which are aligned to the school community planning cycle (see [Activating Communities through Active Schools](#)) and the Health Promoting Schools continuum of change (see [Fruit in Schools](#)).

Each school community reviews one or more of the components and identifies strengths and areas for improvement for each component. An action plan is then developed (actions are prioritised within realistic timeframes), implemented and monitored. Successes are celebrated.

## ACTIVEMARK AWARD

The Active Schools ActiveMark development tool can be used as a self review tool for schools and/or as a guide for schools that want to receive an ActiveMark award. To receive an award, your school needs to submit samples of evidence to an Active Schools Facilitator in your Regional Sports Trust to show that you have achieved the ActiveMark criteria in all five components from table 1. Examples of evidence that can be submitted are provided in table 2.

## Criteria for an Active Schools ActiveMark (Table 1)

Components	Committed (Bronze)	Emerging (Silver)	Sustaining (Gold)
<b>School ethos and organisation</b>	<p>School community physical activity team is established and supported by Senior Management Team (SMT) to drive physical activity.</p> <p>Information is gathered and analysed by the school community physical activity team to identify strengths, gaps and priorities.</p>	<p>A shared vision is created for physical activity in the school community.</p> <p>Goals and procedures are developed for each of the five components based on the vision.</p>	<p>Successes are celebrated.</p> <p>Vision, goals and procedures are reviewed and modified within a determined timeframe.</p>
<b>Curriculum programmes</b>	<p>Staff, SMT and Board of Trustees (BOT) are committed to developing knowledge and an understanding of physical education.</p> <p>The quality and quantity of physical activity opportunities have been analysed.</p> <p>The school determines guidelines relating to the quantity and quality of physical activity and a broad plan is developed. This plan identifies how the school determined their guidelines (including intensity) in a combination of curricular programmes and co-curricular physical activity opportunities.</p>	<p>Curriculum teaching and learning programmes are developed.</p> <p>The programmes will need to:</p> <ul style="list-style-type: none"> <li>• meet the physical activity needs of children</li> <li>• reflect underlying concepts of the HPE curriculum</li> <li>• use a variety of teaching approaches that reflect current best practice.</li> </ul> <p>Children's movement skills are developed.</p>	<p>Children's achievements are celebrated.</p> <p>Programmes are evaluated to inform future practice.</p> <p>An action plan that includes increased school community involvement is monitored on an ongoing basis.</p> <p>Progress is acknowledged and achievements are celebrated.</p>
<b>Co-curricular physical activity opportunities</b>		<p>An action plan for co-curricular physical activity is resourced, implemented and monitored.</p>	
<b>School and community environment</b>	<p>The physical and social environment's quality, availability, accessibility, safety and inclusiveness are analysed.</p>	<p>Short and long-term plans are developed and implemented by the school community to enhance the physical and social environment.</p>	<p>Short and long-term plans are reviewed and refined to continue meeting the ongoing needs of the school community's physical and social environment.</p>
<b>School and community partnerships</b>	<p>Relationships with a range of physical activity providers are established and the process of engagement is articulated.</p>	<p>Negotiated processes for engagement are followed and physical activity opportunities for children are enhanced through increasing community involvement.</p>	<p>Partnership successes are celebrated. Processes for partnership engagement are reviewed and modified.</p> <p>Future focus of partnerships are aligned with modified vision and procedures.</p>

# Examples of evidence required for an Active Schools ActiveMark (Table 2)

Components	Committed (Bronze)	Emerging (Silver)	Sustaining (Gold)
<b>School ethos and organisation</b>	<p><b>Terms of references</b> and roles and responsibilities of the school community physical activity team.</p> <p><b>Meeting records</b> that show evidence of commitment from the school community and presence of SMT at meetings.</p> <p><b>Summary report</b> from the school community consultation process that identifies strengths, gaps and priorities.</p>	<p><b>Vision/charter statement</b> that includes physical activity.</p> <p><b>Policy statements</b> for NAGS 1, 2, 4 and 5 that include reference to physical activity.</p> <p><b>Annual goals</b> and procedures for each of the other components as related to the school's vision/charter statement.</p> <p><b>Budget</b> to show sufficient resource allocation for physical activity is included in the school's budget to meet annual goals.</p>	<p><b>BOT annual report</b> that includes progress towards a vision for physical activity in policies relating to NAGS 1, 2, 4 and 5.</p> <p><b>Principal's report</b> to the BOT that identifies success in physical activity within the school community.</p> <p><b>Annual goals</b> including the date procedures were renewed and the next renewal date.</p>
<b>Curriculum programmes</b>	<p><b>Summary report</b> that identifies the quality and quantity of physical activity in the school community for all children.</p> <p><b>Documented guidelines</b> of quantity and quality (including intensity) of physical activity in curriculum programmes and co-curriculum opportunities (based on the school community consultation process).</p> <p><b>Documented broad plan</b> (including timetabled physical education in the school curriculum and co-curricular physical activity opportunities) to meet school-determined guidelines of quantity and quality (including intensity).</p> <p><b>BOT report</b> on professional development (NAGS 4) that identifies professional development undertaken and appraisals of staff in physical education.</p>	<p><b>Documented physical education programmes</b> that:</p> <ul style="list-style-type: none"> <li>reflect underlying concepts of the HPE curriculum</li> <li>are needs based</li> <li>are progressive</li> <li>are reported</li> <li>use a variety of teaching approaches, reflecting current best practice.</li> </ul> <p><b>Children's achievement data</b> that shows the development of children's movement skills.</p>	<p><b>Evaluated curriculum programmes</b> that inform future practice.</p>
<b>Co-curricular physical activity opportunities</b>	<p><b>Teacher journals</b>, reflect on new knowledge in units of work.</p>	<p><b>Targets</b> of quantity and quality (including intensity) as set in the co-curricular physical activity action plan.</p> <p><b>Co-curricular action plan</b> that is resourced and implemented.</p> <p><b>Case study</b> that monitors targeted student's participation in co-curricular physical activity opportunities.</p>	<p><b>Documented evidence</b> of children taking action to create physical activity for themselves and others.</p> <p><b>Documented evidence</b> that shows children's achievements are celebrated.</p> <p><b>Revised action plan</b> for co-curricular physical activity that provides evidence of increased community involvement.</p>
<b>School and community environment</b>	<p><b>Summary report</b> that identifies equipment, facilities, spaces for play and people interactions based on the criteria of quality, availability, accessibility, safety and inclusiveness.</p> <p><b>Summary report</b> that provides short and long-term recommendations to ensure physical activity opportunities are enhanced through equipment, facilities, spaces for play and people interactions.</p>	<p><b>Documented plan</b> based on the summary report recommendations that include short-term (up to two years) and long-term (at least three years) goals and projects undertaken to meet all goals.</p>	<p><b>Completed projects</b> that have been celebrated.</p> <p><b>Analysis report</b> that describes whether projects were effective.</p> <p><b>New short-term goals</b> that are based on the analysis report.</p>
<b>School and community partnerships</b>	<p><b>Database</b> of physical activity providers.</p> <p><b>Documented broad plan</b> that identifies physical activity providers to form school community partnerships.</p>	<p><b>Code of expectations</b> developed with identified physical activity providers.</p> <p><b>Documented communication</b> with the wider school community and school-community partnerships.</p>	<p><b>Partnership successes</b> that are evidenced in communications and celebrations.</p> <p><b>Code of expectations</b> that has been reviewed and reflects an alignment with modified procedures in annual goals</p>

# Registration of interest to gain the Active Schools ActiveMark award

\_\_\_\_\_

*(Name of school)*

wants to receive an Active Schools ActiveMark because we believe in:

- Putting the needs of our children first to ensure they enjoy physical education, physical activity and sport.
- Programmes of physical activity that are delivered by trained, inspired and recognised adult leaders.
- Adding value to our school's programme of physical activity by developing quality, relevant and mutually-beneficial relationships with our local community.
- Providing a physical and social environment conducive to enjoyable physical activity experiences.
- Finding and utilising the best resources to provide a broad range of physical activity opportunities.

On behalf of the school:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
*(Principal)*

Email: \_\_\_\_\_

On behalf of the Regional Sports Trust:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
*(Active Schools Facilitator)*

Email: \_\_\_\_\_

On behalf of School Support Services:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
*(Physical Education Adviser)*

Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
*(Teacher with responsibility for physical activity or physical education)*

Email: \_\_\_\_\_

# Evidence required for Active Schools ActiveMark Award

Component being evaluated	Developmental phase being evaluated	Examples of evidence requested by evaluator	Examples of evidence provided to evaluator	Date	Evaluator's signature if evidence provided meets the criteria
E.g. School and community partnerships	E.g. Emerging	E.g. Code of expectations developed with identified physical activity providers.			

Active Schools ActiveMark award presented to:

\_\_\_\_\_

*(Name of school)*

by: \_\_\_\_\_ (presenter) on: \_\_\_\_\_ (date)

The school will receive the Active Schools ActiveMark award on providing evidence of sustainability in all five components of the Active Schools ActiveMark development tool.

This award is valid for three years.

To retain the award, further evidence will be required to ensure the school is sustaining a physical activity culture.

## Glossary of terms

### PHYSICAL ACTIVITY

is all movements in everyday life including work, recreation, exercise and sporting activities (World Health Organisation).

### QUALITY PHYSICAL ACTIVITY

is enjoyable and develops and enhances the spiritual, emotional, social, cognitive and physiological growth of children and young people. It:

- includes physical activity that makes people breathe harder than normal
- includes those with special needs or abilities
- has a purpose that is shared with the participants
- uses or practises movement skills
- caters for a range of learning styles
- involves children and is fun for them and their teachers
- is valued, regular and safe.

### PHYSICAL EDUCATION PROGRAMMES

are planned programmes to enhance children's learning in, through and about movement. For a definition of physical education, see the [New Zealand Curriculum Statement](#).

### CO-CURRICULAR PHYSICAL ACTIVITY OPPORTUNITIES

occur within schools mainly outside curriculum time – before and after school and at playtime and lunchtime. Can include unstructured sports, interschool competitions and team coaching, school camps, daily exercise sessions, modified games, or use of adventure play areas or jungle gyms. Co-curricular does not include club sport or playing with family/whānau at the local park.

### SCHOOL COMMUNITY

includes teachers, children, parents/caregivers, whānau and anyone else closely linked to the school.

### WIDER COMMUNITY

is a local environment or neighbourhood with a group of people with something in common that is wider than the school environment.

Please refer to the [Guidelines for Sustainable Physical Activity in School Communities](#) for further definitions.





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