

MUSCULAR FITNESS

It's time for a jump start!



**ACTIVE HEALTHY KIDS
AUSTRALIA**

The University of South Australia is the Lead Research University for the Report Card initiative and the Administering Organisation of Active Healthy Kids Australia.



Sport Australia is the Principal Media and Communications Partner, assisting in the dissemination and communication of the 2018 *Active Healthy Kids Australia Report Card on Physical Activity for Children and Young People*.



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CONTENTS

Report Card Development Team	2
Executive Summary	3
Active Healthy Kids Australia	4
AHKA Youth Advisory Council	5
Physical Activity	6
Muscular Fitness: It's Time for a Jump Start	8
Methods and Data Sources	10
Indicators	12
Overall Physical Activity Levels	14
Organised Sport and Physical Activity Participation	18
Physical Activity Participation in Schools	22
Active Transport	26
Active Play	30
Screen Time	34
Family and Peers	38
School	42
Community and the Built Environment	48
Strategies and Investments	52
Physical Fitness	56
Movement Skills	60
Showcase Pages	65
Federal	66
Australian Capital Territory	67
New South Wales	68
Northern Territory	69
Queensland	71
South Australia	72
Tasmania	73
Victoria	74
Western Australia	75
Summary of Grades	76
Abbreviations	77
Acknowledgements	78
References	80



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EXECUTIVE SUMMARY

Australian children and young people do not move enough each day. We know this from convincing evidence that shows only a small portion of kids get enough daily 'huff and puff' activity. We do not prioritise movement like we should — movement needs to be a part of our everyday experience and something that is the default, not the exception. Active kids are fitter, have stronger muscles and bones, concentrate better in class and are more confident, and these are just some of the many benefits physical activity provides. There is no denying that something must be done soon to increase kids' physical activity levels. But we all live in a world where individuals are spending more and more time sitting, especially in front of screens. How do we make the cultural shift that's needed to get us all to stand up and start moving?

Active Healthy Kids Australia (AHKA) is a collaboration of 13 physical activity researchers from nine universities with the primary goal to advocate for ways to increase physical activity and decrease sedentary behaviour among Australian children and young people. The vehicle we use to help drive this change is the **AHKA Report Card on Physical Activity for Children and Young People**. The Report Card synthesises the best available Australian evidence in order to assign grades to physical activity indicators, providing a national snapshot of current trends and levels of physical activity among young Australians.

As with previous **Report Cards** (released in 2014 and 2016), current data indicate no change in children's overall physical activity levels, with Australia again receiving a poor grade of D-. Australia is also lagging at the back of the pack on an international level: Using data from the Active Healthy Kids Global Alliance's 'Global Matrix 3.0', Australia, tied at 32nd place out of 49 countries for our Overall Physical Activity grade. The main story from this year's Report Card is similar to that of previous years, there has not been a lot of movement for most of the grades. We again see poor grades (D- to D+) for physical activity behaviours (Active Transport and Screen Time), strategies and investments, and traits (Physical Fitness and Movement Skills). It is encouraging however that Australia scored better grades for settings and sources of influence (Family and Peers, School, Community and Built Environment; C+ to A-) and other physical activity behaviours (Participation in Organised Sport and Participation in Physical Activity in School; B- to B).

The theme of this year's Report Card highlights the seemingly forgotten component of our national physical activity guidelines — that children should engage in muscle and bone strengthening activities on at least three days per week. Recently highlighted declines in the jumping ability of Australian children and young people indicate that 'it's time for a jump start' for muscular fitness. We need immediate action in order to get our kids moving more everyday — they need to engage in activities that will get them 'huffing and puffing' as well as strengthening and developing their muscles and bones to ensure they are healthy heading into adulthood.

AHKA acknowledges that there is no single person, organisation, sector or group that can shift the progressively sedentary culture of our nation. We strongly advocate for a coordinated national response through the collaboration of all Australians: government, non-government organisations, communities, sporting organisations and groups, schools, teachers, parents, coaches, friends, families, and most importantly, children. Physical activity needs to be prioritised every day, and it should not be viewed as something we feel like we must do, rather it should be viewed as something we all want and choose to do for fun, enjoyment, and better health across the lifespan.

ACTIVE HEALTHY KIDS AUSTRALIA

Who are we?

Active Healthy Kids Australia (AHKA) is a collaboration among Australian children's physical activity and health researchers (13 researchers from nine universities), which is led by a team from the University of South Australia (the Lead Research University for the Report Card and the Administering Organisation of AHKA). Active Healthy Kids Australia comprises the AHKA Research Working Group (RWG) and Executive Committee.

The primary goal of AHKA is to advocate for ways in which physical activity can be increased among Australian children and young people, using the Physical Activity Report Card for Children and Young People as the core monitoring metric. The purposes of the Report Card are:

- + to encourage all Australians to make changes in their lives to promote, facilitate and model positive lifestyle behaviours of increased physical activity participation and reduced sedentary behaviours among the children and young people of today and tomorrow;
- + to inform policy changes and decision-making across various sectors with the aim of increasing physical activity participation; and
- + to highlight where more research is needed to better understand the physical activity of Australian children and young people.

The primary goal of AHKA is to advocate for ways in which physical activity can be increased among Australian children and young people...

What have we achieved?

This year marks the release of AHKA's third biennial Physical Activity Report Card. The inaugural Report Card launched in 2014 asked Australia "Is sport enough?" and was released alongside the Report Cards of 14 other countries as part of the first Active Healthy Kids Global Alliance (AHKGA) 'Global Matrix' (www.activehealthykids.org). The 2016 AHKA Report Card posed the question "Physical literacy: do our kids have all the tools?" and our grades were benchmarked against 37 low-, middle- and high-income countries as a part of the AHKGA 'Global Matrix 2.0'. During the coordination of the 'Global Matrix 2.0', AHKA was invited to be the Oceania representative on the AHKGA Executive Committee and we continue to be instrumental in building this international collaboration. Additionally in 2015 we released a Progress Report Card on Active Transport that reported walking and cycling to school to be "The road less travelled".

For the release of the 2018 Report Card and the 'Global Matrix 3.0' (comprising 49 country Report Cards), AHKA decided to go beyond advocating for change using only the Report Card key messages. We instigated a 'movement for movement' and developed an Event to bring vested stakeholders together from around the globe. Called the 'Movement to Move: Global Insights to Get Our Kids Moving' (www.movementtomove.com.au), this inaugural Event not only provided a launch pad for the AHKGA Global Matrix 3.0 but also enabled AHKA to use the Report Card findings to drive key discussions, think tanks and workshops to create frameworks for change.

What else are we doing?

Beyond driving the Australian Report Card initiative, AHKA has forged, and now occupies, a significant position within the children's physical activity landscape helping to forge strategic partnerships amongst key stakeholders. Within the past 18 months, AHKA has increased the breadth of its reach and impact both within and beyond academia in relation to research, discussion, debate and interventions designed to get children around Australia moving more every day. Specifically, some of our achievements include:

- + AHKA has been invited by a number of government (both state and federal) departments, research groups, education entities and other organisations to provide expert opinion on panels and in workshops and to deliver invited presentations that focus on taking the Report Card findings and recommendations and applying them to real-life situations.
- + In August of 2017, AHKA established a Youth Advisory Council (YAC) that includes 10 children and young people aged 9–17 years from around Australia. We meet (virtually) once per month to discuss various issues related to physical activity. Insights gained from the YAC are used by AHKA to direct future actions and foci (see page 5 for more details about the YAC).
- + In order to support schools in developing and implementing a whole-of-school approach to physical activity, AHKA is working to develop an end-user informed guide to promote and provide support for improved school physical activity practices and behaviours. Members of the AHKA RWG are also working with Education Departments and schools in various states to implement comprehensive school physical activity programs.

How can you be involved?

To see a real shift in physical activity behaviours AHKA advocates for collaborative and evidence-based actions. AHKA is therefore keen to engage with people from all sectors: government representatives (at the federal, state/territory and local levels); non-government organisations, community leaders; data custodians; sporting bodies, leaders and organisations; physical activity and health advocates; researchers and academics; schools and their communities; principals and teachers; parents and families; and most importantly all young Australians. We all have a part to play in getting Australian children and young people moving more every day, but it is vital that our efforts take a coordinated systems-based approach with all necessary players taking part.

We all have a part to play in getting Australian children and young people moving more every day...

Anyone who wishes to contact AHKA to find out how they can become involved can do so via email: AHKA@activehealthykidsaustralia.com.au. More information about AHKA, what we are working on and/or current and previous Report Cards can be found at: www.activehealthykidsaustralia.com.au.



AHKA YOUTH ADVISORY COUNCIL

AHKA believes that if we want to commit to driving conversations and actions that empower children to shape their own physical activity evolution, it is important that we first take the conversation to the kids themselves — which is what we have done by establishing the AHKA Youth Advisory Council (YAC).

The YAC, which commenced in August 2017, includes 10 children and young people aged 9 to 17 years from around the country who are committed to playing an active role in helping to create a healthier Australia. They believe that one important way to achieve this is to **keep physical activity fun!**

Every month the YAC meets (virtually) to discuss a range of topics and pose questions about physical activity and being physically active as a child or young person in Australia today. These meetings have provided invaluable insight surrounding the ideas, motivators and perceptions that kids have about physical activity that are helping to drive AHKA's priority research areas and engagement actions. To date the main activities that the YAC has been involved with include:

Co-developing the AHKA 'Your Voice' online physical activity survey for kids

- + Members of the YAC helped to critique, refine and select the most pertinent physical activity questions that were proposed initially by 'adult experts'. The final product, the AHKA 'Your Voice' survey has been completed by 700 children and young people from around Australia. The survey responses will add to the wealth of insight already gained from the YAC to better inform actions to be taken to get kids to be more active.

Being media spokespeople on behalf of AHKA

- + Members of the YAC have provided opinion on matters such as Health and Physical Education in school and the importance of using active transport to get to and from school. Their voices have supported the advocacy messages of AHKA and have helped to identify priorities for improvement.

Assisting with Sport Australia's Physical Literacy Pilot Program

- + Members of the YAC were consulted for their thoughts and understanding of the physical literacy concept and how the concept could be presented in a way that would make it more accessible and useful to Australian children. This discussion was led by the Centre for Sport and Social Impact at La Trobe University who partnered with Sport Australia on their Physical Literacy Pilot Program. Sport Australia's Physical Literacy Definition and Standard can be found here: https://ausport.gov.au/participating/physical_literacy.

We would like to take this opportunity to sincerely thank all members of the AHKA YAC for their contribution and enthusiasm. Each meeting has provided us with invaluable insights that have helped shape AHKA and our activities over the past 12 months and we have enjoyed them immensely.

WHAT THE YAC HAS TO SAY

Being a member of the YAC is a great opportunity to contribute my perspective and knowledge about youth physical activity to others, and in turn, to enhance my knowledge by listening to other young adults' opinions as well as physical activity researchers. Being on the YAC has made me more aware of the factors that contribute to the levels of physical activity in young Australians and how these factors encourage or discourage children from wanting to become physically active
— Ella, 17, Tasmania.

Being a member of YAC means a massive amount to me, because I get to listen to other children's comments and views on physical activity. I also get to have a say on how to improve physical activity — William, 11, Victoria.

The YAC gives me the opportunity to voice my thoughts and opinions and provides me with a deeper understanding of what actions are being taken to increase the physical activity of Australian kids — Helena, 14, Western Australia.

I am honoured to be a member of the YAC because I get to help others to do sport — Charlotte, 10, Australian Capital Territory.

I love being a member of the YAC. I feel special that I get to join in with the meetings. I feel important that my opinion is asked and I feel proud that I might be helping the researchers to help other kids to enjoy sport more, and to be more active so that they will be healthier and happier for a long time
— Madison, 10, South Australia.

The best thing about being a member of YAC would have to be meeting new people across the country who all have similar interests and hearing other people's thoughts and opinions on physical activity in Australia — Renee, 17, New South Wales.

The best part about being a member of the YAC is that I get to "go deeper" (learn) into trying to understand physical activity in Australia. I also feel like I get to try and make a difference towards young people keeping fit and healthy
— Ella, 11, Victoria.

I get to learn about the different movements we use in sport and the leaders make the meetings easier for me to understand
— Brigid, 11, Queensland.

The best thing about being a member of the YAC is that I get to talk to people from all over Australia. I get to share my ideas about how we can make people fit, active and healthy
— Lachlan, 8, NSW.

I like being a YAC member because I like getting people involved in physical activity and yeah help me do that
— Amy, 13, South Australia.

PHYSICAL ACTIVITY

Why is it important?

Ensuring that Australian children and young people engage in (at least) the recommended amounts of daily physical activity is vital for their health and wellbeing now and in the future. The evidence tells us that children and young people who are active on a daily basis are at lower risk of conditions including overweight and obesity, Type II diabetes, metabolic syndrome and other comorbidities. They are also more likely to have a higher level of aerobic fitness and bone health and experience positive mental and cognitive health benefits.¹⁻⁷ Furthermore, research shows that children who are physically active achieve greater academic success and maintain higher attention levels during class at school.⁸

Ensuring that Australian children and young people engage in (at least) the recommended amounts of daily physical activity is vital for their health and wellbeing now and in the future...

What do the guidelines say?

The Australian 24-hour Movement Guidelines for the Early Years⁹ and the Australian Physical Activity and Sedentary Behaviour Guidelines for Children and Young People¹⁰ provide clear recommendations across three key categories: the minimum amount of physical activity; the maximum amount of sedentary behaviours (including screen time for entertainment); and the optimal amount of sleep (early years only) in which children should engage to experience meaningful health benefits. A summary of the guidelines for infants (birth to 1 year), toddlers (1–2 years), pre-schoolers (3–5 years), children (5–12 years) and young people (13–17 years) is shown in Table 1, and can also be accessed online from the Australian Government Department of Health website.



Table 1. Summary of the recommended Australian 24-hour Movement Guidelines for the Early Years⁹ and the Australian Physical Activity and Sedentary Behaviour Guidelines for Children and Young People.¹⁰

24-HOUR MOVEMENT GUIDELINES FOR THE EARLY YEARS			
Age group	Physical activity recommendations	Sedentary behaviour and screen time [^] recommendations	Sleep recommendations
Infants (Birth to 1 year)	Supervised interactive floor-based play (in safe environments) should be encouraged from birth. During awake periods, it is encouraged that those not yet mobile engage in 30 minutes of tummy time spread throughout the day. This time should include reaching and grasping, pushing and pulling, and crawling.	Not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair). No time spent watching television or using other electronic media (DVDs, computer and other electronic games). Parents/caregivers should engage with infants, when sedentary, through activities such as reading, singing, puzzles and storytelling.	14 to 17 hours (for those aged 0–3 months) and 12 to 16 hours (for those aged 4–11 months) of good quality sleep, including naps.
Toddlers (1–2 years)	Spend at least 180 minutes a day doing a variety of physical activities including energetic play such as running, jumping and twirling spread throughout the day. More is better.	Not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair) or sit for extended periods. Toddlers younger than 2 years should spend no time engaging in screen time. Toddlers aged 2 years and pre-schoolers, should not engage in more than 1 hour, in total, of sedentary screen time throughout the 24-hour period. Less is better.	11 to 14 hours of good quality sleep, including naps with consistent sleep and wake-up times.
Pre-Schoolers (3–5 years)	Spend at least 180 minutes a day in a variety of physical activities, of which 60 minutes is energetic play such as running, jumping and kicking and throwing, spread throughout the day — noting more is better.	Parents/caregivers should engage with toddlers and pre-schoolers, when sedentary, through activities such as reading, singing, puzzles and storytelling.	10 to 13 hours of good quality sleep, including naps with consistent sleep and wake-up times.
PHYSICAL ACTIVITY & SEDENTARY BEHAVIOUR GUIDELINES FOR CHILDREN & YOUNG PEOPLE			
Age group	Physical activity recommendations	Sedentary behaviour and screen time [^] recommendations	Sleep recommendations
Children (5–12 years) & Young People (13–17 years)	Accumulate at least 60 minutes of moderate* to vigorous# intensity physical activity every day. A variety of aerobic activities should be undertaken, including some physical activities that are vigorous# in intensity. Physical activities that strengthen muscles and bones [^] should be included on at least three days per week. For additional health benefits, children and young people should engage in more physical activity (up to several hours) every day.	Minimise the time spent being sedentary every day and break up long periods of sitting as much as possible. Limit screen time, for entertainment, to no more than 2 hours per day	No Australian guidelines are recommended at this time.

*Moderate intensity physical activity requires some effort but children and young people should still be able to speak easily (e.g., brisk walking, active play, riding a bike or scooter).

#Vigorous intensity physical activity requires more effort and should make children and young people breathe harder and faster ("huff and puff") when participating (e.g., running, playing sport).

[^]Muscle and bone strengthening activities can include activities such as body weight exercises (e.g. push-ups and squats, dancing, gymnastics, hanging from the monkey bars).

[^]Screen time refers to time spent using electronic media such as televisions, smart phones, tablets, seated electronic games, portable electronic devices or computers for entertainment.

MUSCULAR FITNESS: It's time for a jump start!

When asked 'how much physical activity should kids get every day for good health?', most will typically say anywhere from 30 minutes to 2 hours of activity (some might even say activity that makes them huff and puff) each day. Very rarely does anyone mention that children and young people should also engage in muscle and bone strengthening activities a few times each week.¹⁰ Why?

Participating in muscle and bone strengthening activities is often associated with going to a gym and lifting weights. But in fact, muscle and bone strengthening activities for children and young people include: activities and games such as tug-of-war or hopscotch; body weight exercises such as squats and push-ups; rope, tree or rock climbing; running or sports such as gymnastics, basketball, volleyball and tennis; swinging or hanging from playground equipment; and playing rough and tumble with friends or family.

So what can happen if kids don't engage in enough of this type of activity? The simple answer is that their physical development may be compromised leading to a decline in physical performance over time. Unfortunately, this is what we're seeing in Australia: Objectively measured (national and state-level) data show that today's kids cannot jump as far as the kids from 30 years ago (and don't even come close) when performing the standing long (broad) jump^{11,12} — meaning muscular fitness has declined¹³ and 'it's time for a jump start'.

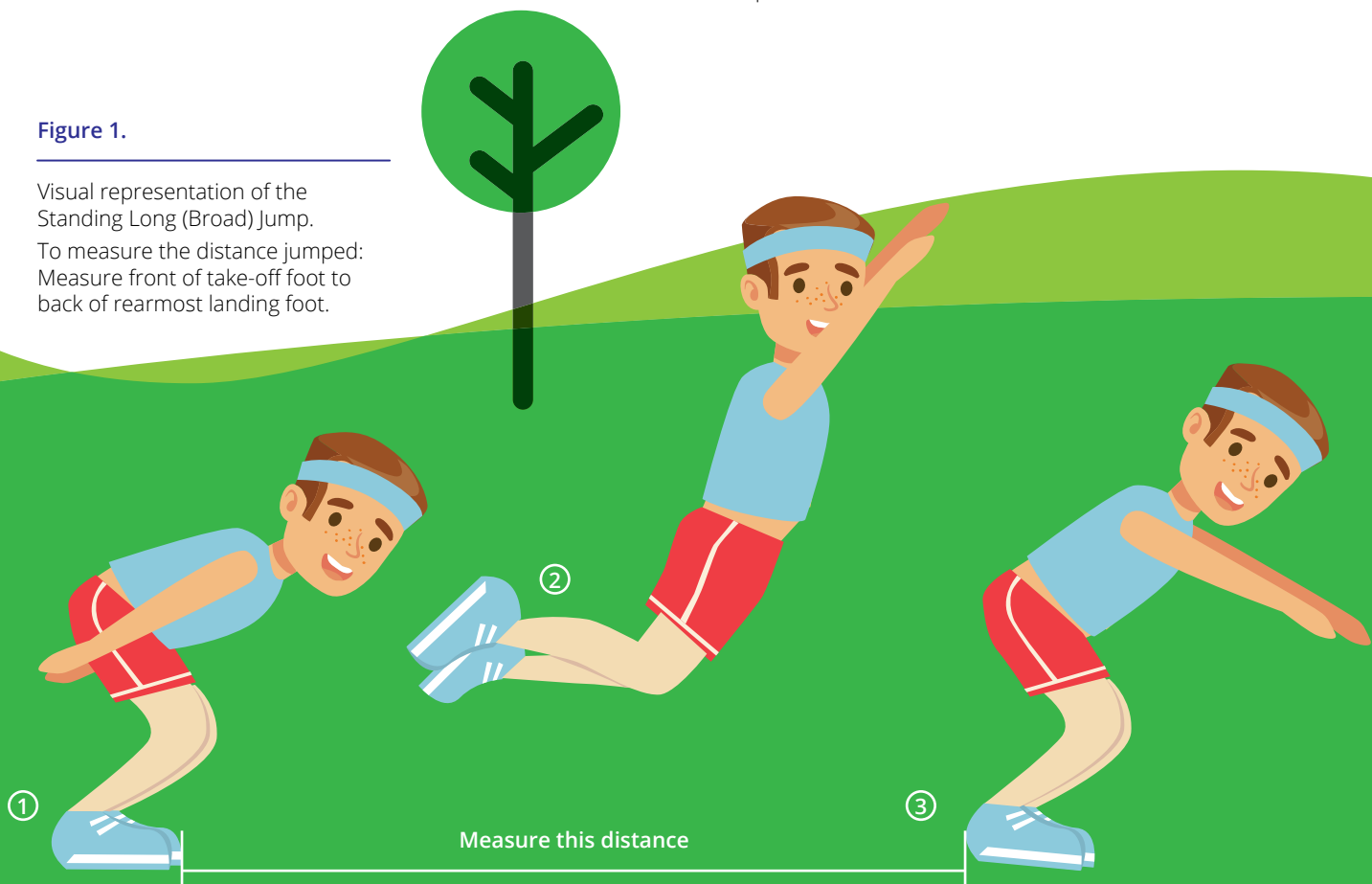
What is muscular fitness and how do we measure it?

Muscular fitness refers to the strength, power and endurance of the muscles — the ability of the muscles to generate force maximally (strength), quickly (power), and without fatigue (endurance).¹⁴ Muscular fitness can be measured in different ways and the choice of test will depend on your area of focus — power, strength or endurance, the type of muscle contraction (e.g., static or dynamic) and the context (e.g., field- or lab-based).¹⁵ In Australia, the muscular fitness of children and young people^{16,17} has often been measured by the standing long (broad) jump, which is one of the world's most widely used functional tests of muscular power (see Figure 1).

The standing long (broad) jump is a fundamental movement skill that is considered essential for participation in a variety of sports involving high-velocity movements, including athletics (e.g., sprinting, hurdling and jumping), combat sports (e.g., karate, taekwondo, and mixed martial arts), and many team sports (e.g., Australian football, basketball, netball and soccer). It can be conducted in a timely and efficient manner; it imposes acceptable preparation burden on both participants and testers; it is free of interpretation misuse; it can be administered with acceptable privacy, minimal equipment and space; and performance is independent of test familiarity and prior practice.^{18,19} Although participation in muscle strengthening activity is included in our national Physical Activity Guidelines, no national muscular fitness data on Australian children and young people, of all ages, have been captured since 1985.

Figure 1.

Visual representation of the Standing Long (Broad) Jump.
To measure the distance jumped:
Measure front of take-off foot to
back of rearmost landing foot.



Why is muscular fitness important?

Muscular fitness is an important indicator of current and future health, although many of its benefits are not widely known. Muscular fitness is meaningfully associated with improved bone health, self-esteem and perceived sport competence; lower levels of fatness, cardiovascular disease and metabolic risk;²⁰⁻²³ and lower risk of premature death.²⁴

So why have we seen a decline in children's muscular fitness over the past generation when we know it is so important for good health and wellbeing? It's likely that:

1. Kids just don't move enough (in any context) on a daily basis,²⁵ and they probably aren't getting enough of the movement that best improves muscular fitness (for example jumping, resistance exercises, climbing trees and on playgrounds);
2. When we consider the Australian Physical Activity Guidelines, most of the attention is focused on increasing the amount of time kids spend engaged in 'huff and puff' aerobic activities, such as running, swimming and cycling, with little attention given to time spent engaged in muscle and bone strengthening activities;¹³
3. Misconceptions surrounding muscle and bone strengthening activities have created barriers to engagement. For example, some people think that expensive equipment and/or a gym membership is required to improve muscular fitness, and/or that strength training activities are associated with increased risk of injury, especially in children and young people.²⁶ This is not the case;^{27, 28} and
4. There is no consistent Australian national-level monitoring or surveillance system that includes measures of muscular fitness.

What do we need to do NOW?

We need to encourage, support and facilitate opportunities for children and young people to engage in more physical activity every day, both 'huff and puff' aerobic activities and muscle and bone strengthening activities. Limited state-based data indicate that muscular fitness is poor and declining, highlighting a critical need for national surveillance and monitoring of the muscular fitness of children and young people to be undertaken and supported by the Australian Government.

Muscular fitness is an important indicator of current and future health, although many of its benefits are not widely known...



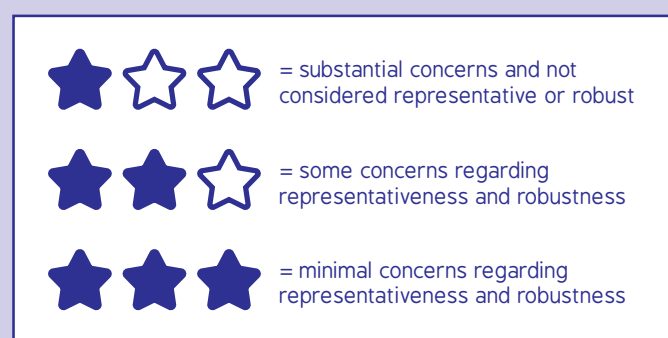
METHODS AND DATA SOURCES

In 2018, during the development of the Report Card, the AHKA RWG was responsible for: (a) deciding if any indicators additional to the 10 core indicators specified by the AHKGA, would be included and assessed; (b) deciding the specific metrics to be used to assign grades (largely based upon recommendations from AHKGA); (c) identifying data sources to inform each of the grades; and (d) evaluating data, using pre-determined criteria and benchmarks, to determine the grades to be assigned to each of the 12 indicators and providing a confidence rating for each grade based on the data used to inform it.

Grades for the Report Card indicators were informed using data synthesised from national and state/territory-based surveys and studies, collected from 2013 onwards to ensure currency. A description of the data sources accessed and which indicators they provided data for are reported in Table 2. Where possible, grades were based primarily on national data although all available data were considered.

After evaluating the synthesised data, the RWG engaged in purposeful discussions based upon each indicator metric/s (e.g., the proportion of Australian children and young people meeting the national Physical Activity Guidelines every day for Overall Physical Activity Levels) and pre-determined benchmarks that are consistent with those used by other countries participating in the 2018 Global Matrix 3.0 (see below).

As in the 2016 Report Card, a confidence 'star rating' has been assigned to each grade based on how representative the data are deemed to be (e.g., national vs. state/territory-based survey, sampling frame/procedure and response rate, age range of children surveyed, sample size obtained) and how robust the data are deemed to be (e.g., objective vs. subjective, how subjective questions were asked, reliability and validity). The 'star rating' is as follows:



A = succeeding with a majority of children and young people (81–100%)	B = succeeding with well over half of children and young people (61–80%)	C = succeeding with about half of children and young people (41–60%)
D = succeeding with some but less than half of children and young people (21–40%); and	F = succeeding with very few children and young people (0–20%)	INC = the available data does not reflect what the indicator represents or a consensus on how to operationalise the indicator could not be reached

Table 2

Data sources used to inform the 2018 AHKA Report Card grades and key findings for each indicator.

Survey	Year /s data collected	Ages /Grades reported on (Self/Proxy-report or objective)	Indicator data available for*
National[^]			
ABS NHS ²⁹	2014–15	15–17yrs (SR)	1
#AusPlay ³⁰	2016–17	0–14yrs (PR) & 15–17yrs (SR)	1, 2
#LSAC ^{31, 32}	2014/2015–16	10–11yrs & 14–15yrs (SR) / 11–13yrs & 15–17yrs (SR)	2, 3, 7, 8, 9
NaSSDA ³³	2012–13	12–17yrs (SR)	1, 4, 5, 6, 7, 8, 9
#RCH Poll ³⁴	2017	Birth–17yrs (PR)	6, 7, 9
State /Territory[§]			
ACTPANS ³⁵	2015	Grade 6 (SR)	1, 2, 4, 6, 7
#NSW CPHS ³⁶	2015–16	5–15yrs (PR)	1, 4, 6, 10
#NSW SPANS ³⁷	2015	Grades K, 2, 4 (PR) & 6, 8, 10 (SR)	1, 4, 6, 7, 8, 10, 11, 12
NSW SSHBS ³⁸	2014	12–17yrs (SR)	1, 6
#QLD CPHS ^{39–41}	2013/14/18	5–17yrs (PR)	1, 4, 6, 9, 10
#QLD ASSAD Survey ⁴²	2017	12–17yrs (SR)	1, 6
#SA ASSAD Survey ⁴³	2014	12–17yrs (SR)	1
#SAMSS ⁴⁴	2016–17	5–15yrs (PR) & 15–17yrs (SR)	1, 2, 6, 9
#TAS ASSAD Survey ⁴⁵	2014	12–17yrs (SR)	1, 2, 4, 5, 7
#VIC ASSAD Survey ⁴⁶	2014	12–17yrs (SR)	1
VCHWS ⁴⁷	2013	5–12yrs (PR)	1, 4, 6, 9
#VSHAWS ⁴⁸	2016	Grades 5, 8, 11 (SR)	1, 6, 9
#WAHWC ⁴⁹	2015	5–15yrs (PR)	1, 6
Supplementary[‡]			
#GVHBMS (VIC) ⁵⁰	2016	9–12yrs (SR)	1, 4, 6, 7
LOOK (ACT) ⁵¹	2013	16yrs (SR)	4, 6, 9
#NSW C-RCT ⁵²	2015	Primary students (objective)	1
#NSW GFKGF ⁵³	2013	Primary students (PR)	8
NSW GFKPSPAT ⁵⁴	2017	Grades K–6 (objective)	3
#OPAL (SA) ⁵⁵	2014–15	8–13yrs (SR)	1, 6, 7, 9
#PLAYCE (WA) ⁵⁶	2015–18	2–5yrs (objective)	1, 3, 7, 8
#RT for Teens (NSW) ⁵⁷	2015	Grade 9 (objective)	12
#SA DECD WEC ⁵⁸	2017	Grades 4–9 (SR)	2, 6
#WHO STOPS (VIC) ⁵⁹	2015	9–12yrs (SR)	1, 4, 6, 7

Note, ACTPANS = ACT Year 6 Physical Activity and Nutrition Survey; ABS NHS = Australian Bureau of Statistics National Health Survey; ASSAD = Australian Secondary Students' Alcohol and Drug; C-RCT = Cluster-Randomised Controlled Trial; GFKGFL = Good for Kids Good for Life; GFKPSPAT = Good for Kids Primary School Physical Activity Trial; GVHBMS = Goulburn Valley Health Behaviours Monitoring Study; LOOK = Lifestyle Of Our Kids; LSAC = Longitudinal Study of Australian Children; NaSSDA = National Secondary Students' Diet and Activity survey; NSW CPHS = NSW Child Population Health Survey; NSW SSHBS = NSW School Students Health Behaviours Survey; OPAL = Obesity Prevention and Lifestyle; PLAYCE = PLAY Spaces and Environments for Children's Physical Activity Study; PR = Parent/Proxy-report; QLD CPHS = QLD Child Preventive Health Survey; RCH Poll = Royal Children's Hospital National Child Health Poll; RT = Resistance Training; SA DECD WEC = South Australian Department for Education and Child Development Wellbeing and Engagement Collection; SAMSS = South Australia Monitoring & Surveillance System; SPANS = Schools Physical Activity and Nutrition Survey; SR = Self-report; VCHWS = Victorian Child Health and Wellbeing Survey; VSHAWS = Victorian Student Health and Wellbeing Survey; WAHWC = Western Australia Health and Wellbeing of Children; and WHOSTOPS = Whole of Systems Trial of Prevention Strategies for Childhood Obesity.

*Number coincides with how indicators are presented in the Report Card.

[^]Shows new data that were not used to inform the grades for the 2016 AHKA Report Card. This may only be for one wave of a given survey.

[§]Representative National data — grades assigned based primarily on national data, where possible.

[‡]Representative State/Territory data — when national data were lacking used to assign grades.

[‡]Supplementary data — collected at the state/territory level but not representative. Provided additional information but not used to assign grades.

INDICATORS

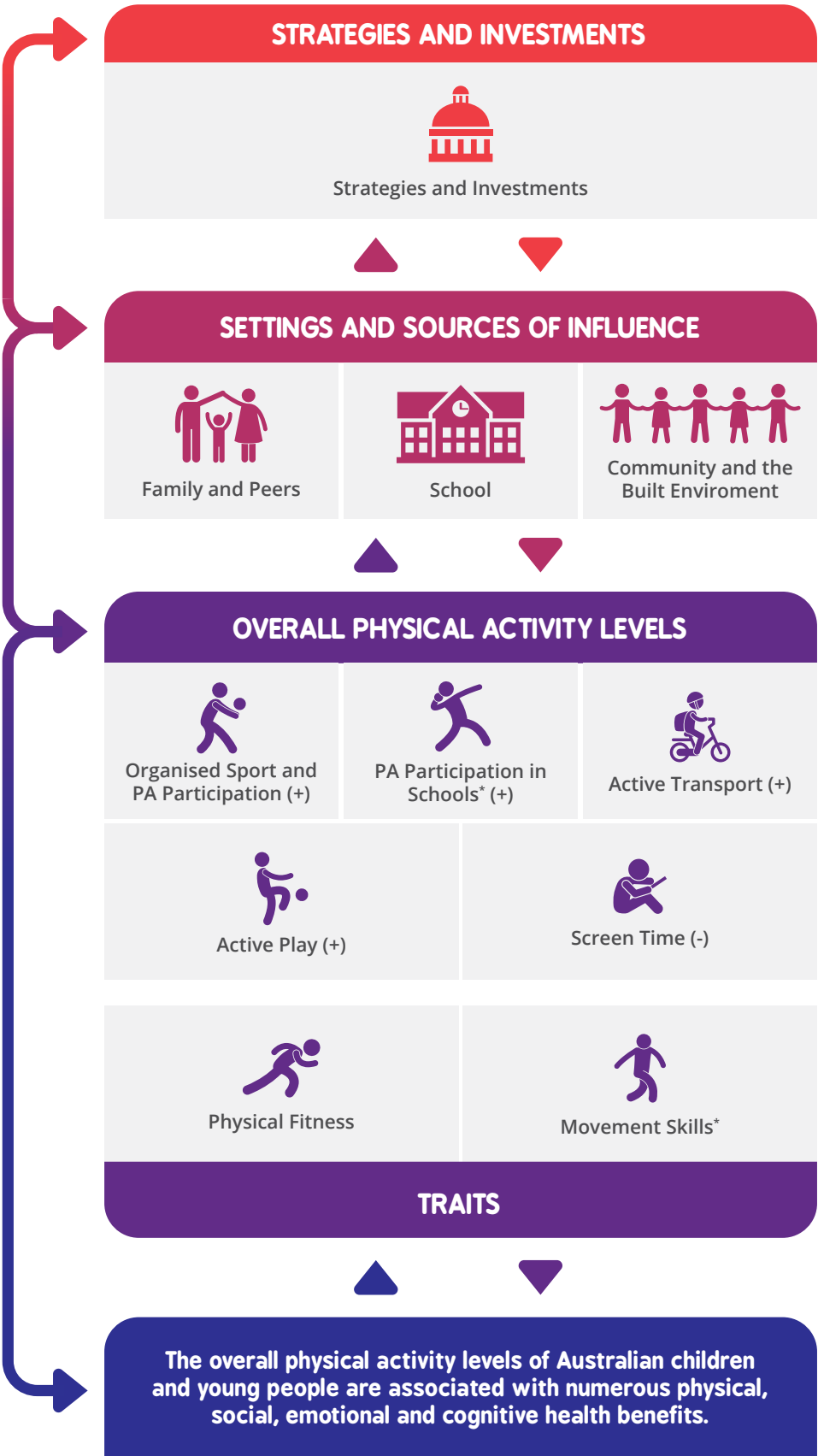
The 2018 AHKA Report Card assigned grades to a total of 12 indicators (10 core indicators endorsed by the AHKGA and two additional indicators [identified by the * in Figure 2]). Indicators were clustered under the categories: Strategies and Investments, Settings and Sources of Influence (Family and Peers, School, Community and the Built Environment), Overall Physical Activity Levels (Organised Sport and Physical Activity Participation, Physical Activity Participation in Schools*, Active Play, Active Transportation, Screen Time) and Traits (Physical Fitness, Movement Skills*) (see Figure 2).

Figure 2.

Visual representation of the AHKA Report Card physical activity indicator categories.

Note, + = increases PA levels; - = decreases PA levels; PA = Physical Activity.

*Indicators included in addition to core indicators endorsed by Active Healthy Kids Global Alliance.



The following sections describe each of the 12 indicators and the grades assigned to each. Within each section, the following sub-sections will be used to examine each indicator:

Shows the grade allocated to each indicator, as well as the grades assigned in previous Report Cards, and lists the metrics used to assign the grade.

Shows the confidence rating (1, 2 or 3 stars) allocated to each indicator by the AHKA RWG. This rating reflects the representativeness and robustness (see methods section for description of each) of the data used to inform each grade

Provides recommendations for 'calls to action' to improve the grade in the future and where possible specific examples of what should be done.

Suggests objective and self-proxy-report methods and how to operationalise the data for each indicator. Collection of future data that attend to these suggestions will help ensure greater resolution and better estimates being reported.

These pop-out boxes provide insight from the AHKA YAC as to what they think about issues relating to each indicator.

Briefly describes how and why the grade was assigned based on the evidence assessed

Highlights key findings that informed the grade for each metric. This year, key findings have been characterised as National, State/Territory or Supplementary data, where:

- + *National* — representative and primary source used to assign grades where possible.
- + *State/Territory* — representative and used to assign grades when national data were lacking.
- + *Supplementary* — collected at the state/territory level but not representative. Provided additional information but not used to assign grades.

Lists key research gaps that have been highlighted by the Report Card findings. It also identifies what future research is needed to better inform the grade.

Reports on information that did not necessarily inform each grade but provides an interesting perspective on aspects that link with each indicator. This year both AHKA RWG members and other vested stakeholders have authored the 'Beyond the grade' sections.

OVERALL PHYSICAL ACTIVITY LEVELS

2014

D-

2016

D-

2018

D-

Proportion of Australian children and young people meeting the recommended Australian Physical Activity Guidelines:

Early Years⁹

- + **Toddlers (1 to 2 years)**, accumulate at least 180 minutes of activity including energetic play every day; and
- + **Pre-schoolers (3 to 5 years)**, accumulate at least 180 minutes of activity including 60 minutes of energetic play every day.

Children and Young People¹⁰

- + **Children and young people (5 to 17 years)**, accumulate 60 minutes or more of moderate to vigorous physical activity every day and engage in activities that strengthen muscle and bone on at least 3 days per week.

Confidence Rating



RATIONALE

National data suggest we are failing when it comes to the overall physical activity levels of young people (secondary school-aged), however state and territory based data suggest that primary school-aged children typically engage in greater levels of activity. Supplementary data support increased levels of physical activity for pre-school and primary aged children also. There is no clear evidence to suggest that overall physical activity levels have changed since the 2016 Report Card and therefore the grade has remained the same.

KEY FINDINGS

National

- + Self-report data show that 6% of 15–17 year olds²⁹ and 18% of 12–17 year olds³³ accumulate at least 60 minutes of MVPA every day.
- + Self-report data show that on average 22% of 15–17 year olds accumulate at least 60 minutes of daily MVPA.³⁰
- + Self-report data show that 13% of 15–17 year olds engage in muscle and bone strengthening activities on at least three days per week.²⁹

State/Territory

- + Self- and parent-report data show that 23–63% of primary school-aged children accumulate at least 60 minutes of physical activity or MVPA every day during the past week.^{35-37, 41, 44, 47-49}
- + Self-report data show that 11–40% of secondary school-aged young people accumulate at least 60 minutes of physical activity or MVPA every day during the past week.^{38, 41-46, 48, 49}

Supplementary

- + Device-measured (via accelerometry) data show that on average 34% of 2–5 year olds accumulate at least 180 minutes of daily physical activity.⁵⁶
- + Device-measured (via accelerometry) data show that on average 87% of 3–5 year olds accumulate at least 60 minutes of daily energetic activity.⁵⁶
- + Device-measured (via accelerometry) data show that on average 52% of primary school-aged children accumulate at least 60 minutes of daily MVPA.⁵²
- + Self-report data show that 17–40% of primary school-aged children accumulate at least 60 minutes of MVPA every day during the past week.^{50, 55, 59}

HOW CAN WE IMPROVE THE GRADE?

- + Ensure that all the benefits of being physically active (physical and mental health, social, academic achievement and cognitive function¹⁻⁸) are given the focus they deserve when targeting advocacy messages.
- + We need to acknowledge the decline in muscular fitness that has been observed over the past three decades^{11, 12} and advocate, support and facilitate increased participation in muscle and bone strengthening activities to help children meet the recommended Physical Activity Guidelines.¹⁰
- + All physical activity messaging should include practical ways that children and young people can incorporate more activity into their daily routines with the inclusion of parents/carers and siblings. These suggestions need to include a variety of activities that would appeal to a broad audience and include both aerobic- and strength-based examples.



WHAT DO WE NEED TO KNOW?

- + At present, Australia has no nationally representative overall physical activity data for children, toddlers or pre-schoolers. Also lacking are state/territory representative data for toddlers or pre-schoolers. Commitment from the Federal Government is needed to establish a consistent surveillance system that captures physical activity participation data for all children and young people under the age of 18 years.
- + We need to establish a set of harmonised (objective and self-report) physical activity measures, methodologies and analytical processes that are used at both the national and state/territory level.
- + We need to explore whether children who on average accumulate 60 minutes of MVPA daily experience the same positive health outcomes as those children who accumulate 60 minutes of MVPA every day of the week. This will impact how data are collected and analysed in the future given that different estimates of compliance are reported depending on how compliance with physical activity guidelines is operationalised.⁶⁰
- + Greater understanding is needed with regards to the link between participation in muscle and bone strengthening activities on a weekly basis and health outcomes, including the amount of time and/or effort required for these activities to deliver positive health outcomes.

WHAT THE YAC HAS TO SAY

The best thing that we can do to make kids more physically active is to emphasise that participating in physical activity is about having fun and building essential skills such as teamwork and perseverance, rather than creating a negative association between physical activity and competition, winning and conforming to a standard of fitness in order to succeed
— Ella, 17, Tasmania.

Most kids go to school, so schools are the best place. I think we could get kids doing at least half an hour every day, just by getting their teacher to take them outside and giving them some soccer balls, basketballs or skipping ropes
— Lachlan, 8, NSW

WHAT DO WE NEED TO DO?

AHKA supports the move towards 24-Hour Movement Guidelines, with the Early Years Guidelines released in 2017⁹ and the guidelines for children and young people currently being updated. It is important to acknowledge the interactions that occur between movement, sleep and sedentary activities across the whole 24-hour day.

In response to the release of the 24-Hour Movement Guidelines for the Early Years and the upcoming release for children and young people, discussions with key stakeholders are underway to determine which standardised methods (for both objective and self/proxy-report measures) should be used and how to operationalise the data for Overall Physical Activity. However, at the time of publishing, consensus is yet to be reached, so AHKA has not made any recommendations in this year's Report Card.

BEYOND THE GRADE

Authored by;

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Beyond Physical Activity: A healthy mix of movement behaviours across the 24-hour day

Over the last 45 years, scientists have demonstrated that physical activity plays an important role in supporting healthy development among children and young people.⁶¹ In the past decade, new research has emerged indicating that too much sedentary behaviour (i.e., sitting) might be harmful to young peoples' health, irrespective of how active they are.^{62, 63} Interestingly, the benefits for children of a good night's sleep have been studied for over a century.⁶⁴ Yet, only in the last few years have physical activity promoters begun to recognise that, for children and young people, a healthy 24-hour day should include the right combination of these movement behaviours — enough physical activity and sleep, and not too much sedentary behaviour or recreational electronic screen time.^{65, 66}

New research is providing novel insights into the influence of 24-hour movement behaviours on healthy development in children and young people. For example, sufficient moderate-to-vigorous physical activity and low levels of sedentary behaviour appear to be important for obesity prevention⁶⁷, fitness,⁶⁸ and cardio-metabolic health,⁶⁸ while low levels of light physical activity appear to be important for academic achievement.⁶⁹ Similarly, low levels of light physical activity and sufficient sleep appear to be important for the development of positive mental health.⁶⁸

There is growing recognition of the potential importance of the combination of movement behaviours across a 24-hour day for healthy child development. In 2017, Australia⁷⁰ and Canada⁷¹ co-released 24-Hour Movement Behaviour Guidelines for the Early Years (birth to 5 years), which were the first guidelines internationally to combine recommendations for physical activity, sedentary behaviour, and sleep in young children. Prior,

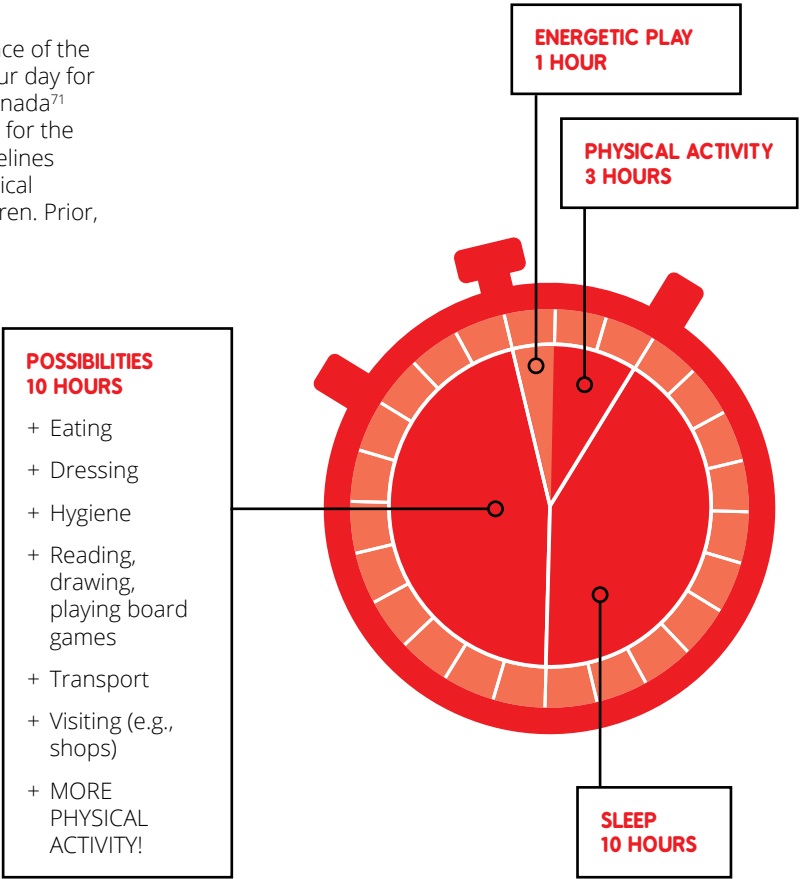
to this 24-Hour Movement Behaviour Guidelines for Children and Youth (5 to 17 years)⁷² were released in Canada in 2016, and it is possible that similar guidelines may be released in Australia for this age group in the future.*

This focus on 24-hour movement behaviours provides a new challenge to physical activity promoters working with children and young people: how do we best create environments that support them in achieving a healthy 24-hour day involving sufficient physical activity and sleep, whilst also limiting their sedentary behaviour and recreational electronic screen time? This question presents a lofty challenge, however striving to answer it will undoubtedly be important for preventing chronic disease and promoting quality of life for the next generation of young Australians.

For children and young people, a healthy 24-hour day should include the right combination of these movement behaviours — enough physical activity and sleep, and not too much sedentary behaviour or recreational electronic screen time...

Figure 3.

Visual representation of a 24-hour period for a pre-schooler (3–5 years) who meets the recommended 24-hour movement guidelines.



*Note, at time of writing the 24-hour Movement Guidelines for Children and Young People (5-17 years) had not yet been released nor were details available that could be reported.

This focus on 24-hour movement behaviours provides a new challenge to physical activity promoters working with children and young people...



ORGANISED SPORT AND PHYSICAL ACTIVITY PARTICIPATION

2014

B-

2016

B

2018

B-

Proportion of Australian children and young people participating in organised sport and/or physical activity at least once per week*.

Confidence Rating



RATIONALE

This year the decline in grade is mostly a reflection of the change in metric from participating at least once in the past 12 months to participating at least once in the past week. This year's grade is a reflection of data that show peak participation among children in the years leading up to adolescence (i.e., approximately 9-12 years), with lower participation rates among early years, younger children and older adolescents.

KEY FINDINGS

National

- + Parent-report data show that 37% of 0-4 year olds participate in organised sport/physical activity at least once per week.³⁰
- + Parent-report data show that 73% of 5-14 year olds participate in organised sport/physical activity at least once per week outside of school hours and the participation rates peak for children aged 9-11 years (5-8 years: 69%; 9-11 years: 79%; 12-14 years: 75%).³⁰
- + Self-report data show that 81% of 10-11 year olds and 53% of 14-15 year olds participate regularly (at least once per week for three months or a sporting season) in individual and/or team sport outside of school hours.³¹

State / Territory

- + Self-report data show that 75-89% of primary school-aged children^{35, 44} and 71% of secondary school-aged young people⁴⁵ participate in organised sport/physical activity at least once per week.

Supplementary

- + Self-report data show that 73-80% of primary school-aged children and 76% of secondary school-aged children participate in organised sport/physical activity at least once per week during weekday afternoons outside of school hours.⁵⁸

HOW CAN WE IMPROVE THE GRADE?

- + Australia has shown leadership recently with regards to equity in sport participation across gender and ability levels (e.g., greater focus on women in sport in typically male-dominated codes and greater focus on para-sport program at the 2018 Commonwealth Games) — this momentum needs to continue. However, work still needs to be done at the grass-roots level when we consider that one of the key barriers to sport participation is cost^{73, 74} and equitable access also includes appealing to children who are not motivated by competition.

- + Children should be encouraged to sample a range of sports rather than specialising at an early age.^{75, 76} Parents need to be made aware of the negatives associated with early specialisation in sport and that sport participation does not necessarily mean that their child/ren are getting the recommended amount of huff and puff activity every day.
- + More effort needs to be given to preventing children and young people from dropping out from sport rather than focusing the majority of efforts on getting more kids to participate.⁷⁷ To achieve this we need to deliver quality sport programs that sustain the engagement of children of all ages and abilities — sporting clubs, organisations, coaches and volunteers need greater support to understand how to achieve this.

WHAT DO WE NEED TO KNOW?

- + We have high sport participation rates in Australia — indicated by the high grade relative to other behaviours — however we need a better understanding of how active children are when they are attending sport training sessions and competitive games. This information can encourage clubs, teams and coaches to provide more quality 'active' time for players and less time devoted to 'waiting for their turn'.
- + We need to keep exploring why children and young people drop out of sport, when this typically occurs and how we can prevent this from happening.
- + It is important that we keep looking into what impact early sport specialisation has on health, development and wellbeing and how we may be able to minimise any negative impacts.

WHAT DO WE NEED TO DO?

With regards to participation in organised sport and physical activity, in order to help understand: 1) the amount of activity undertaken; 2) the intensity at which activity is performed at; and 3) what participation rates in Australia are, AHKA recommend the objective and self/proxy-report methods and how to operationalise the data shown in Table 3. It is important the recommendations in Table 3 are applied to both individual and team based sports/physical activities given the differential effects on health between the two.⁷⁸

*For previous Report Cards the metric was defined as participating 'at least once in the past 12 months' however AHKA felt that the bar should be raised to 'at least once per week' given that data now available allow for greater resolution.



WHAT THE YAC HAS TO SAY

I believe that kids drop out of sport mostly due to not being comfortable with their bodies, not thinking that they are good enough or comparing themselves to others, not having friends willing to participate with them and believing that they don't have enough time for sport — Helena, 14, Western Australia.

I think that kids drop out of sport because sometimes they think they are maybe not good enough and that other people may make fun of them for not being good enough — Madison, 10, South Australia.

Table 3

Recommended objective and self/proxy-report methods and how to operationalise the data for Organised Sport/Physical Activity Participation

Method Type	Method/Question	Age group	How to Operationalise
Objective — various wearable devices coupled with observation	For training and competitive games, report the time that children and young people are active (e.g., time spent in MVPA or light physical activity from both objective data collected and/or observations made) either in minutes per session or as a proportion of the whole session time. Where possible make raw data available.	2–17yrs	To be used as descriptive data only.
Self- and Parent /Proxy-report	Have you/has your child participated in organised team sports and/or physical activity (e.g., basketball, football, netball) on a regular basis outside of school hours* (at least once a week for at least 1 school term or an entire sporting season) over the past year? AND Have you/has your child participated in organised individual sports and/or physical activity (e.g., martial arts, dance) on a regular basis outside of school hours* (at least once a week for at least 1 school term or an entire sporting season) over the past year?	PR: 2–10yrs SR: 11–17yrs	Proportion of Australian children and young people regularly participating (at least once per week for at least 1 school term or an entire sporting season) in organised team/individual sports and physical activity in the past 12-months.

Note, MVPA = Moderate-to-vigorous physical activity; PR = Parent/proxy-report; SR = Self-report; yrs = years.

*Any organised sport or physical activity participated in outside of normal school hours, this includes any sport or activity for which they are representing their school as long as it occurs outside of school start and finish times.

BEYOND THE GRADE

Authored by:
 Rochelle Eime, Associate Professor — Sport Participation
 Institute for Health and Sport, Victoria University School
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Sport: Build skills and make it fun

Parents hoping to give their kids a head-start by enrolling them at four or five in organised sport might backfire, with new research showing kids who start at that age are more likely to drop out of that sport and potentially out of playing sport altogether.⁷⁹

While many Australian children play organised sport, participation drops considerably during late childhood and adolescence.^{30, 80} Very few children who participate in entry level modified sports programs continue to participate for four years and many do not transition into club competition. The peak entry age of sport for continued participation is 7–9 years (see Figure 4). So why are so many children entering into sport at such an early age?

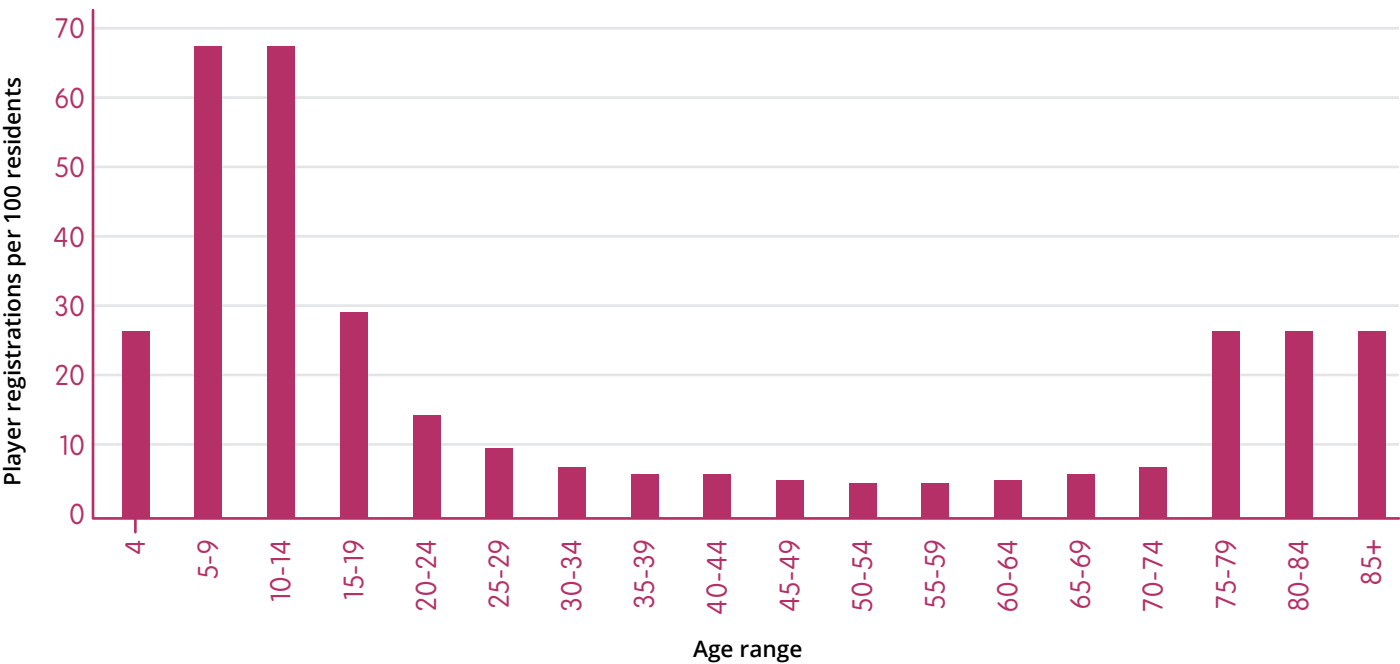
We know that children sample sports, that this is beneficial for the development of a wide range of skills, and that early specialisation in one sport is not ideal.⁸¹ Children need to develop fundamental motor skills and physical literacy⁸² during childhood, however we need to explore why children and adolescents are dropping out of sport.


We offer modified sports programs for young children which are about fun, friends, and skill development in a non-competitive environment. However, the current sporting pathway from these modified sports programs is to offer club competition. Now that is great for those children who are very competent at the sport, and who like competition, however what about those children who prefer non-competitive and more social sport play?

- So we need to consider the following:
- + What is the optimal age of entry into sport?
 - + How do we prioritise retention in sport?
 - + How do we design sport programs that build children’s skills to support them transitioning from junior or modified formats into club competition formats?
 - + How can people participate in sport if they have not acquired the fundamental motor skills when young?
 - + How do we make ‘fun’ central to all aspects of the delivery of sport?
 - + Can we ensure that sport participation products or programs meet the particular needs and motivations (e.g. providing opportunities that are social, flexible, and non-competitive)?
 - + How do we best support clubs and associations to provide welcoming and inclusive sports environments?
 - + How best can we continue to improve the quality and consistency of sports club participation data collection and management, including online participant registration systems, so that data can be better used to monitor trends and inform strategic priorities?

Very few children who participate in entry level modified sports programs continue to participate for four years and many do not transition into club competition...

Figure 4.
 Number of player registrations in sport across the lifespan.



A photograph of three children in starting blocks on a red running track. In the foreground, a girl with two long braids, wearing a blue sleeveless shirt and grey pants, is smiling at the camera. Behind her, a boy in a grey sleeveless shirt and dark shorts is also smiling. To his right, another child in a bright yellow shirt is partially visible. They are all in a starting crouch on a red track with white lane markings. The background shows a clear blue sky with some clouds and bare trees, suggesting a park or school setting.

**Children need to develop
fundamental motor skills
and physical literacy
during childhood...**

PHYSICAL ACTIVITY PARTICIPATION IN SCHOOLS

2014
INC

2016
INC

2018
B

Proportion of Australian children and young people accumulating at least 30 minutes of MVPA throughout the school day.

Confidence Rating



RATIONALE

This is the first year that consensus on a primary metric for this indicator was achieved. This metric was proposed based on research that suggests 40% of daily MVPA can be achieved during recess/lunch time.⁸³ Given the multiple opportunities to be active across the school day (recess/lunch, physical education lessons, school sport, energiser breaks, active lessons) it has been recommended that 50% of recommended daily MVPA should occur at school.⁸⁴ This is the first time a grade has been assigned for this indicator. The limited national data available show that over two thirds of 11-12 year olds are getting at least 30 minutes of MVPA during the school day.

KEY FINDINGS

National

- + Self-report time-use diary data show the chance of a randomly chosen child on a randomly chosen school day getting at least 30 min of MVPA during the school day (school bell to school bell) is 70%.³²

Supplementary

- + Device-measured (via accelerometry) data show 69% of boys and 52% of girls in primary school accumulate at least 30 minutes of MVPA during the school day.⁵⁴
- + Device-measured (via accelerometry) data show 12% of 2-5 year olds accumulate at least 180 minutes of physical activity (of any intensity) and 60% of 3-5 year olds accumulate at least 60 minutes of energetic play (MVPA) during the day (based on a standard 8-hour day) while attending an Early Childhood and Education Care centre.⁵⁶

HOW CAN WE IMPROVE THE GRADE?

- + Schools should look to implement Comprehensive School Physical Activity Programs^{85, 86} to facilitate the engagement of students in high-quality activities that occur during various times throughout the school day, such as recess and lunch times, active lessons and lesson breaks, and physical education classes.
- + Spaces at schools need to be inviting, available to use and facilitate engagement in various physical pursuits throughout the school day — students should be engaged to achieve this.⁸⁷
- + Recess and lunchtime provide a great opportunity for students to engage in self-directed activities that challenge and excite.⁸⁸ It is important that the (active) time allocated by school for recess and lunch are protected and not sacrificed because of academic pressures.⁸⁹
- + A positive student culture towards physical activity should be fostered by schools and supported by the local community, parents and teachers.

- + Childcare and Early Learning Centres should be supported to engage toddlers and pre-schoolers in various organised and unstructured physical activities.

WHAT DO WE NEED TO KNOW?

- + We need a greater understanding of the amount (and intensity) of activity students engage in across the entire school day rather than a reflection of what time has been allocated at the school level. Nationally representative data for both primary and secondary students are needed.
- + More exploration into the contribution of different parts of the school day (e.g. active lessons, physical education classes, recess and lunch time, active lesson breaks, school sport) to daily school physical activity participation is needed.
- + The amount of physical activity toddlers and pre-schoolers engaged in while attending childcare and early learning centres needs to be explored. Further to this a greater understanding as to the amount of activity they should be accumulating throughout the whole day (while at childcare) is also warranted.
- + More exploration into how to best engage students in activity (particularly MVPA) throughout the school day is needed. We also need greater clarity as to how schools and teachers can facilitate this and what support they need to do so.
- + How to implement an effective documenting and reviewing process so that schools can publicly report how much physical activity is being done throughout the day by students, at a national level. Schools that are falling below where they should be can then be identified and provided with the support they need (e.g., professional development programs, making connections with those schools who are modelling best practice).
- + We need to better understand how to schedule breaks throughout the school day to maximise engagement in physical activity during breaks as well as positive academic outcomes during class time. Also needed are sustainable ways of supporting teachers to implement activity breaks during their lesson times particularly in secondary schools.

WHAT DO WE NEED TO DO?

It is important that we gain greater appreciation of the amount of physical activity students engage in across the whole school day including organised (physical education classes, school sport, active lessons) and unstructured (recess, lunch time and energiser breaks) periods, in addition to the intensity of the activity. To do this AHKA recommend, the objective and self/proxy-report methods and how to operationalise the data in Table 4.



WHAT THE YAC HAS TO SAY

At recess and lunch I love to play handball, my aim is to stay in the game the whole time! — Lachlan, 8, NSW.

Play on the monkey bars to get strong — Charlotte 10, Australian Capital Territory.

Table 4

Recommended objective and self/proxy-report methods and how to operationalise the data for Physical Activity Participation in Schools.

Method Type	Method /Question	Age group	How to Operationalise
Objective — various wearable devices coupled with observation	<p>For toddlers and pre-schoolers the amount of time that they are active (e.g., time spent in MVPA or light physical activity from both objective data collected and/or observations made) either in minutes per session (time outside versus time inside, structured versus unstructured play time) or per standard* day, or as a proportion of the whole session time or whole standard* day.</p> <p>For primary and secondary students the amount of time that they are active (e.g., time spent in MVPA or light physical activity from both objective data collected and/or observations made) either in minutes per session (PE/sport lesson, during recess, active lesson, organised activity) or per school day, or as a proportion of the whole session time or whole school day.</p> <p>Where possible make raw data available.</p>	2–17yrs	<p>Proportion of Australian children and young people accumulating at least 30 minutes of MVPA throughout the school day.</p> <p>Note, Greater understanding as to the actual and recommended amount of activity that is/should be engaged in by toddlers and pre-schoolers at Childcare and Early Learning Centres is required and therefore the recommended metric is only for students at school.</p>
Self-report*	<p>On a typical school day how many minutes of moderate to vigorous physical activity that causes you to 'huff and puff' and increases your heart rate do you get?</p> <p>This could include time spent being physically active during physical education or sport lessons, during recess or lunchtime, when you get to be active during classroom lessons or any other time during the school day.</p>	11–17yrs	

Note, MVPA = Moderate-to-vigorous physical activity; PR = Parent/proxy-report; SR = Self-report; yrs = years.

*Should be based on a standard 8-hour day at a Childcare or Early Learning Centre.

Given the nature of the question (i.e., activity done at school) the recommended self-report question should only be administered to children and young people aged 11–17 years. This is why data collection via objective methods is encouraged.

BEYOND THE GRADE

Authored by;

Dr Michalis Stylianou, Lecturer, School of Human Movement and Nutrition Sciences, The University of Queensland and AHKA RWG member

Dr Sjaan Gomersall, Lecturer, School of Health and Rehabilitation Sciences, The University of Queensland and AHKA RWG member

Learning to move and moving to learn

There are many different spaces at schools and times during the school day where children and young people can be active. One such space is the classroom – the space children and young people spend the majority of their time when at school.

The integration of physical activity in the classroom is a practice often employed by teachers, and can take different forms. It can be used to support or review academic work⁹⁰ that is the focus of a lesson, it can serve as a break between lessons or segments of academic work (often called energiser breaks, or movement breaks, or active brain breaks), or it can be used during transitioning periods (e.g., transition from one classroom or space to another).⁹¹

In Australia, the development of ‘activity permissive classrooms’ has been advocated for in the 2014 Blueprint for an Active Australia.⁹² But, what are some strategies schools and teachers can use to create ‘activity permissive classrooms’? In 2018, in Queensland, the iAIM (Increasing Activity and Intelligent Minds) project team has conducted a number of workshops focused on this concept. As part of the workshops, the iAIM team has promoted Active Lesson Warm Ups (e.g. active opinions, moving to discuss ideas, etc.), Active Curriculum (e.g. active math activities, active spelling, action-based learning stations, ‘show me’ the content, etc.), Active Brain Breaks (e.g. active games, Go Noodle, Just Dance), and Active Furniture (e.g. sit-to-stand desks, hokki stools, exercise bikes, balance boards, etc.). These are just some ideas about how to integrate physical activity in the classroom. More ideas are available at www.iaim.eq.edu.au.

So, what are some of the benefits associated with the integration of physical activity in the classroom? Available evidence indicates that while this practice can potentially help increase children and young people’s physical activity, it can also help improve their on-task behaviour, classroom behaviour, and school engagement in general.⁹³⁻⁹⁶ These are valuable benefits that directly support the academic mission of schools and the various behavioural frameworks they employ.

We often emphasise the power and the impact of the ‘fun factor’. Bringing physical activity into the classroom can make learning more fun and more interesting, thus contributing to the development of positive student emotional engagement. As a classroom teacher shared last year when asked about her students’ reactions to using physical activity in the classroom:

“Well, I get in trouble when I’m not at school. Because they go back to that traditional, sit down, work, don’t move. So if I’m sick for a day or if I happen to be away at professional development or anything they really miss it, even for a day they notice it. So the kids absolutely love it. I think it just gives that opportunity to — like I get up and dance with the kids, but also learn. It just helps build relationships and to bring that fun back into that classroom. I think sometimes — and it can’t be like all the time, you know there are times when we have to sit and work. But it kind of helps keep that balance I guess.”

Positive emotional engagement along with the high levels of behaviour engagement that classroom physical activity helps promote, can in turn lead to positive learning outcomes.⁹⁷ At the end of the day, integrating physical activity in the classroom can contribute to more than just a health agenda, by helping create a culture that promotes learning.



Integrating physical activity in the classroom can contribute to more than just a health agenda, by helping create a culture that promotes learning...

ACTIVE TRANSPORT

2014*

C

2015*

C

2016

C-

2018

D+

Proportion of Australian school children for which active transport[#] is their usual mode of transport to and from school for at least part of the journey. Usual is defined as at least 5 trips out of 10 or on at least 2.5 school days, or child/parent indicates active transport is their usual mode.

Confidence Rating



RATIONALE

- + The range of participation rates reported in this year's Report Card are similar to those reported in the 2016 Report Card. However, the decline in grade is due to the fact that the majority of participation rates this year (based on newly reported data^{36, 37, 45}) are at the lower end of the range. Nationally representative data for primary school children (that are recent) are currently lacking so greater reliance on State/Territory data was needed.

KEY FINDINGS

National

- + Self-report data show that 44% of secondary school students usually travel to/from school using active transport.³³

State/Territory

- + Self-report data show that 19–53% of primary school students use active transport as their usual way of getting to/from school.^{35-37, 40, 47}
- + Self-report data show that 28–45% of secondary school students use active transport as their usual way of getting to/from school.^{36, 37, 40, 45}

Supplementary

- + Self-report data show that 28–30% of 9–12 year olds^{50, 59} and 28% of 16 year olds⁵¹ usually travel to/from school using active transport.

HOW CAN WE IMPROVE THE GRADE?

- + One of the biggest barriers to kids using active transport as a way of getting to and from school is parental concerns regarding traffic safety.^{98, 99} We need an effective way to highlight to parents that driving their children to and from school adds to traffic congestion around school zones. We need to encourage park and walk/ride/scoot zones away from school grounds to reduce traffic and encourage families to walk/ride/scoot at least part of the way.
- + Local and state governments and councils need to work together to create and promote safe routes to and from school.¹⁰⁰ As part of the promotion schools need to be fully engaged in order to encourage their students to use the safe routes.

- + Greater awareness of actual distances between home and school and the time taken to get there walking or cycling would be beneficial: In some instances the time taken could actually be the same if not less than the time taken to drive (i.e. get in the car, navigate traffic and find a park), however active transport is often considered to be the more difficult and time consuming option.
- + Highlighting the benefit of students travelling to school while carrying their (sometimes 'heavy') school bags. Given the decline in children's muscular fitness^{11, 12} and the need for children to engage in muscle and bone strengthening activities throughout the week — this provides a good time for them to be active while carrying a load, provided the weight is evenly distributed across the shoulders e.g. in a back pack.

WHAT DO WE NEED TO KNOW?

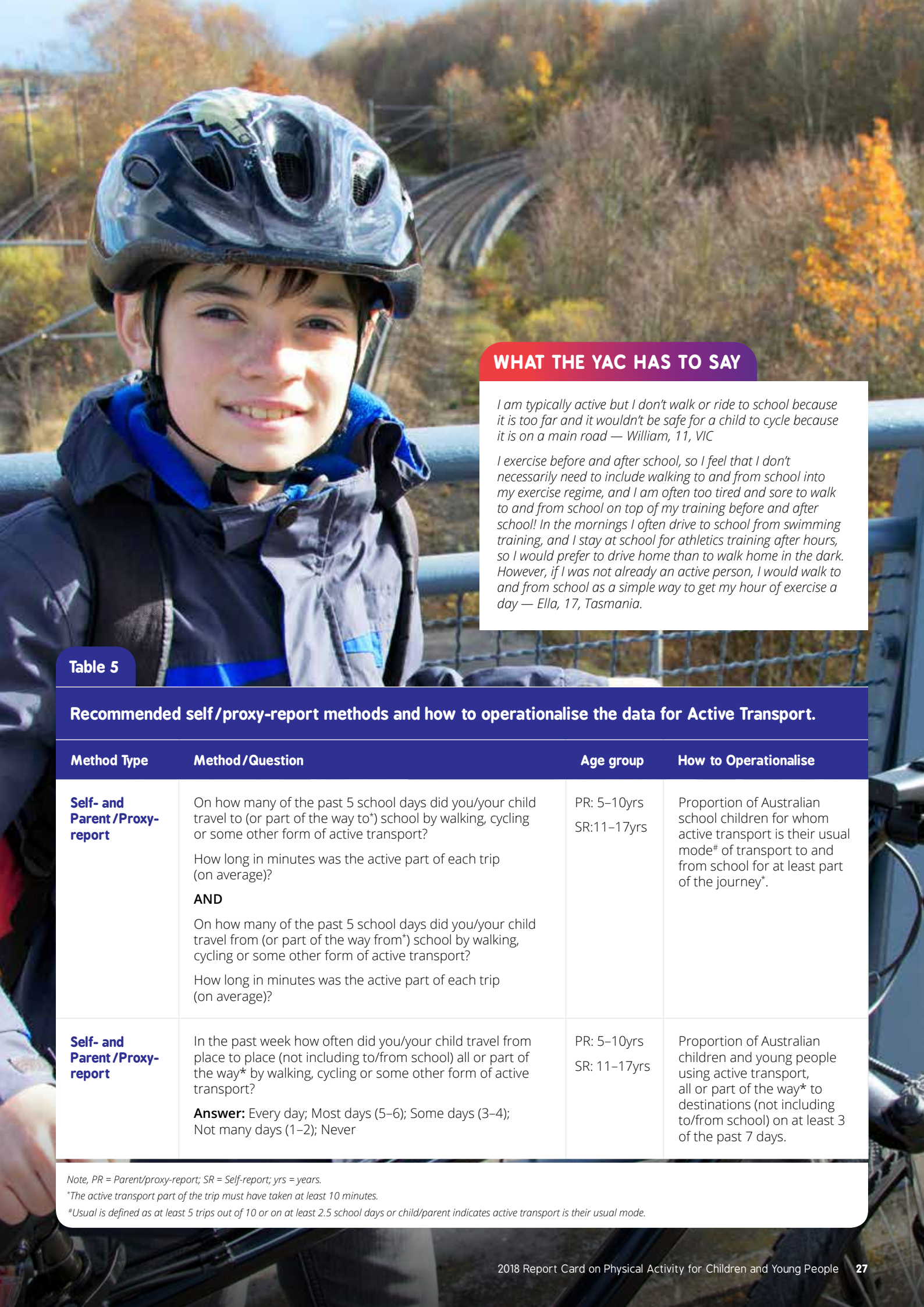
- + Nationally representative data for both primary and secondary students are needed regarding their use of active transport to and from school as well as other destinations.
- + We need to explore how children and young people combine active transport with public transport in their journeys to and from school.
- + We need to have more clarity about how far families (and children and young people independently) are willing (and allowed) to travel using active transport so that appropriate strategies can be implemented to enable those who deem the distances to be too great.

WHAT DO WE NEED TO DO?

Until we have more quality data regarding active transport across the entire day for Australian children and young people (to various destinations), the self/proxy-report methods and how to operationalise the data recommended by AHKA, are shown in Table 5.

*Previously, the primary metric for 'Active Transport' was the "proportion of Australian children and young people travelling to and/or from school using active transport (at least once per week)".

[#]Active transport is defined as any form of human powered transportation (e.g., locomotion on foot, or bicycle, skateboard, etc.).



WHAT THE YAC HAS TO SAY

I am typically active but I don't walk or ride to school because it is too far and it wouldn't be safe for a child to cycle because it is on a main road — William, 11, VIC

I exercise before and after school, so I feel that I don't necessarily need to include walking to and from school into my exercise regime, and I am often too tired and sore to walk to and from school on top of my training before and after school! In the mornings I often drive to school from swimming training, and I stay at school for athletics training after hours, so I would prefer to drive home than to walk home in the dark. However, if I was not already an active person, I would walk to and from school as a simple way to get my hour of exercise a day — Ella, 17, Tasmania.

Table 5

Recommended self/proxy-report methods and how to operationalise the data for Active Transport.

Method Type	Method /Question	Age group	How to Operationalise
Self- and Parent /Proxy-report	<p>On how many of the past 5 school days did you/your child travel to (or part of the way to*) school by walking, cycling or some other form of active transport?</p> <p>How long in minutes was the active part of each trip (on average)?</p> <p>AND</p> <p>On how many of the past 5 school days did you/your child travel from (or part of the way from*) school by walking, cycling or some other form of active transport?</p> <p>How long in minutes was the active part of each trip (on average)?</p>	<p>PR: 5–10yrs</p> <p>SR: 11–17yrs</p>	Proportion of Australian school children for whom active transport is their usual mode [#] of transport to and from school for at least part of the journey*.
Self- and Parent /Proxy-report	<p>In the past week how often did you/your child travel from place to place (not including to/from school) all or part of the way* by walking, cycling or some other form of active transport?</p> <p>Answer: Every day; Most days (5–6); Some days (3–4); Not many days (1–2); Never</p>	<p>PR: 5–10yrs</p> <p>SR: 11–17yrs</p>	Proportion of Australian children and young people using active transport, all or part of the way* to destinations (not including to/from school) on at least 3 of the past 7 days.

Note, PR = Parent/proxy-report; SR = Self-report; yrs = years.

*The active transport part of the trip must have taken at least 10 minutes.

[#]Usual is defined as at least 5 trips out of 10 or on at least 2.5 school days or child/parent indicates active transport is their usual mode.

BEYOND THE GRADE

Authored by;

Dr Alison Carver, Mary MacKillop Institute for Health Research, Australian Catholic University

A Downgrade in Active Transport for the Backseat Generation

Rates of children's active transport to school and local destinations continue to decline — let's examine some key reasons and related facts.

Stranger Danger

Perceived risk of harm from strangers is a key reason why many parents restrict their children from walking/cycling to school.¹⁰¹ However, random assault of children by strangers is extremely rare. Children are far more likely to be harmed by family members or other people they know than by strangers. Amongst children aged 0-9 years who were victims of sexual assault in 2012, 5% were molested by strangers, while family members were perpetrators in 31% of cases.¹⁰²

Traffic Danger

Many parents prevent their children from walking/cycling to school due to concerns about road safety.¹⁰³ However, children are over 4 times more likely to be hospitalised as a result of a fall, rather than a transport accident.¹⁰⁴ Nevertheless, road safety is a valid concern because without adult accompaniment, most children aged <10 years are unable to interact safely with traffic, and should not engage in active transport unsupervised without age-appropriate training on crossing roads safely.¹⁰⁵

Local Government Authorities might consider trailing 30km/h speed limits around schools and on residential streets since pedestrians struck by vehicles travelling at speeds < 30km/h are far more likely to survive (Figure 5).¹⁰⁶

Distance — it's too far to walk or cycle to school

This may actually be true in many cases — an Australian study found that 60% of primary school children were NOT attending their closest school.¹⁰³ However, "Park and Stride" (or "Park and Ride") facilities located 500-800m from schools may offer those who live further away the opportunity to walk/cycle part of the way. These can be set up formally by Local Government Authorities, or informally by parents/community members (e.g. by using as a drop-off point a church car park or quiet side street adjoining a walkable route to school).¹⁰⁷ Programs and initiatives that involve schools, parents AND the broader community tend to have the greatest success in promoting active transport to school.¹⁰⁸ In addition, parents can encourage children to walk or cycle to other non-school destinations (e.g. parks, shops) that are close to home.

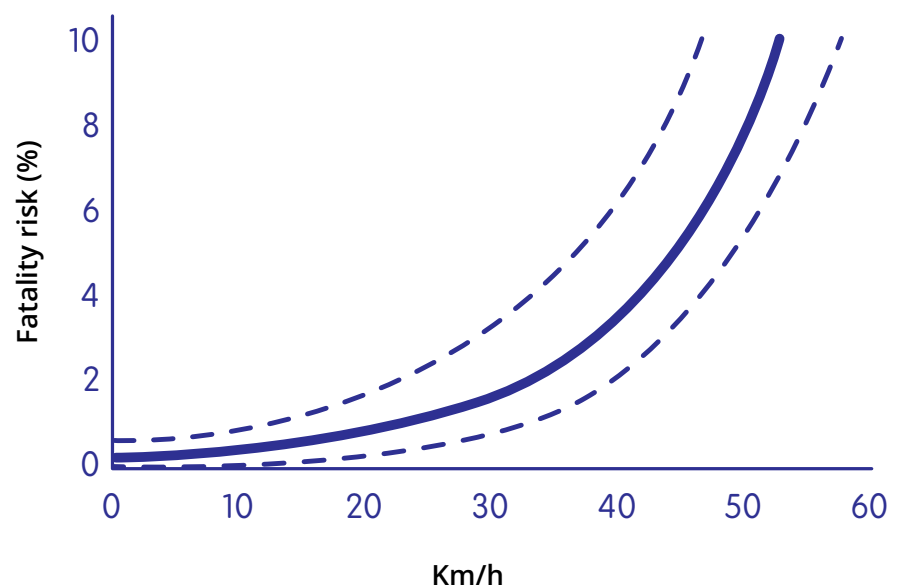
My child has to carry a heavy schoolbag

Carrying a balanced load of appropriate weight may be beneficial — Australian Physical Activity Guidelines, state that on at least three days per week, children and young people should engage in activities that strengthen bones and muscles.¹⁰ Schools could ask a local physiotherapist to visit and provide recommendations for correct fitting and wear of schoolbags. For example, a backpack should weigh less than 15% of a child's body weight, it should be worn on BOTH shoulders and should sit at waist level.¹⁰⁹

Programs and initiatives that involve schools, parents AND the broader community tend to have the greatest success in promoting active transport to school...

Figure 5.

Pedestrian fatality risk. The fatality risk as a function of impact speed for adult pedestrians hit by the front of a passenger car. The dotted curves show approximate 95% confidence limits. Note, the risk curve has been zoomed into showing fatalities that occur below 60 km/h.¹⁰⁶





...children and young people should engage in activities that strengthen bones and muscles...

ACTIVE PLAY

2014
INC

2016
INC

2018
INC

No consensus on a primary metric could be reached.

Confidence Rating

N/A

RATIONALE

'Incomplete' has again been assigned to this indicator as in previous Report Cards, given there is no single metric (with quality evidence available) that adequately defines active play, and no clear benchmark describing how much active play is sufficient to determine how the nation are performing.

KEY FINDINGS

National

- + Self-report data show that 21% of males and 9% of females aged 12–17 years engage in at least 2 hours of non-organised physical activity every day.³³

Supplementary

- + Self-report data show that, on typical school day, 7–21% of 12–17 year olds engage in more than 2 hours of (specific) non-organised physical activities.⁴⁵

HOW CAN WE IMPROVE THE GRADE?

- + We need to acknowledge that active play or non-organised/unstructured physical activity can be performed at various intensities (i.e., light, moderate and high intensity) and the way a child or young person engages will differ across age and gender. Therefore we need to create individualised engagement strategies and opportunities across the intensity continuum and for each age/gender group.
- + Given the growing evidence of the health benefits associated with light intensity physical activity,¹¹⁰ we should encourage children and young people to balance time between quiet (sedentary) play and active play performed at a light intensity.
- + Rough and tumble play is important for childhood development.^{111, 112} This type of play is also a good way to encourage co-physical activity^{113, 114} and to promote ways of engaging in muscle and bone strengthening activities.¹¹⁵

WHAT DO WE NEED TO KNOW?

- + As a priority we need greater exploration into the links between active play/non-organised/unstructured physical activity (across all intensities) across a range health outcomes and what 'time spent doing' thresholds, if any, should be recommended.
- + Active play is important not only as a contributor to daily physical activity and for the positive physical health outcomes it can bring about¹¹⁶ but for the positive emotional, social and cognitive health outcomes that are attributed specifically to play participation.^{117, 118} Greater understanding of how to provide opportunities for active play (for all ages and genders) while maximising the benefits across all domains of health is needed.

WHAT DO WE NEED TO DO?

The activities and behaviours that children engage in during childhood are broadly defined as play¹¹⁹, though there is little consensus for a definition of play.¹¹⁷ Despite this, there is general agreement that play is intrinsically motivated, is a goal in itself and lacks external rules and structure.¹²⁰ The play children or young people engage in can be categorised as, 1) physically active play (e.g., mucking round with friends on the playground); 2) object play (e.g., manipulating toys or objects); 3) pretend play (e.g., pretending to be superheroes flying around the house); and 4) quiet play (e.g., seated games, jigsaws, art and craft).¹²¹

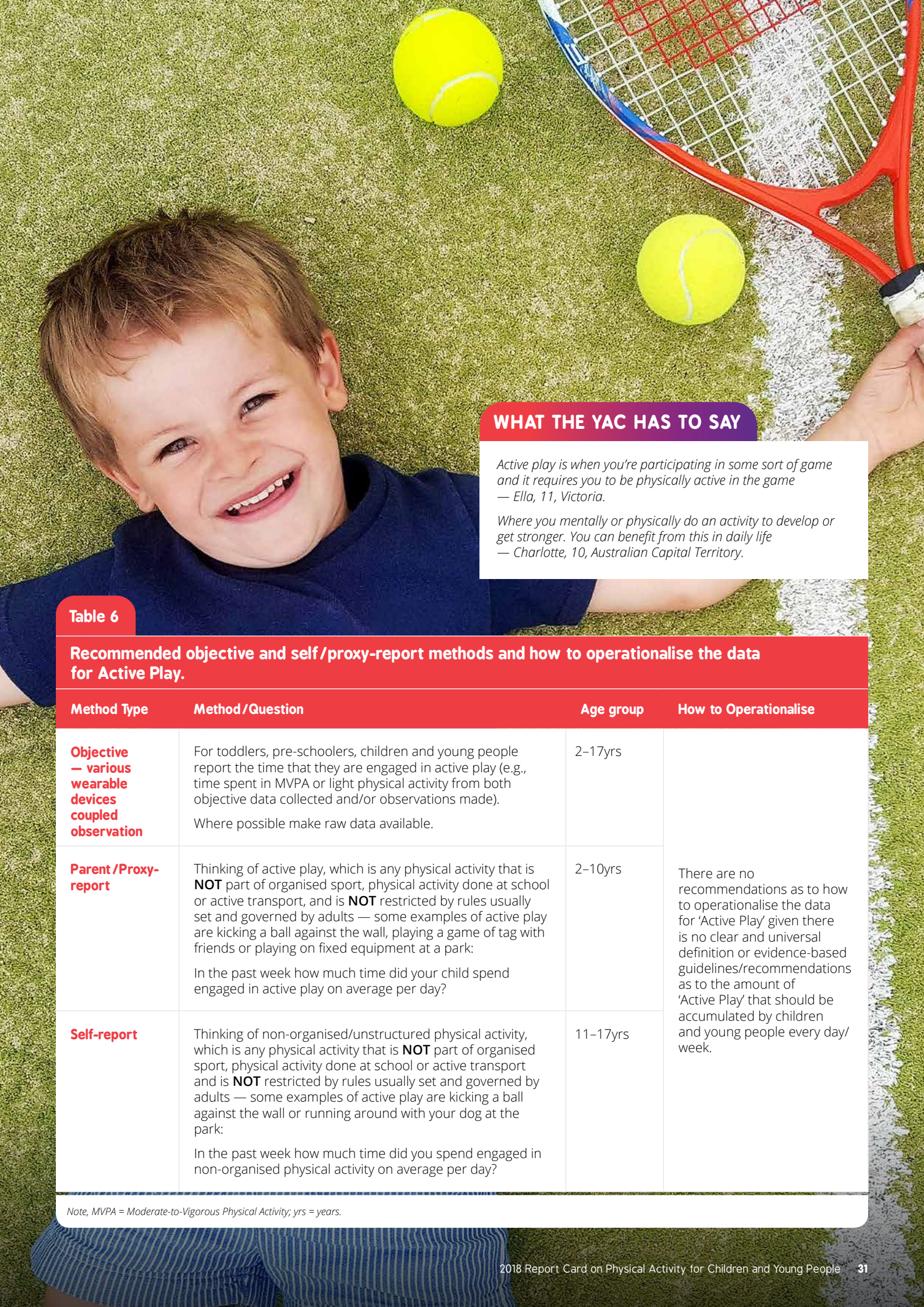
When it comes to active play we need to move forward using a consistent definition or description. Recently, based upon a comprehensive systematic review of the literature,¹²² a working description of active play for children and young people has been proposed, but it is still to be determined as to whether this will be endorsed by others:

“a form of gross motor or total body movement in which young children exert energy in a freely chosen, fun, and unstructured manner.”

However, for the purpose of the Report Card, until a clear and universal definition of 'Active Play' is accepted (for data collection and reporting purposes) and guidelines around how much children should be doing can be established, AHKA considers Active Play to be:

When children and young people (of all ages) are engaged in physical activities that do not fall under other activity domains (i.e., NOT organised sport, physical activity at school or active transport). The

objective and self/proxy-report methods and how to operationalise the data recommended by AHKA are shown in Table 6.



WHAT THE YAC HAS TO SAY

Active play is when you're participating in some sort of game and it requires you to be physically active in the game
— Ella, 11, Victoria.

Where you mentally or physically do an activity to develop or get stronger. You can benefit from this in daily life
— Charlotte, 10, Australian Capital Territory.

Table 6

Recommended objective and self/proxy-report methods and how to operationalise the data for Active Play.

Method Type	Method/Question	Age group	How to Operationalise
Objective — various wearable devices coupled observation	For toddlers, pre-schoolers, children and young people report the time that they are engaged in active play (e.g., time spent in MVPA or light physical activity from both objective data collected and/or observations made). Where possible make raw data available.	2–17yrs	There are no recommendations as to how to operationalise the data for 'Active Play' given there is no clear and universal definition or evidence-based guidelines/recommendations as to the amount of 'Active Play' that should be accumulated by children and young people every day/week.
Parent /Proxy-report	Thinking of active play, which is any physical activity that is NOT part of organised sport, physical activity done at school or active transport, and is NOT restricted by rules usually set and governed by adults — some examples of active play are kicking a ball against the wall, playing a game of tag with friends or playing on fixed equipment at a park: In the past week how much time did your child spend engaged in active play on average per day?	2–10yrs	
Self-report	Thinking of non-organised/unstructured physical activity, which is any physical activity that is NOT part of organised sport, physical activity done at school or active transport and is NOT restricted by rules usually set and governed by adults — some examples of active play are kicking a ball against the wall or running around with your dog at the park: In the past week how much time did you spend engaged in non-organised physical activity on average per day?	11–17yrs	

Note, MVPA = Moderate-to-Vigorous Physical Activity; yrs = years.

BEYOND THE GRADE

Authored by;

Sarah Sutter, CEO Nature Play SA.

Play's the thing

Play is such a crucial element of children's development. It is recognised as a basic right for all children by the United Nations High Commission for Human Rights. All of us benefit from the experiences of play, but I believe we have forgotten how to play and just how beneficial play is for overall health, wellbeing and development. If we look back 30 years ago, our play time as children was considerably different. There was more opportunity, fewer rules and greater freedom to play. It was driven by children's imagination and social interactions. It involved building cubbies, playing hide and seek and chasey, riding bikes, exploring the neighbourhood with our friends, climbing trees and playing cricket in the street.

Play helps children develop fine and gross motor skills, dexterity and agility. They learn perseverance as they develop their abilities in throwing, catching, hopping, balancing etc. They experiment with risk-taking as they challenge themselves and learn what they are capable of. They encounter problem solving, collaboration, the need to use language, vocabulary and emotional intelligence. Play is how children discover the world and how it works. And as they master their world, their skills confidence and resilience to face future challenges is enhanced.

Research all over the world shows that play is vital for children's development but despite this, children's opportunities to grow and learn through play are diminishing. The value placed on children's playtime has been replaced with tests, technology and schedules.

At the 2018 World Economic Forum a number of large corporations including OMO and Persil, the LEGO Foundation and IKEA Group, agreed to form the Real Play Coalition in partnership with National Geographic. They are committed to creating a movement that prioritises the importance of play not only as something that lets kids be kids, but as something that sparks the fire for a child's development and learning.

The more our children play today, the more prepared future generations will be. Play is needed to endow us with leaders who can resolve conflict, problem solve, build socially connected communities and inspire society to flourish. We are committed to the idea that any child, wherever they are in the world, could be such a leader. (World Economic Forum Jan 2018 Article "To play is to learn. Time to step back and let kids be kids").

Bring back play in our children's lives and allow them to experience a cherished part of childhood. They will be healthy and happy children who will flourish into leaders, sports heroes and decision-makers, ready to tackle the challenges of the future.

Play helps children develop fine and gross motor skills, dexterity and agility. They learn perseverance as they develop their abilities in throwing, catching, hopping, balancing etc...





SCREEN TIME

2014

D-

2016

D-

2018

D-

Proportion of Australian children and young people meeting the Australian Sedentary Behaviour Screen Time Guidelines:

Early Years⁹

- + **Infants and Toddlers (birth to <2 years)**, should not spend any time watching television or using other electronic media*; and
- + **Toddlers and Pre-schoolers (2 to 5 years)**, screen time* should be no more than 1 hour in total throughout the 24-hour period.

Children and Young People¹⁰

- + **Children and young people (5 to 17 years)**, should limit their screen time* for entertainment purposes to no more than two hours every day of the week.

Confidence Rating



RATIONALE

This year AHKA has renamed the 'Sedentary Behaviour' indicator to 'Screen Time' to better reflect what the indicator assesses. AHKA acknowledges that:

*"Sedentary behaviour is any waking behaviour characterized by an energy expenditure ≤ 1.5 metabolic equivalents (METs), while in a sitting, reclining or lying posture. In general this means that any time a person is sitting or lying down, they are engaging in sedentary behaviour."*¹²³

Common sedentary behaviours for children include: watching videos on TV or a smart phone or using a computer/tablet for schoolwork or leisure (referred to as 'screen time'), sitting in cars or prams, sitting reading or talking with friends, and sitting in class at school.

However, most of the research to date has focused on one domain of sedentary behaviour: screen time (predominantly television viewing). AHKA's decision to change the name of the indicator to 'Screen Time' reflects where current research is focused — effects of screen time on children's health and wellbeing, which is also consistent with the 2014 Australian Sedentary Behaviour Guidelines for Children and Young People. However, while the name of the indicator has changed to better reflect what is measured, the metric itself remains unchanged from previous Report Cards.

New national data³⁴ indicate no change from 2016, with the majority of Australian children and young people still engaging in more screen time than recommended by national guidelines.

KEY FINDINGS

National

Note, for the majority of *National* key findings reported³⁴ it has not been specified as to whether screen time was for recreational purposes, only that they were not engaged in it while at school (or early learning/childcare).

- + Parent-report data show that 27% of infants and toddlers, aged from birth to 2 years, do not engage in any screen time on a typical day.³⁴
- + Parent-report data show that 27% of pre-schoolers, aged 3 to 5 years, engage in no more than 1 hour of screen time on a typical day.³⁴

- + Parent-report data show that 35–46% of primary school-aged children and 15% of secondary school-aged young people, engage in no more than 2 hours of screen time on a typical day.³⁴
- + Self-report data show that 14% of young people aged 12–17 years engage in no more than 2 hours of screen time (for recreational/entertainment purposes) every day of the week.³³

State / Territory

Note, for a number of *State/Territory* and one of the *Supplementary* reported data, screen time was limited to specific activities (e.g., time spent watching television, DVDs, videos).

- + Parent-report data show that 65% of infants and toddlers (aged less than 2 years)⁴⁹ and 32–63% of toddlers and pre-schoolers (aged 2 to 5 years)^{44, 49} engage in none and less than 1 hour of daily screen time, respectively.
- + Self/parent-report data show that 50–86% of primary^{36, 39, 44, 47, 48} and 17–69% of secondary^{39, 44, 48} school-aged children respectively, and 76% of children and young people aged 5–15 years⁴⁹, engage in less than 2 hours of daily screen time (for recreation/entertainment purposes).
- + Self/parent-report data show that for primary school-aged children, 54–62% and 21–29% engage in less than 2 hours of screen time (for recreation/entertainment purposes) on a typical weekday^{35, 37} and on a typical weekend day,^{35, 37} respectively.
- + Self-report data show that for secondary school-aged children, 37–74% and 17% engage in less than 2 hours of screen time (for recreation/entertainment purposes) on a typical weekday^{37, 38, 42} and on a typical weekend day, respectively³⁷.

Supplementary

- + Self-report data show that 11–60% of primary school-aged children^{50, 55, 59} engage in less than 2 hours of daily screen time (for recreation/entertainment purposes).
- + Self-report data show that 66% of primary⁵⁸ and 32–65% of secondary^{51, 58} school-aged children engage in less than 2 hours of screen time (for recreation/entertainment purposes) on a typical weekday.

*Electronic media and screen time can include the following activities: watching television, DVDs or videos, using tablets, computers or smartphones, or playing electronic games.

HOW CAN WE IMPROVE THE GRADE?

- + It is important that screen time boundaries are established, and that they are established by parents and children together, where appropriate.¹²⁴ Current guidelines focus on leisure time screen use, but families also need to be mindful of time spent sitting and using screen devices for homework when establishing boundaries. Boundaries should address not only the quantity but also the quality, purpose and location of screen use (i.e., not in bedrooms but rather in a shared space). To assist with this families need greater understanding as to what 'wise' screen time looks like (see Beyond the Grade for examples).
- + Encourage increased awareness of the negative impacts that unwise screen time can have on physical and mental health and the development of social skills and family cohesion.^{125, 126}
- + While it is important that children and young people experience and learn to use screen-based devices appropriately at school, the use of these devices should be discouraged and/or prohibited where their use could displace physical activity (e.g., during recess and lunchtime).

WHAT DO WE NEED TO KNOW?

- + We need more exploration around the health impacts of screen time versus overall non-screen sedentary behaviour so that we can develop appropriate guidelines that address each separately.
- + When considering sedentary behaviour, greater evidence is needed about how much sitting is too much and how frequently sitting should be punctuated with bouts of activity.

WHAT DO WE NEED TO DO?

AHKA supports the move towards 24-Hour Movement Guidelines, with the Early Years Guidelines released in 2017⁹ and the guidelines for children and young people currently being updated. It is important to acknowledge the interactions that occur between movement, sleep and sedentary activities (which would include many forms of screen time) across the whole 24-hour day.

In response to the release of the 24-Hour Movement Guidelines for the Early Years and the upcoming release for children and young people, discussions with key stakeholders are underway to determine which standardised methods (for both objective and self/proxy-report measures) should be used and how to operationalise the data for Screen Time in particular or sedentary behaviour in general. However, at the time of publishing, consensus is yet to be reached, so AHKA has not made any recommendations in this year's Report Card.

It is important however, moving forward, that researchers consider reporting screen time as a context-specific domain of sedentary behaviour and physical activity where appropriate (i.e., active screen use such as following a kid's yoga video). We need to also consider the changing dynamic of screen devices and how children and young people interact with them in a variety of settings.

WHAT THE YAC HAS TO SAY

In my household, we don't watch television during the week and we are trusted to self-regulate other sorts of screen time. For instance, if I have been on an iPad for too long my parents are likely to point this out and then it is up to me to ensure that I go outside and read a book or play some basketball — Helena, 14, Western Australia.

No screens in the bedroom, I'm not allowed a phone until Christmas going into high school and I have to play with my dog before watching TV — Brigid, 11, Queensland.

BEYOND THE GRADE

Authored by;

Dr Juliana Gomes Zabatiero, Research Associate, School of Physiotherapy and Exercise Science, Curtin University

Professor Leon Straker, John Curtin Distinguished Professor, School of Physiotherapy and Exercise Science Curtin University & AHKA Executive Committee and RWG member

Is it time to rethink 'screen time'?

Until relatively recently, the best measure of children's sedentary time asked them or their parents how much time they spent watching TV. Research clearly showed that too much TV was bad for children's physical and mental health.¹²⁷⁻¹³⁰ But what was the problem? Was it just that children were sitting rather than being active? Was it that they were being exposed to more junk food advertising on TV? Maybe TV kept them up at night, so that they didn't get enough sleep?

Not all the time children spend sitting is watching TV — far from it. They sit when riding in a car, eating meals, and at school. We now have compact sensors, also known as accelerometers, which children can wear for a number of days and can measure how much time they spend sitting. This measurement has some great advantages — it is more accurate (how much time you spend sitting isn't really a very memorable event!), and it can tell us whether children are sitting for long periods without any breaks. As these tools are being used more and more in research, evidence is now building that sitting itself — and not just watching TV — is bad for children's physical and mental health. This evidence will soon enable us to provide sitting time recommendations for children. It means we can make recommendations for sedentary behaviour, with additional, specific recommendations about screen time.

Drowning in screens

Another reason we should examine screen time as a specific activity that can be done while sitting, is that screen use has become a lot more complex than in the 1950s and 1960s when there was just a TV with few channels, and just a few music shows like *Bandstand* (1958–1972), quiz shows like *BP Pick-a-Box* (1957–1971) and children's shows like *Playschool* (1966). Now we have personal computers (the Apple I was released in 1975), videogames (remember *Space Invaders* from the 1980s), the world-wide web (1990), Google (1998), Facebook (2004), iPhones (2007) and iPads (2010) (see Figure 6). Children now use a whole range of devices anywhere and anytime.³⁴

They are also using these devices for a wider range of activities — and not just 'recreation' (that the current guidelines focus on). The impact of these devices on children's health and development is not just a matter of the amount of time they spend on them, but also what they're used for, when and where they are used, and even the posture they adopt when using them.

Not all screen time is bad. Screens can help children as well as harm them: educational software can help children at school, online groups can help children socialise, and videogames can improve pattern recognition and information processing.¹³¹ So having guidelines only about how long children should watch screens, and only about one context of screen time (recreational use) just doesn't make much sense in today's world. Screen technologies appear to be here to stay, and families need guidance about how to use technology wisely — as part of a balanced life.

So what would 'wise' screen time look like?

For children of any age, screen use should be beneficial to physical, thinking, feeling, and social aspects of children's health, development and well-being, and should minimise risks. There should be a judicious balance between screen and non-screen time. Helping children to develop habits early on to use screens in brief bursts is also valuable. Parents should also set an example for their children.

For infants, toddlers and pre-schoolers

For children under 2 years, there may be little positive value in screen use, aside from interacting with family and friends via video. For 2–5 year olds good screen time will almost always involve doing some activity with an adult, with the adult helping them make sense of it. Linking screen time with physical activity is also a good use of screen technology. For example, if the child is interested in frogs, a parent and child might watch a few short videos together about frogs and then encourage the child to create a game outside which both can play together which involves lots of hopping activity. On the flipside, things to avoid with screen technology use include: prolonged passive viewing, highly repetitive tapping and swiping, frightening or violent content and any use in the hour or so before bedtime.

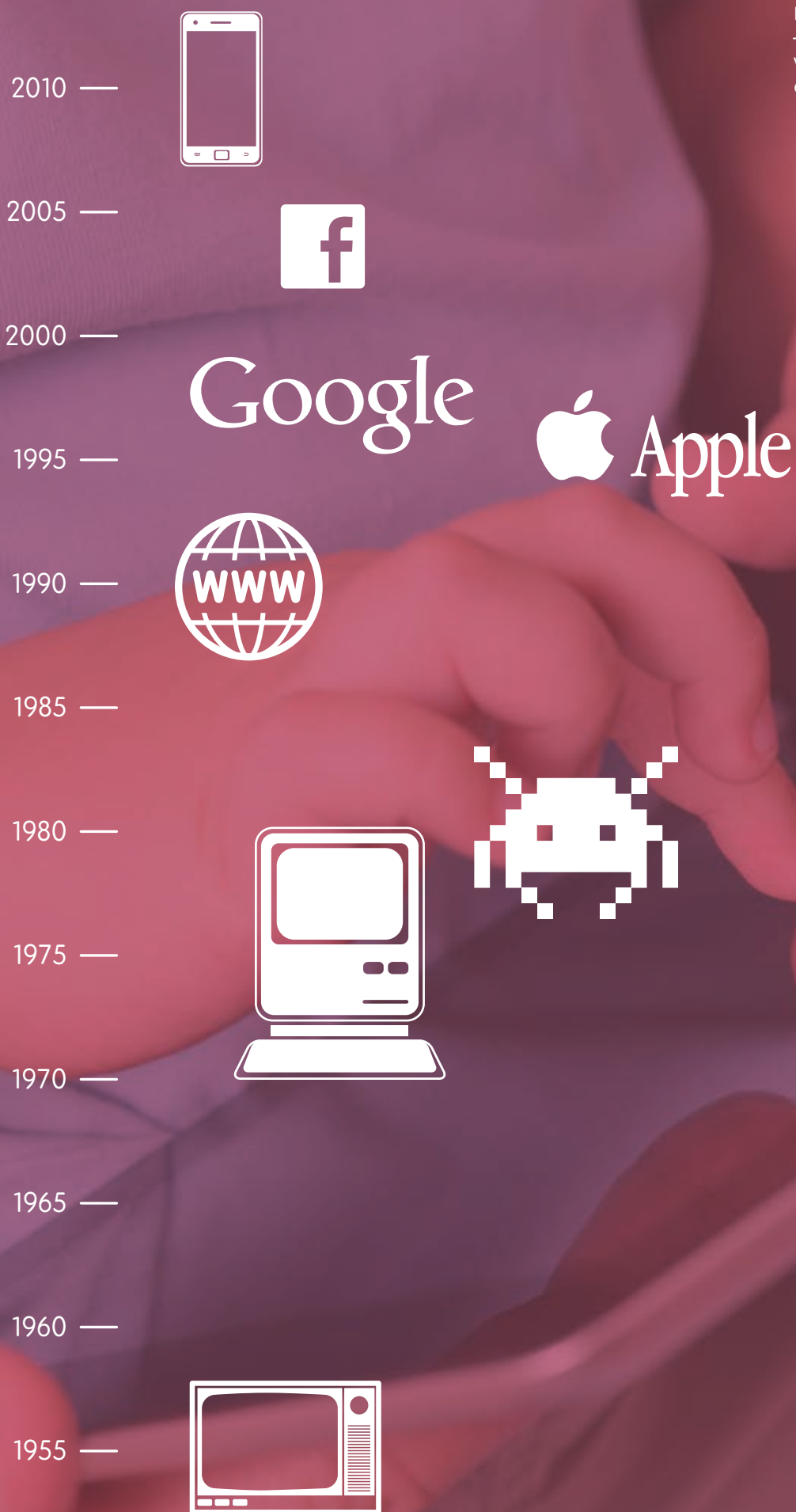
For primary and high school children

For primary school-aged children and adolescents there may be increasing use of screens related to school, personal interest and social life. For these older children, it's important to use a range of postures, and to break up bouts of sedentary screen time with physical activity. E-games that require whole body movement are a way children can enjoy technology and be physically active at the same time. Families should formulate screen use plans in collaboration with children, and include general rules regarding time, meal and bedtime curfews, internet and social media use, and choice of good quality apps and games — those which encourage creativity, problem-solving, help develop communication and social skills and provide positive messages.

The impact of these devices on children's health and development is not just a matter of the amount of time they spend on them, but also what they're used for, when and where they are used, and even the posture they adopt when using them...

Figure 6.

Visual depiction of screen evolution.



FAMILY AND PEERS

2014

C

2016

C+

2018

C+

- + Proportion of Australian children and young people who are reported to have a screen-free bedtime*;
- + Proportion of Australian children and young people whose family apply rules or restrictions to their screen use (time spent or application i.e. what is viewed);
- + Proportion of Australian children and young people who receive some form of encouragement or support from their parents/caregivers or peers to be physically active on a weekly basis;
- + Proportion of Australian children and young people who engage in 'co-participation physical activity'¹³² with their parents/caregivers on a weekly basis; and
- + Proportion of Australian parents/caregivers who meet the Australian Physical Activity Guidelines for Adults: adults should take part in at least 150 minutes of moderate activity or 75 minutes of vigorous activity each week, or an equivalent combination thereof, to enhance their health.¹³³

Confidence Rating



RATIONALE

This year's grade was informed by new national and state/territory-based data, with one metric changed ('screens in bedroom' changed to 'screen-free bedtime') and an additional metric included ('rules and restrictions applied to screen use'). These changes better reflect family influences that impact on participation in physical activity and health.

While children and young people appear to be receiving encouragement and support from their parents/caregivers to be physically active, there are no national or state/territory-based data to gauge co-participation physical activity. Improvements to screen-free bedtimes, rules and restrictions applied to screen use, parental role modelling (parents/caregivers meeting physical activity guidelines) and peer encouragement are needed.

KEY FINDINGS

National

- + Parent-report data show 57% of infants (birth to 2 years), 60% toddlers (3 to 5 years), 58–61% of children (6 to 12 years), and 45% of young people (13 to 17 years) rarely or never engage in screen time in the 30 minutes before bedtime.³⁴
- + Parent-report data show 61% of infants and toddlers (birth to 2 years), 73% of pre-schoolers (3 to 5 years), 74–76% of children (6 to 12 years), and 48% of young people (13 to 17 years) have rules and restrictions applied by their parents with regards to screen time at home.³⁴
- + Parent-report data show 55% of infants and toddlers (birth to 2 years), 65% of pre-schoolers (3 to 5 years), 74% of children (6 to 12 years), and 46% of young people (13 to 17 years) have rules and restrictions applied by their parents with regards to what they can see and do when engaged in screen time at home.³⁴
- + Self-report data show 75% and 54% of 12–17 year olds receive some form of encouragement from their parents and peers respectively to be active on a weekly basis.³³
- + Parent-report data show 25% of mothers and 32% of fathers meet the Physical Activity Guidelines (i.e., at least 30 minutes of MVPA on at least 5 days per week).³¹

State / Territory

- + Self- and parent-report data show 80% of primary school-aged children and 28% of secondary school-aged children never or rarely use screens during sleep time.³⁷
- + Self- and parent-report data show 59% of primary school-aged children and 22% of secondary school-aged children usually have parental rules and restrictions applied to screen time.³⁷
- + Self- and parent-report data show 82% of primary school-aged children³⁵ receive encouragement from their parents and 61% and 54% of secondary school-aged young people⁴⁵ receive some form of encouragement from their parents and peers respectively to be physically active, on a weekly basis.

Supplementary

- + Self- and parent-report data show 58% of toddlers and pre-schoolers⁵⁶ receive almost daily or daily encouragement and 89–96% of primary school-aged children receive some form of encouragement or support (e.g., transport to activity)^{50, 55, 59} from their parents to be physically active on a weekly basis.
- + Parent-report data show 60% of toddlers and pre-schoolers do some form of physical activity almost daily or daily with their parents.⁵⁶
- + Self-report data show 45% of mothers (female carer) and 45–48% of fathers (male carer) are considered active by their child.^{50, 59}

HOW CAN WE IMPROVE THE GRADE?

- + Greater awareness of the importance of having a 'screen-free' bedtime is needed as well as clear recommendations about effective rules that families can adopt around the use of screens before and during sleep.¹³⁴
- + Given that the majority of both children and parents do not meet the recommended Physical Activity Guidelines (see specific statistics under Overall Physical Activity and above) an emphasis on physical activity co-participation for a range of activities (huff and puff, muscle and bone strengthening) is needed. Support to enable this via the provision of spaces, places and programs that encourage co-participation should be prioritised (e.g., sports grounds with workout equipment or walking tracks nearby).

*Screen-free bedtime in this instance means no access to or use of screens in the lead up to bedtime (e.g., in 30 minutes before) or during sleep time.

WHAT DO WE NEED TO KNOW?

- + A better understanding of the amount of screen-free time (i.e. screen based devices switched off) that is needed prior to bedtime to promote good sleep hygiene.
- + More data examining: 1) Levels of parental activity (i.e., proportion of parents meeting physical activity guidelines); and 2) Rates of co-participation of children and parents/caregivers in physical activity,¹³⁵ to investigate role-modelling behaviour. These data should be collected as part of the national collection cycle, with further exploration into why parents are/are not meeting the guidelines, and barriers to co-participation in physical activity.

WHAT DO WE NEED TO DO?

When we consider family and peers as a setting and source of influence for a child's participation in physical activity, we need to look at factors linked with infrastructure, support and role-modelling.

Given the complexity of this indicator, standardised methods and how the data should be operationalised for self/proxy-report measures require consideration. See Table 7 for AHKA recommendations.



WHAT THE YAC HAS TO SAY

I play touch footy with my cousins at family gatherings, sometimes I kick the footy with my dad in the backyard and before the season ended I was in the same footy team as my sister — Brigid, 11, Queensland.

The physical activities I like to do with my family are kick the football (AFL), practise shooting netball goals, hitting tennis with mum and dad and running with dad — Ella, 11 Victoria.

Table 7

Recommended self /proxy-report methods and how to operationalise the data for Family and Peers.

Method Type	Method /Question	Age group	How to Operationalise
INFRASTRUCTURE			
Parent /Proxy-report & Self-report	<p>Do you/does your child engage in screen time (all forms e.g., watching television, using tablets, computers or smartphones, or playing electronic games) during the 60 minutes before going to bed?</p> <p>AND</p> <p>Do you/does your child have access to a screen-based device (for example a tablet, laptop or smartphone) when you/your child should be asleep?</p> <p>AND</p> <p>Do you/does your child engage in screen time while in bed when you/your child should be asleep?</p> <p>Answer: Never; Rarely; Sometimes; Often; Always.</p>	<p>PR: Birth–10yrs</p> <p>SR: 11–17yrs</p>	Proportion of Australian children and young people who are reported to have a screen-free bedtime and sleep time (i.e., answered rarely or never for each question)
Parent /Proxy-report & Self-report	<p>Does your family apply rules or restrictions to time spent engaged in screen time (all forms e.g., watching television, using tablets, computers or smartphones, or playing electronic games) at home?</p> <p>AND</p> <p>Does your family apply rules or restrictions to what you/your child can do or watch when engaged in screen time (all forms e.g., watching television, using tablets, computers or smartphones, or playing electronic games) at home?</p> <p>Answer: Never; Rarely; Sometimes; Often; Always.</p>	<p>PR: Birth–10yrs</p> <p>SR: 11–17yrs</p>	Proportion of Australian children and young people whose family apply rules or restrictions to their screen use (i.e., time spent or what they do or watch and answered often or always for each question).

Continued overleaf...

Table 7 Continued

Recommended self/proxy-report methods and how to operationalise the data for Family and Peers.

Method Type	Method/Question	Age group	How to Operationalise
SUPPORT			
Parent/Proxy-report & Self-report	<p>In the past 7 days, on how many days, did you/your child receive/give some form of encouragement or support (e.g., transport to activity) from a parent* or siblings*/to your child to be physically active (e.g., "It is great that you have been playing outside more with your brother/sister this week")?</p> <p>AND</p> <p>In the past 7 days, on how many days, did you/your child receive/give some form of encouragement from/to your/their friends or peers to be physically active (e.g., "It's great we are riding to school together from now on")?</p> <p>Answer (circle one): 0 1 2 3 4 5 6 7 days</p>	<p>PR: Birth–10yrs</p> <p>SR: 11–17yrs</p>	<p>Proportion of Australian children and young people who receive some form of encouragement or support from their parents*, siblings* or peers to be physically active at least once per week.</p> <p>Proportion of Australian children and young people who give some form of encouragement to their friends or peers to be physically active at least once per week.</p>
ROLE-MODELLING			
Parent/Proxy-report & Self-report	<p>In the past 7 days, on how many days, were you physically active with a parent* or sibling*/with your child?</p> <p>AND</p> <p>In the past 7 days, on how many days, were you/was your child physically active with a friend or peer?</p> <p>Answer (circle one): 0 1 2 3 4 5 6 7 days</p>	<p>PR: Birth–10yrs</p> <p>SR: 11–17yrs</p>	<p>Proportion of Australian children and young people who engage in 'co-participation physical activity' with their parents* or siblings* at least once per week.</p> <p>Proportion of Australian children and young people who engage in 'co-participation physical activity' with their friends or peers at least once per week.</p>
Parent/Proxy-report	<p>In the past 7 days, that is since last (day 7 days ago), on how many days have you done a total of 30 minutes or more of physical activity, which was enough to make you out of breath or sweaty? This may include sport, other physical activity and exercise, either organised or done informally, and can include brisk walking or cycling for recreation or to get to and from places, but should not include housework or physical activity that may be part of your job.</p> <p>AND</p> <p>In the past 7 days, that is since last (day 7 days ago), on how many days, did you engage in muscle or bone strengthening physical activity (e.g., body weight exercises like push-ups or squats, running, dancing, activities around the house that require lifting things)?</p> <p>Answer (circle one): 0 1 2 3 4 5 6 7 days</p>	<p>Parent of child aged Birth–17yrs)</p>	<p>Proportion of Australian parents/caregivers who meet the Australian physical activity guidelines*.</p>

Note, MVPA = Moderate-to-vigorous physical activity; PR = Parent/proxy-report; SR = Self-report; yrs = years.

*Parent represents the individual who cares for the child on a permanent basis (i.e., mother or father, caregiver, guardian, grandparent, other relative). Sibling represents any child or young person who lives permanently with the child (i.e., cousin, brother or sister, foster sibling).

*At least 150 minutes of moderate, 75 minutes of vigorous, or an equivalent combination of both moderate/vigorous physical activities each week and engage in muscle and bone strengthening activities on at least 2 days each week.

BEYOND THE GRADE

Authored by;

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Moving together as a family: the role of co-participation & rough and tumble play

The importance of co-participation

Maximising children's opportunities to be physically active at home is important for reducing physical inactivity within Australia.

The family environment is where children are first exposed to physical activity and is one that continues to have a strong influence throughout childhood. This influence can include the home physical environment, and parental logistic support, rules, encouragement and modelling, to name a few. One aspect of family physical activity that is gaining attention for its powerful holistic benefits is co-participation – that is, when family members are active together. Co-participation in physical activity can take a number of forms, including informal and formal games (e.g., ball games, running games, sport), formal and informal exercise routines (gym, home circuits, jogging), recreational mobility (walking or cycling), or rough-and-tumble play (physical play such as wrestling, competitive strength challenges).

Co-participation in physical activity has been shown to increase both children's and parents' physical activity levels.^{114, 136} Moreover, recent research has shown a broader range of benefits to families including improved self-esteem in children and strengthened family relationships.¹³⁷ An important characteristic of co-participation is the reciprocal reinforcement it provides — parents encourage children to be active, and children encourage parents to be active.^{113, 138} Given the time parents and children spend with one another,¹³⁹ promoting opportunities to engage in physical activity together may be an attractive solution to increasing physical activity levels of whole families.

Rough and tumble play

Rough and tumble play is a unique, yet important, co-participatory activity in the fight against physical inactivity. Rough and tumble play is physical, vigorous and stimulating play that simulates wrestling and fighting but without the associated aggression. It is often considered the domain of fathers,¹⁴⁰ and to an extent, male children, however this isn't necessarily so and doesn't have to be the case. Importantly, the benefits for both child and parent (of either sex) are apparent even when children are nearing high-school age.¹¹¹

Rough and tumble play is important in children's development of physical, cognitive, emotional and social competency¹⁴¹ and can contribute to muscle development and bone strength through physical resistance.¹⁴² Indeed, it can stimulate brain development and lead to improved cognitive performance when performed correctly. Additionally, learning to win or lose graciously, take appropriate and measured risks, develop self-confidence, self-control and boundaries and enhancing physical capabilities are all benefits of rough and tumble play. Parental co-participation in rough and tumble play is also thought to contribute to the ongoing development of the parent-child relationship through enjoyable time spent together.

Being active together as a family has a large range of benefits for children and parents. Given that 'lack of time' is the number one barrier to being active, co-participation is a great strategy to help families to both have fun together and collectively reap the benefits. Let's make sure we can support them to do so.



SCHOOL

2014

B-

2016

B-

2018

B+

- + Proportion of schools that have a specialist physical education (PE) teacher take PE lessons;
- + Proportion of schools that schedule the delivery of at least 120 minutes of PE per week to students*;
- + Proportion of schools that have physical activity facilities/equipment available to students to use during school hours; and
- + Proportion of schools allocating at least 60 minutes per day for children to be active at recess and lunchtime.

Confidence Rating



RATIONALE

New state-based data were available for this indicator³⁷ and one of the metrics was changed to better align with Australian standards rather than international benchmarks. It is hoped that future data will be collected in such a way as to allow benchmarking against the proportion of schools who schedule/deliver 150 minutes of organised physical activity across the whole school week. This would include physical activity undertaken during PE lessons, school sport, active lessons and active lesson breaks but would exclude participation in physical activity during recess and lunch time.

The increase in grade from the 2016 Report Card reflects the shift in metric (i.e., from 150 to 120 minutes of PE), however actual time allocated to PE has not changed. The majority of metrics (weighted heavily by national data) scored in the B+ to A range.

KEY FINDINGS

National

- + School staff-report data show 75% and 98% of primary and secondary school students, respectively, have access to a PE teacher. However, there is no information as to the qualifications of the PE teacher or whether the PE teacher delivers all of the PE lessons.³¹
- + School staff-report data show 66% of primary school students³¹ and 38–45% of students in grades 8–10³³ receive at least 120 minutes of PE each week.
- + Self-report data show 52% of secondary school-aged young people have access to physical activity and sport equipment during school hours.³³
- + School staff-report data show most secondary schools allow students to access a variety of physical activity and sport facilities and equipment during school hours (gymnasium: 65–70%;^{31, 33} sports field/oval: 87%;³³ playground: 81–98%;^{31, 33} outside hard court/s: 89%³³).
- + School staff-report data show 82% of secondary schools allocate at least 60 minutes for recess and lunch time combined.³³

State / Territory

- + School staff-report data show 13% and 22%, rural and urban primary schools respectively, have their PE classes delivered by specialist PDHPE teachers.³⁷
- + School staff-report data show 50% and 83%, rural and urban secondary schools respectively, have their PE classes delivered by specialist PDHPE teachers.³⁷
- + School staff-report data show 61–72% of primary schools deliver one lesson of PE each week and the estimated duration of PE lessons, for the majority (91–94%), is 1–60 minutes per lesson.³⁷
- + School staff-report data show 28–30% of secondary schools deliver at least 120 minutes of PE to students each week.³⁷
- + If we consider AHKA's recommendation that: Schools should deliver 150 minutes of organised physical activity to students (at school) each week — state (school staff-report) data show that 76–81% of secondary schools deliver at least 150 minutes of PE and sport each week.³⁷
- + School staff-report data show most primary and secondary (urban and rural) schools allow students to access a variety of physical activity and sport facilities and equipment during school hours (gymnasium: 37–78%; sports field/oval: 83–96%; playground: 98–100%; outside hard court/s: 83–100%; physical activity/sport equipment: 63–100%).³⁷

Supplementary

- + School staff-report data show 69% and 72% of urban and rural primary schools respectively, allow students to access physical activity and sports equipment during school hours.⁵³
- + Staff-report/audit data show that for Early Childhood Education and Care (ECEC) centres, 59% had at least 3 different types of outdoor play spaces, 58% had unobstructed (with lots of space for group games) outdoor running space, 93% had fixed or portable outdoor play equipment in at least 'good' condition, and 41% and 85% of centres made provision for at least 90 minutes of indoor and outdoor physical activity respectively.⁵⁶

*This metric has changed (previously was at least 150 minutes of PE per week) to align better with Australian standards rather than international benchmarks.



HOW CAN WE IMPROVE THE GRADE?

- + It is well supported that comprehensive school physical activity programs,^{84, 143-146} that include curricular and non-curricular physical activity promotion elements, need to be implemented at scale (i.e., across schools nationally) to increase activity levels across the school day.
- + Primary and secondary schools need to provide an adequate amount of organised physical activity (i.e., PE, school sport, active lessons or lesson breaks) to all students. While specialist PE teachers are ideal, classroom teachers (at both primary and secondary schools) need to be supported to engage in continual development that explores how they can engage children and young people in physical activity.¹⁴⁷⁻¹⁴⁹
- + More emphasis on ECEC centres and pre-schools regarding the provision of physical activity equipment, the time spent by children in organised physical activity and the professional development of staff so that they are confident to deliver quality physical activity experiences is needed.^{150, 151}
- + Ensure that time for unstructured physical activity (during recess and lunch) is supported through the provision of equipment, spaces that engage and challenge, and staff encouragement (but with minimal staff involvement or organisation).¹⁵²⁻¹⁵⁴

WHAT DO WE NEED TO KNOW?

- + High quality nationally representative data across ECEC centres, pre-schools and primary schools is needed.
- + We need a better understanding of not just the quantity but also the quality of physical activity experiences/opportunities that students/children are receiving throughout primary and secondary schools, ECEC centres and pre-schools.
- + We need a better understanding of the supervision practices of teachers and classroom support staff/assistants during recess and lunch time and its impact on physical activity participation and engagement.

WHAT THE YAC HAS TO SAY

I believe that teachers could include more physical activity throughout the school by possibly giving each student or groups of students an opportunity to pick an activity for the practical lesson of that week during PE classes. That way it is giving everyone a chance at completing an activity that they enjoy and want to participate in. They could also start some co-curricular lunch time activities where some kids who aren't as confident might feel comfortable completing activities with their friends and the teacher instead of in front of the whole class — Renee, 17, New South Wales.

Ways teachers can include more physical activity throughout the school day is a five minute walk around a close court yard or an oval in the middle of a double lesson, or even a five minute game of silent ball in the classroom so that they can have a brain break — Amy, 13, South Australia.

WHAT DO WE NEED TO DO?

When we consider school as a setting and source of influence for a child's participation in physical activity, we need to look at factors linked with policies, practices and infrastructure.

Given the complexity of this indicator, standardised methods and how the data should be operationalised, for objective and staff/student-report measures require consideration. See Table 8 for AHKA recommendations.

Table 8

Recommended objective and staff/student-report methods and how to operationalise the data for School.

Method Type	Method /Question	Age group	How to Operationalise
Objective	<p>A national audit that collects information on policies, practices and infrastructure (i.e., the standardised questions suggested below plus any additional questions to capture other elements important to physical activity participation) be commissioned at the federal level.</p> <p>Good examples of previously run audits/surveys include NaSSDA,³³ NSW SPANS³⁷ and ISCOLE.¹⁵⁵</p>	ECEC Centres, Pre-schools, Primary and Secondary Schools	Can be used to inform metrics below and provide additional information with regards to policies, practices and infrastructure.
POLICIES & PRACTICES			
Staff-report	<p>Does your ECEC or (pre)school have a written policy specifying how much time should be allocated to organised physical activity?</p> <p>Answer: Yes; No; Not sure.</p>	ECEC Centres, Pre-schools, Primary and Secondary Schools	Proportion of ECEC/(pre) schools with a written policy that specifies how much time should be allocated to organised physical activity.
Staff-report	<p>Does your ECEC or (pre)school have a written policy specifying the qualifications of individuals teaching/facilitating physical activity?</p> <p>Answer: Yes; No; Not sure.</p>	ECEC Centres, Pre-schools, Primary and Secondary Schools	Proportion of ECEC/(pre) schools with a written policy that specifies the qualifications of individuals teaching/facilitating physical activity.
Staff-report	<p>Does the school employ at least one tertiary qualified physical education specialist teacher on a full-time basis?</p> <p>Answer: Yes; No; Not sure.</p>	Primary & Secondary schools	Proportion of schools that employ at least one tertiary qualified physical education specialist teacher on a full-time basis.
Staff-report	<p>Does a tertiary qualified PE specialist teacher deliver all scheduled physical education classes for all students?</p> <p>Answer: Yes; No; Not sure.</p> <p>Note, This question should be asked for all grades independently of one another.</p>	Primary & Secondary schools	Proportion of schools (each grade reported independently) that have a tertiary qualified PE teacher deliver all scheduled physical education classes for all students.
Staff-report	<p>How much time is allocated for children to engage in indoor/outdoor physical activity each day (in minutes)?*</p>	ECEC Centres and Pre-schools	There is no recommended benchmark at present.

Recommended objective and staff/student-report methods and how to operationalise the data for School.

Method Type	Method /Question	Age group	How to Operationalise
Staff-report	<p>During the school day organised physical activity can include PE and/or sport lessons, active lessons or active lesson breaks — but does not include participation in physical activity during recess or lunch time.</p> <p>How much scheduled organised physical activity is delivered/offered to students on average every week (in minutes)?</p> <p>Note, This question should be asked for all grades independently of one another.</p>	Primary & Secondary schools	Proportion of schools (each grade reported independently) that deliver/ offer at least 150 minutes per week of organised physical activity to all students.
Staff-report	<p>How much time is allocated to recess and lunch time (combined) every day (in minutes)?</p> <p>Note, the time reported should not include anytime that students are required to be seated for eating or to be lining up waiting.</p>	Primary & Secondary schools	Proportion of schools that allocate at least 60 minutes of time for recess and lunch time (combined) every day, during which students can be physically active.
INFRASTRUCTURE			
Staff-report	<p>How many FIXED pieces of physical activity equipment are available for children to use indoors/outdoors?</p> <p>AND</p> <p>How many PORTABLE pieces of physical activity equipment are available for children to use indoors/outdoors?</p> <p>Equipment may include: swinging and climbing equipment, slides, hoops & ball equipment, ground markings, balancing surfaces, floor mats, sand/mud pit, musical equipment, push/pull toys, ride-on toys, water pump, cubby house, mini trampolines.*</p>	ECEC Centres and Pre-schools	There is no recommended benchmark at present but where possible report 'total counts' for different 'types' of equipment.
Staff-or student-report	<p>If available, during school hours (but outside of scheduled PE classes), do students/you have access to the following?</p> <ul style="list-style-type: none"> + Gymnasium (or indoor play space); + Outside sports field (or grassed area); + Hard court (or paved area); + Playground; and + Physical activity or sports equipment. <p>Answer: Yes; No; Not sure, for each.</p>	<p>Primary schools (staff-report)</p> <p>Secondary schools (staff and/or student-report)</p>	<p>Proportion of schools that allow students to use during school hours (if available but outside of scheduled physical education classes) a:</p> <ul style="list-style-type: none"> + Gymnasium (or indoor play space); + Outside sports field (or grassed area); + Hard court (or paved area); + Playground; and + Physical activity or sports equipment.

Note, ECEC = Early Childhood Education and Care; and PE = Physical Education.

*Questions based upon data reported by the Western Australia 'Play Spaces and Environments for Children's Physical Activity' Study (PLAYCE).⁵⁶

BEYOND THE GRADE

Authored by;

Jocelyn Elliott, Regional Project Coordinator – iAIM (Increasing Activity & Intelligent Minds), Darling Downs South West Region – Department of Education and Training, Dalby State School

What is your elevator pitch to your Principal about the importance of physical activity?

You arrange a meeting with your Principal to talk about the need for a whole school approach to physical activity to meet AHKA's recommendation of 150 minutes of organised physical activity a week. Unfortunately the Principal has an urgent school meeting in relation to some concerning data that has come to light around learning, achievement, wellbeing, attendance and behaviour, so only has a few minutes to meet with you.

So, what will your elevator pitch be?

You could focus on one or more of these evidence-based statements:

- + Physical activity enhances students' ability to learn and contributes to achievement.^{156, 157}
- + Physical activity supports students' wellbeing (physical, social, cognitive, psychological).¹⁵⁸
- + Physical activity promotes students' physical literacy.¹⁵⁹
- + Physical activity validates the importance of the Health and Physical Education learning area.¹⁶⁰

Being more strategic though, you focus on how physical activity can support school improvement¹⁶¹ by enhancing student outcomes in learning, achievement, wellbeing, attendance and behaviour!⁴

You use a physical activity initiative — the 100KM Club, to illustrate this point and its impact on student outcomes. The 100KM Club is an award-winning initiative trialled in over 20 primary and secondary schools in the Darling Downs South West region as part of the Increasing Activity and Intelligent Minds (iAIM) program. For more details about the iAIM 100KM Club including teacher action research findings, templates and case studies, visit www.iaim.eq.edu.au or email consultant@jocelliott.com.au. Students have made positive statements, about being involved in the 100KM Club, that relate to:

wellbeing, personal goal setting; attendance, sense of belonging; leadership, positive relationships, community engagement; and behaviour and cognitive benefits. Your elevator pitch grabs your Principal's attention because it addresses the concerning school data, thus a second meeting is organised to discuss your ideas further.

The Principal asks what ingredients are needed to successfully implement 150 minutes of organised physical activity?

Your recommendations include:

- + Take a whole school approach to physical activity using the Health Promoting Schools framework and process;^{162, 163}
- + Promote teacher action research whereby a physical activity strategy is trialled to address an issue (e.g. spelling games to address low achievement in spelling);
- + Collaborate with other staff to share ideas and good practice;
- + Challenge traditional views about physical activity at school (e.g. Is it still OK to insist on sitting still to learn? Only walking on school pathways? Or sitting for long periods during assembly?);
- + Illustrate how physical activity initiatives align with educational priorities (e.g. federal and state government policies, school improvement, student learning and wellbeing frameworks, and curriculum requirements).

The Principal asks what 150 minutes of organised physical activity (not just HPE) could look like?

You share the following diagram identifying elements that could meet the school's context and students' needs. See Figure 7 — Incorporating physical activity across the school day.

Finally, the Principal asks about the quality and timing of physical activity during the week? You suggest the following:

- + Tap into staff and student physical activity expertise to help deliver and/or facilitate whole school physical activity initiatives before school and/or at recess/lunch play
- + Seek professional development opportunities to upskill classroom teachers and teacher aides about ways to incorporate physical activity across the day
- + Prioritise funding for resources to support physical activity
- + Provide variety in the physical activities offered and include student voice
- + Educate the school community about the positive impacts of physical activity before learning, as well as during learning.¹⁶⁴ The Finland example of giving students a 15 minute break for every 45 minutes of learning is a great example of this!¹⁶⁵

**Work on your elevator pitch!
Would the physical activity –
school improvement link work?**

Curriculum, Teaching and Learning



Active Lesson Warm-Ups

e.g. active quizzes, moving to discuss ideas or show answers

Active Curriculum

e.g. rhythm and timing activities, target games, relays, old-time games and acting out the content to reinforce content

Active Brain Breaks

i.e. 2-5 minute physical activity breaks from learning e.g. partner challenges, Go Noodle, stretches, Just Dance etc.

Active Social Skills programs

e.g. Play is the Way, Rock and Water

Teacher Action Research

Health and wellbeing education is included in Health & PE or as part of the school pastoral care program

Community education about the importance of physical activity

School Culture, Organisation and Environment



Active Classroom Furniture

e.g. fit balls, standing desks, hokki stools, busy bars, wobble boards, exercise bikes, mini-tramps etc.

Health & PE is valued by all school community members and includes a tertiary-qualified Health & PE teacher, appropriate time allocation, planning time, networking and PD opportunities

Professional Development on Physical Activity

e.g. TeachMeets, staff meeting updates or workshops for all teachers and teacher aides

Movement breaks at school functions

Compulsory intra/inter-school Sport

Collaboration with specialists to support students with disability and health needs move safely, successfully and regularly

School policies promote physical activity and reduce sedentary behaviour

Before school, lunchtime and after school initiatives e.g. 100KM Club, Fitness Club, Dance program, tournaments, student-led games

Student Voice about physical activity

Active Transport, e.g. Walking School Bus, incentives for walking/biking/scooting

Staff Wellbeing Program

Play before eating to capitalise on play time and follow international good practice

Physical activity achievements celebrated

Active and attractive spaces for learning and play

Figure 7.

Incorporating physical activity across the school day.

Community Links and Partnerships



Use of external organisations

e.g. State and National Sporting Organisations and private providers to deliver physical activity

Access to Sporting Schools program

Invitation to parents and community members to participate in and help organise initiatives e.g. 100KM Club, Walking School Bus, sporting events, active curriculum sessions

Funding opportunities with local organisations to support physical activity initiatives

Shared use of facilities

COMMUNITY AND THE BUILT ENVIRONMENT

2014

A-

2016

A-

2018

A-

- + Proportion of Australian children/parents who report a playground or play space near to their home;
- + Proportion of Australian parents/children/teachers who report heavy/problem traffic not to be an issue in their home or school neighbourhood;
- + Proportion of Australian children/parents who report their neighbourhood to be safe;
- + Proportion of Australian children/parents who report they have good roads/footpaths in their neighbourhood; and
- + Proportion of Australian children/parents who report they have access nearby in their neighbourhood to public transport.

Confidence Rating



RATIONALE

New national³⁴ and state/territory^{44, 48} data were available to inform the grade this year but as the majority of metrics were again graded highly (B+ to A+) there was no change to the overall grade.

KEY FINDINGS

National

- + Parent-report data, for 10–11 and 14–15 year olds, show 85–86% have good parks near their home; 76–77% do not experience heavy or problem traffic on their street; 96% live in a neighbourhood they perceive to be safe; 88–89% believe it is safe for their child to play outside during the day; 76–77% have good roads and footpaths in their neighbourhood; and 75% have access to close, affordable and regular public transport.³¹
- + Self-report data show 76% of 12–17 year olds have a playground or play space near their home that they can access; and 71% report living in neighbourhood they perceive to be safe.³³
- + Parent-report data show that 31–39% of parents do not worry that their child/ren (aged from birth to 17 years) will be unsafe when playing outside in their neighbourhood.³⁴ However it is unclear as to whether this worry is linked directly to their child's behaviour/decisions, to their perceptions of the neighbourhood environment or an interaction between the two.

State/Territory

- + Parent-report data show 83–86% of primary school-aged children have what are considered good parks, playgrounds and play spaces in their neighbourhood.⁴⁷
- + Parent-report data show that for 46–56% and 75–83% of primary and secondary school-aged children and young people respectively, heavy or problem traffic is not a barrier to using active transport.⁴⁰
- + Parent- and self-report data, respectively, show 94–97% of children and young people (aged 2–17 years)⁴⁴ and 92% of secondary school-aged young people live⁴⁸ in a safe neighbourhood.

Supplementary

- + Self-report data show 77% of primary aged children are not bothered by heavy or problem traffic in their neighbourhood.⁵⁵
- + Parent-report data show 94% of parents believe that their neighbourhood is safe and safety concerns do not prevent their child (aged 16 years) from being physically active.⁵¹

HOW CAN WE IMPROVE THE GRADE?

- + Families need greater access to spaces that encourage co-participation in physical activity. Communities, with the support of local councils and government, should invest in innovative ideas that would co-locate play and fitness opportunities for all ages and ability levels.
- + Community and sporting groups should look to partner with local schools, supported by local councils and government, to access their spaces and facilities.
- + Spaces within the community need to engage children and young people in ways that develop their movement skills and muscular fitness.^{166, 167} Inspiration from Parkour¹⁶⁸ and ninja style franchises, given their recent popularity, could assist in creating spaces that both challenge and appeal to a broad audience.
- + We need to ensure that local infrastructure is focused on people not cars and this needs support from local councils and all levels of government.

WHAT DO WE NEED TO KNOW?

- + As the grade reflects, Australia boasts a large number of accessible parks and play/activity spaces. However, we need to know more about how and when they are being used, and what could be done to improve the usability of such places so that they appeal to different age groups and ability levels.
- + We need to explore how best to create spaces that encourage families to co-participate in physical activity. These spaces need to be accessible and to appeal to a range of ages, ability levels and preferences. We need to explore the placement and design of these spaces to appeal to a broad audience.
- + We need a better understanding of the types of policies that are important for creating communities and environments that engage people across the lifespan in physical activity. We also need a way of assessing effectiveness and impact of community and environment-based policies on physical activity participation levels.



WHAT DO WE NEED TO DO?

When we consider the community and built environment as a setting and source of influence for a child's participation in physical activity, we need to look at factors linked with policy, infrastructure, programs and safety.

Given the complexity of this indicator, standardised methods and how the data should be operationalised for objective and self/parent/proxy-report measures requires consideration. See Table 9 for AHKA recommendations.

Table 9

Recommended objective and self/proxy-report methods and how to operationalise the data for Community and the Built Environment.

Method Type	Method/Question	Age group	How to Operationalise
Objective	In order to capture a complete population-representative picture of community and the built environment, and its impact or potential impact on physical activity participation, it is recommended that: A national audit of environments that collects information on connectedness, access to, and quality of spaces, should be commissioned at the federal level.	Birth–17yrs for both urban and rural locations.	Can be used to inform metrics below and provide additional information with regards to infrastructure, programs and safety.
POLICY			
Currently there is no consistent method for assessing relevant policies, so no standardised question can be recommended. Developing a standardised question represents a research priority.			
INFRASTRUCTURE			
Self- and Parent /proxy-report	Within walking distance of your home, is there? + a playground; + a park; + a sports field or facilities; and + affordable and regular public transport Answer: Yes; No; Not sure.	PR: Birth–10yrs SR: 11–17yrs	Proportion of Australian children and young people who, within walking distance of their home, have: + a playground; + a park; + a sports field or facilities; and + affordable and regular public transport
Self- and Parent /proxy-report	Within my local neighbourhood there are good roads and footpaths to support active transport. Answer: Disagree; Neutral; and Agree.	PR: Birth–10yrs SR: 11–17yrs	Proportion of Australian children and young people who have good roads and footpaths to support active transport within their local neighbourhood — Agree.
PROGRAMS			
Self- and Parent /proxy-report	My local neighbourhood offers physical activity programs (delivered by community providers and accessed through the local community) suitable for me/my child. Answer: Disagree; Neutral; and Agree.	PR: Birth–10yrs SR: 11–17yrs	Proportion of Australian children and young people who are offered suitable physical activity programs (delivered by community providers and accessed through the local community) within their local neighbourhood — Agree.

Continued overleaf...

Our increasingly digitised society is also challenged by a growing dependency on screens for activity or stimulation with computer games and online content competing for our children's attention...

WHAT THE YAC HAS TO SAY

More enjoyable or entertaining ways of exercising in my local area would be awesome! Things such as an exercise playground with things suitable for people of all ages, skill level and ability would definitely encourage people to be more active — Renee, 17, New South Wales.

In my neighbourhood I would like to see ball courts, athletics track, BMX cross track, playground — Charlotte, 10, Australian Capital Territory.

Table 9 Continued

Recommended objective and self/proxy-report methods and how to operationalise the data for Community and the Built Environment.

Method Type	Method/Question	Age group	How to Operationalise
SAFETY			
Self- and Parent /proxy-report	Heavy or problem traffic is not a concern in my/my child's home/school neighbourhood. Answer: Disagree; Neutral; and Agree.	PR: Birth–10yrs SR: 11–17yrs	Proportion of Australian children and young people for whom heavy or problem traffic is not a concern in their: + Home neighbourhood; and + School neighbourhood.
Self- and Parent /proxy-report	There are safe crossings for me/my child to use if I/they used active transport to travel to: + School; + Local playground; + Local park; + Local shops; and + Local sports field or facilities. Answer: Disagree; Neutral; and Agree.	PR: Birth–10yrs SR: 11–17yrs	Proportion of Australian children and young people who have safe crossings to access if they use active transport to travel to: + School; + Local playground; + Local park; + Local shops; and + Local sports field or facilities.
Self- and Parent /proxy-report	My parents*/I prevent me/my child from being physically active outdoors in our community, on my/their own or with friends, because of (neighbourhood) safety concerns. Answer: Disagree; Neutral; and Agree.	PR: Birth–10yrs SR: 11–17yrs	Proportion of children/parents who are prevented/who prevent their child from being physically active outdoors in their community, on their own or with friends, because of safety concerns — Agree.

Note, PR = Parent/proxy-report; SR = Self-report; yrs = years.

*Parent represents the individual who cares for the child on a permanent basis (i.e., mother or father, caregiver, guardian, grandparent, other relative).

BEYOND THE GRADE

Authored by;

Tessa Colclough, Senior Landscape Architect, Arup.

Creating spaces for parents and kids to share

The design of public spaces to allow and support physical activity is becoming increasingly important. There has been a steady transition into more sedentary, indoor lifestyles as our work and the business of living become increasingly time-consuming. We commence in our early years in school classrooms, transitioning to sitting in lecture theatres and then working in deskbound jobs. Our increasingly digitised society is also challenged by a growing dependency on screens for activity or stimulation with computer games and online content competing for our children's attention. To create spaces that draw children and their carers away from the screen and comforts of home, designers need to create innovative and engaging outdoor public spaces that function better than ever before.

Public spaces that are vibrant, aesthetically pleasing, green, playful and safe encourage people to want to engage in them. Spaces continue to sustain interest by providing shelter from adverse weather, flexibility of form and function and access for all ages and abilities. Importantly, a space that engages both young and old – an intergenerational space, helps form sustainable and resilient communities. Meaningful positive social contact between community members of all ages helps to build relationships and foster neighbourliness. Designing spaces for activities such as community gardening can facilitate engagement and interaction between young and old.

In addition, reducing the barriers to public spaces will increase the permeability of these places. Cars and traffic are considered major barriers for simple activities such as walking. For example, if a parent is choosing whether to drive or walk their child to school, yet the journey to school is unpleasant and unsafe due to the road environment, the parent may choose the car for transport. This reduces both the parent's and child's physical activity during the day and also inhibits their

broader ability to learn about road safety and the surrounding environment. For every 10 minutes spent in a car, time spent participating in community activities falls by 10%.¹⁶⁹ Designing walkable neighbourhoods and a network of spaces can help increase daily activity for children, encouraging healthy behaviours that contribute to an active lifestyle into adulthood.

Where neighbourhoods have a network of public space that is connected to social infrastructure, activity and movement are maintained. Designers can create interesting and engaging places but it also requires local and state governments to provide the access and encourage the development of a network of spaces. As our cities grow it is critical to create a healthy balance between public or private space. We know the vast benefits that quality, connected public space provides. Through developing a strategy for the provision of more space whilst designing innovative and engaging public space for people of all ages to use, we will inevitably support more active lifestyles across the generations.

Importantly, a space that engages both young and old – an intergenerational space, helps form sustainable and resilient communities...

Elizabeth Quay in Perth, bridge (out of vision) designed by Arup.
© Jacaranda Photography.

STRATEGIES AND INVESTMENTS

2014

C+

2016

D

2018

D

- + Review of major Government (federal, State/Territory, Local) initiatives that were implemented or removed since the last Report Card;
- + The amount of money committed by the Government (Federal, State/Territory, Local) to various physical activity endeavours, initiatives and organisations; and
- + Evaluating the work of non-government organisations.

Confidence Rating

N/A

RATIONALE

Since the 2016 Report Card there has been no notable advancement in government policy making towards a sustained commitment to getting more Australian kids active*. We do, however acknowledge that there has been some leadership and financial commitment from different levels of government as well as some impactful work being undertaken by non-government and non-profit organisations across the country.

KEY FINDINGS

A number of factors were considered in order to assign a grade to this indicator. The key considerations were as follows:

- + Despite substantial lobbying from non-government and non-profit organisations (e.g., National Heart Foundation of Australia, Cancer Council) as well as institutes and groups from within academia, the Federal Government is yet to establish a funded national physical activity plan that is embedded across sectors.
- + State-based self- and parent-report data show 26–48% of parents^{36, 37, 39} and 29% of secondary school-aged young people³⁷ know what the recommended Physical Activity Guidelines for children and young people are (i.e., accumulate at least 60 minutes of MVPA every day). There were no data available with regards to the recommendation for muscle and bone strengthening activities.
- + State-based self- and parent-report data show 13–78% of parents^{36, 37, 39} and 11% of secondary school-aged young people³⁷ are aware of what the recommended Sedentary Behaviour Screen Time Guidelines for children and young people are (i.e., engage in no more than 2 hours of screen time each day for recreational purposes).
- + The move by the Federal Department for Health towards 24-hr Movement Guidelines for the Early Years⁹ (and to be updated for children and young people) is supported by AHKA. However, given the low numbers of parents and children aware of the current Physical Activity and Sedentary Behaviour Guidelines¹⁰

(see previous points) it is important that governments invest adequate resources to support campaigns and initiatives that promote and educate the population regarding the newly released Early Years Guidelines and soon to be released Guidelines for children and young people. Families should also be provided with practical examples and resources that will assist them in meeting recommendations. These examples need to address all components of the guidelines equally to ensure that children are encouraged to get the recommended amount of 'huff and puff' (MVPA) activity as well as the recommended amount of muscle and bone strengthening activity.

- + Each state and territory, through various government departments and organisations, continue to promote and facilitate various campaigns, programs, initiatives and policies that encourage, support and enable children to meet the recommended physical activity guidelines (see the Showcase pages from page 65).
- + Since the last Report Card the Federal Government committed funds to support a second wave of the 'Girls Make Your Move' campaign¹⁷⁰, however the evaluation report¹⁷¹ showed that only a low proportion (23%) of girls, aged 12–19 years who engaged with the campaign actually started doing more physical activity or sport. In fact, compared to results from the 2016 wave fewer girls engaged in at least 30 minutes of sport or physical activity three or more times per week (63% down to 56%). It is important that mass-media campaigns make stronger links with existing supports and systems to better facilitate a change in behaviour.^{172, 173}
- + The continued investment in Sporting Schools¹⁷⁴ by the Federal Government is commendable and we acknowledge the independent evaluation that Sport Australia (formerly the Australian Sports Commission) commissioned in 2016, however the full report is yet to be released to the public. The snapshots that have been made available provide good detail about how coaches and schools view the program as a way of strengthening the value of sport in schools along with practical ways of increasing the positive impact of the program.¹⁷⁵

*The AHKA RWG would like to acknowledge that at the time the grades were assigned for this Report Card, Sport Australia had not released its Sport 2030 — National Sport Plan (<https://www.ausport.gov.au/nationalsportsplan>). We are pleased to see that within the plan one of the key missions is to: 'reduce inactivity amongst Australians by 15% by 2030' which will be achieved by getting 'more people of all ages engaged in sport and physical activity throughout every stage of their life'.

While Sport 2030 holds a lot of promise we hope that in the coming months and years we will see:

- + A true promotion of both sport and physical activity for all;
- + Effective implementation of the plan across sectors;
- + Sustainable financial commitment from the Government to see the plan to fruition; and
- + Consistent monitoring and evaluation with regards to implementation of the plan and achieving the specified strategic priorities, missions and targets as measured by the 5 key outcomes: physical health; mental health; personal development; strengthening our communities; and growing the economy.

AHKA looks forward to assigning the grade for Strategies and Investments in the next Report Card with the hope that there is substantial improvement.

That said, more transparent data reporting on changes in behaviour (i.e., increased activity levels) and engagement with community sport beyond the program (i.e., number of kids registering to participate) would be welcomed. The Sporting Schools program needs to ensure that it complements existing school physical education and physical activity practices rather than act as a substitute. It is also important that the activities offered continue to appeal to a diverse audience (with regards to competencies and motivations) and they contribute to children and young people meeting both components of the physical activity guidelines (i.e., MVPA and muscle and bone strengthening activities).

- + Most Education departments at the Federal and State/Territory (6 out of 8) level do have mandated physical activity policies that are typically consistent with one another. However, it has been identified that these policies are not usually consistent with expert recommendations about the length of time that should be spent being active and the qualifications of individuals delivering physical activity. They also lack clear directives as to how schools should be held accountable via implementation monitoring.¹⁷⁶
- + A number of states/territories have active 'sporting voucher' programs available to families to help subsidise costs associated with sport participation. While these programs may provide greater accessibility to sport (especially for those most disadvantaged) their ability to improve rates of sustained participation still needs to be evaluated. It is, however positive to see that program evaluations have been initiated in some states/territories through partnerships with academic institutions.¹⁷⁷ The results of these evaluations should be acted upon quickly to ensure that investment is apportioned to programs, initiatives and campaign that deliver maximum impact on overall levels of physical activity.
- + After the release of the 2016 Report Card which asked — Physical Literacy: Do Our Kids Have All the Tools?²⁵ AHKA supported the launch of the Sport Australia (formerly the Australian Sports Commission) Physical Literacy Definition and Standard.^{82, 178} It is important that the Standard be implemented across sectors in the way that it was intended to encourage participation in physical activity for all across the lifespan.
- + Similar to all previous report cards, there continues to be outstanding commitment from non-government organisations, such as the National Heart Foundation of Australia, the Australian Cancer Council, Nature Play, Bluearth Foundation, Physical Activity Foundation, and the Confederation of Australian Sport, to improve the health of all Australians.

HOW CAN WE IMPROVE THE GRADE?

- + The strategies committed to and investments made by government (at all levels) need to be grounded in the best available evidence and need to be implemented in a sustainable way in order to outlast short-term election cycles and to deliver real changes in participation.¹⁷⁹
- + Transparent and rigorous evaluation is needed across all levels and sectors of government. Additionally, mechanisms to hold government more accountable for the investments they make should be established. Underpinning this must be a robust and independent evaluation process.

Australian children can receive the best start in life by getting active in ways that support their development and set them up for a lifetime of activity and good health. This includes play as a form of physical activity...

WHAT DO WE NEED TO KNOW?

- + We need to know how best to initiate and maintain connections between government, researchers and stakeholders. This will result in the formulation of the most relevant and pertinent questions to be answered and the acquisition of evidence where it is lacking most. Ultimately this should lead to more informed decisions around strategic commitments and investment.
- + How to embed rigorous evaluation and transparent reporting at federal, state/territory and local government level about how much is being committed to physical activity-related infrastructure, initiatives, programs and promotion and the impact of these investments.

WHAT DO WE NEED TO DO?

Given the complexity of this indicator there is no proposed standardised method or recommendation for how data should be operationalised for objective and/or self/parent/proxy-report measures.

WHAT THE YAC HAS TO SAY

Government ads such as girls make your move have a severe impact on kids around Australia. Kids are always watching TV or on their iPads so if they see an ad from the government about getting outside and being active it is likely to have an impact on what they do after school or when they are sitting around doing nothing. There could definitely be more encouragement from the government on kids being active for both genders not just females — Renee, 17, New South Wales.

The government impacts kids physical activity with not a huge amount of promotion. If there were adverts on the television or school trips about physical activity then that would increase the notice of parents then kids — Amy, 13, South Australia.

BEYOND THE GRADE

Authored by;
Sport Australia

Let's Move it Australia

Australians are known for their love of sport. We have an extraordinary passion for it and our competitive nature is renowned around the world. Lately, we have become spectators instead of participants – and it's not healthy. With 1 in 3 children overweight, the time for change is now.

Sport 2030 is a plan to make Australia the world's most active, healthy sporting nation. The Australian Government is committed to reducing inactivity among Australians by 15% by 2030.

Sport Australia, through its 'Move it Aus' campaign encourages all Australians to find 30 minutes of heart rate raising activity, every day.

A focus on developing physical literacy through our daily activities is the vehicle for providing positive health benefits through movement for all Australians. Physical literacy is the foundation of movement for life. Put simply, it is the skills, confidence and motivation to move for life. It is never too early to start moving, which is why Sport Australia's national commitment to increasing physical literacy places a strong emphasis on early childhood and on creating holistic school environments for children to thrive through sport and physical activity to help solve our inactivity crisis.

Australian children can receive the best start in life by getting active in ways that support their development and set them up for a lifetime of activity and good health. This includes play as a form of physical activity.

The Australian Government recognises that health, sport and education are vital to the future of our children and the first years of a child's life are critical to their healthy development.

Sport Australia will ensure every individual has the ability to reap the benefits of an active lifestyle or aspire to the pinnacle of their sport. Australia's future sporting success will be measured by more than numbers on a scoreboard, it will be reflected in our nation's health, education, social and economic outcomes.

Sport Australia's campaign 'Move it Aus' is all about finding practical ways in which anyone can work half an hour of activity into their day. There are simple solutions, like walking the extra block to work, taking the stairs instead of the elevator, and getting the whole family to be active together.

In the first six weeks, Sport Australia's 'Move it Aus' campaign has had over 2.8 million video views on social media. We have connected with the community, with almost half (45%) of those who have seen our campaign wanting to see and learn more.

We have created a new organisational brand that resonates and connects in our communities. Already awareness of Sport Australia is at 12%, almost half that of the Australian Sports Commission (29%).

Sport Australia has committed \$29.7 million in local community sport infrastructure, \$28 million in participation grants, \$200 million for Sporting Schools and \$22.9 million in grants targeting older Australians. These grant programs reflect the strong commitment by the Australian Government to increasing Australians' physical literacy across all life stages.

Let's start moving Australia, at every stage of life. Because if we don't move it, we'll lose it. #MoveItAus #FindYour30

Lately, we have become spectators instead of participants – and it's not healthy...

Image supplied by Sport Australia and was sourced from their Sporting Schools program.

Physical literacy is the foundation
of movement for life...



PHYSICAL FITNESS

2014
INC

2016
C

2018
D+

Comparison of the current levels of aerobic and muscular fitness of Australian children and young people against norm-referenced international standards.^{180, 181}

Confidence Rating



RATIONALE

New state/territory data³⁷ were available for this year's Report Card which allowed muscular fitness, in addition to aerobic fitness, to be included in the Physical Fitness metric. Relative to their international peers (comparing 20 m shuttle run and standing long [broad] jump scores), the available data demonstrate that there has been a decline in physical fitness since the 2016 Report Card. This has resulted in a lower grade being assigned in 2018.

KEY FINDINGS

State / Territory

Objectively measured data show Australian children and young people aged 9–15 years typically fall within the 35th percentile (95% confidence interval: 29 to 41) for both aerobic and muscular fitness.³⁷ This is relative to international sex- and age-specific 20 m shuttle run norms (from 1,142,026 children and young people from 50 countries)¹⁸⁰ and European standing long (broad) jump norms (from 464,900 children and young people from 29 countries).¹⁸¹

HOW CAN WE IMPROVE THE GRADE?

- + For real improvement in aerobic fitness, in addition to getting the recommended 60 minutes of MVPA every day, children and young people need to participate in prolonged or repeated bouts of vigorous physical activity (e.g., endurance running, cycling or swimming, or High Intensity Interval Training [HIIT]).¹⁸²⁻¹⁸⁴ Practical examples and hints about how this can be achieved needs to be made readily available to children, families, teachers and coaches.
- + Children and young people also need to be engaging in muscle and bone strengthening activities on at least three days every week. However, strategies are needed to overcome perceived barriers that prevent children and young people participating in these types of activities. Such strategies might include:
 - » Increased promotion and understanding of the benefits of muscle and bone strengthening activity for improved health as well as sports/athletic performance.²⁰
 - » Increased promotion and understanding of the types of movements and activities that develop muscle and bone strength¹⁴² (among children, families, teachers and coaches).
 - » Increased promotion and understanding that it is safe for children to engage in muscle and bone strengthening activities (as safety around e.g. resistance training has at times been questioned). Indeed, muscle and bone strengthening movements and activities are not only safe but also promote better health and wellbeing.^{27, 185}

- » We need to communicate clearly and broadly that the risks for children who resistance train are no greater than those associated with other recreational and sport activities.¹⁸⁶ However, the provision of qualified instruction in a safe training environment and sensibly designed programs based on weight training skill competency are advised.
- » Children's resistance training programs should extend beyond increasing muscular strength alone and also aim to improve movement and resistance training competency skills. Potential additional benefits of training programs would include the fostering of new social networks, and the promotion of healthy eating and lifestyle behaviours.¹⁸⁷
- » Greater access to evidence-based training tools for children and families to assist with technique and training principles, should be made a priority.¹⁸⁸

WHAT DO WE NEED TO KNOW?

- + As a priority we need to establish criterion-referenced norms related to health outcomes for both aerobic and muscular fitness.
- + We need improved national surveillance to better monitor the number of children and young people who meet the muscle and bone strengthening component of the recommended Physical Activity Guidelines for Children and Young People.¹⁰
- + A better understanding of the types of movements and activities that children and young people are engaging in to develop their muscle and bone strength.
- + To assist with the prescription of muscle and bone strengthening activities for children and young people, we need to better explore the duration and intensity required for real health benefits, and this information needs to be described in the recommended Physical Activity Guidelines.

WHAT DO WE NEED TO DO?

To ensure that both components of the recommended Physical Activity Guidelines are met (i.e., 60 minutes MVPA daily and engage in muscle and bone strengthening activities on at least 3 days each week)¹⁰ it is important that standardised, well-defined objective measures, for both aerobic and muscular fitness, are considered. The recommendations from AHKA are shown in Table 10.

WHAT THE YAC HAS TO SAY

I train for triathlons, so the muscle and bone strengthening activity that I enjoy is running. I am currently in my off season and I am running about 4 times a week in addition to swimming 2-3 times, however when I am closer to race season I aim for at least 3 sessions of running as well as 3 sessions of swimming and 3 sessions of cycling — Ella, 17, Tasmania.

I do soccer in winter (3-4 x a week) and I love skiing (I've been down to the snow 5 times this season), basketball all year round (2x a week), in summer I do cricket (2x a week) athletics (1x a week), nippers (2x a week) Oztag (1x a week). I also go swim training all year round — Lachlan, 8, New South Wales.

Table 10

Recommended objective methods and how to operationalise the data for Physical Fitness.

Method Type	Method / Question	Age group	How to Operationalise
Objective	20 m shuttle run or 'beep test' of aerobic fitness be administered by trained personnel using the Australian Sports Commission ¹⁸⁹ protocol. ¹⁹⁰⁻¹⁹²	9–17yrs	<p>Until criterion-referenced standards linked with a 'healthy' level of aerobic fitness in Australians are established (as in Europe and North and South America and the US¹⁹³), the metric used to assess the aerobic fitness levels of Australian children and young people should be:</p> <p>Comparison of the current levels of aerobic fitness of Australian children and young people against norm-referenced international standards.¹⁸⁰</p>
Objective	Standing broad jump test of muscular fitness (explosive muscular strength) be administered by trained personnel using the Pyke ¹⁹⁴ protocol. ^{190, 191}	9–17yrs	<p>Until criterion-referenced standards linked with a 'healthy' level of muscular fitness in Australians are established, the metric used to assess the muscular fitness levels of Australian children and young people should be:</p> <p>Comparison of the current levels of muscular fitness of Australian children and young people against European Standing Broad Jump norms.¹⁸¹</p>

Note, yrs = years.

BEYOND THE GRADE

Authored by;

Dr Jordan J. Smith, Priority Research Centre for Physical Activity and Nutrition, Faculty of Education and Arts, University of Newcastle.

Professor David R. Lubans, Priority Research Centre for Physical Activity and Nutrition, Faculty of Education and Arts, University of Newcastle and RWG member.

The importance of muscular fitness for young people: Time to lift the bar

Although aerobic fitness has long been considered a powerful marker of health, the importance of muscular fitness to the health and wellbeing of young people has only recently been realised. A recent systematic review of more than 100 studies among school-aged youth, found that higher levels of muscular fitness are associated with reduced body fat, enhanced bone health, decreased cardiovascular and metabolic risk, and higher self-esteem²⁰. For these reasons, international and national physical activity guidelines specifically recommend children and adolescents (aged 5–17 years) participate in muscle and bone-strengthening activities (e.g., resistance training) on at least three days each week. There are currently no nationally representative data indicating how many Australian youth satisfy this recommendation. However, only 10% of Australian adults engage in sufficient muscle and bone-strengthening activity,¹⁹⁵ and emerging evidence suggests muscular fitness among young Australians is declining. For example, a recent study of over 7,000 NSW school-children found there has been a marked decline in lower body strength over the last 30 years¹¹. These data suggest the current generation of Aussie youngsters are not participating in enough activity to keep their muscles strong.

How can young people improve their muscular fitness?

Muscles adapt and become stronger in response to weight-bearing or 'resistance-based' physical activities. Resistance training is a mode of exercise that involves the progressive use of a variety of resistive loads and training techniques in order to improve muscular strength and endurance. Although the common stereotype involves the use of free weights or machines in a gym, resistance training can be performed using a wide variety of activities and equipment, and in a range of different settings (e.g., at home, school, or the local park). While there have historically been fears that such activities might be unsafe for growing children, decades of research has now debunked these claims. For example, there is no scientific evidence showing that participation in a supervised resistance training program will stunt the growth of children or damage developing growth plates.²⁸ In addition, reviews of the research evidence have shown that resistance training is effective at improving muscular fitness, enhancing sports performance and reducing the risk of sports-related injuries²⁸. Despite being both effective and recommended, there are a number of barriers that prevent many young people from participating in resistance training. These barriers include a lack of access to facilities and equipment, negative parent and teacher attitudes, a lack of knowledge and confidence, and a lack of competence in the foundational movements that form the basis for most resistance training exercises. For example, a recent study conducted with Australian secondary school students,⁵⁷ found the prevalence of 'competence' in six core resistance training skills was quite low (see Figure 8).

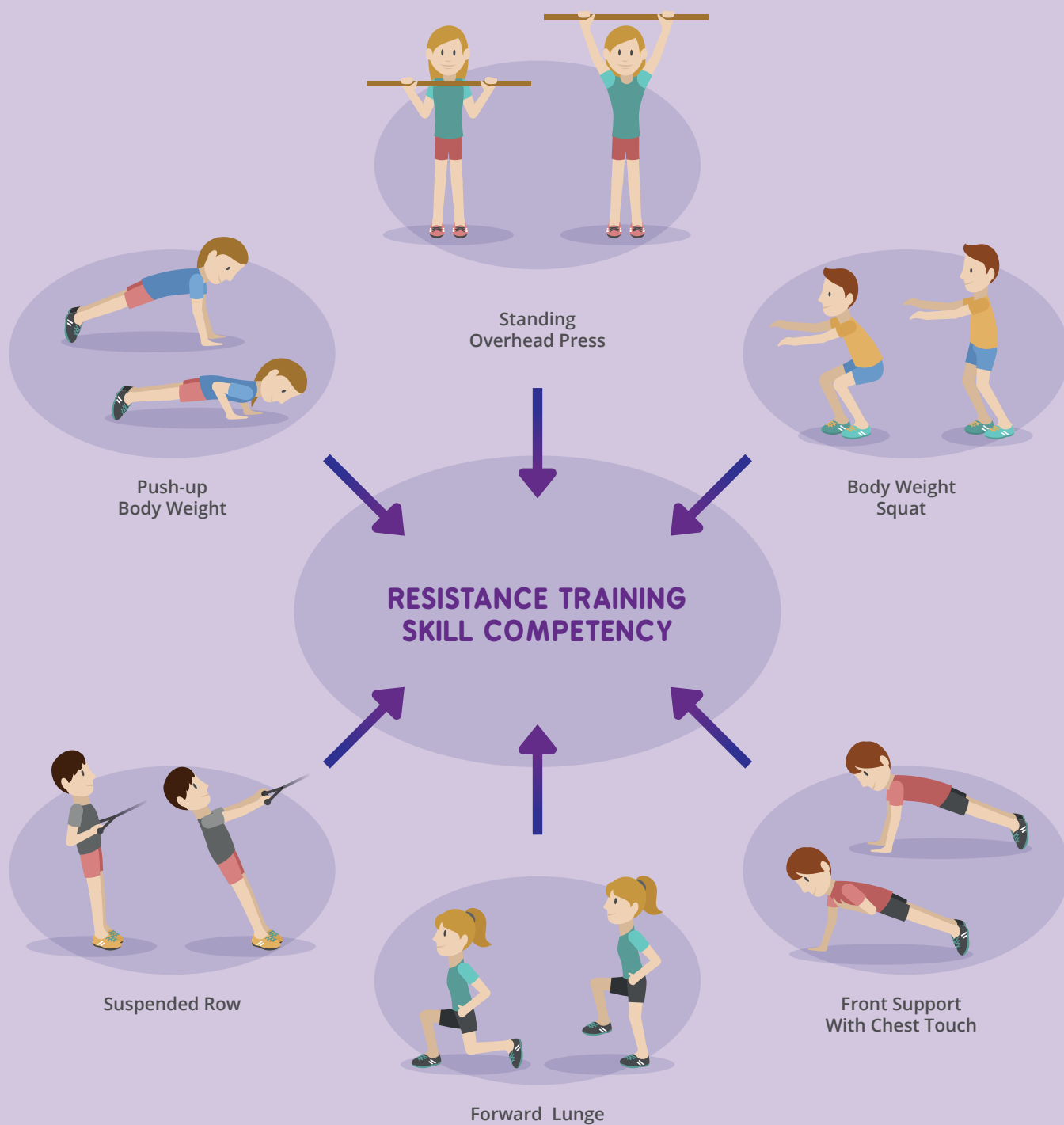
The 'Resistance Training for Teens' program

Although some adolescents will attend a gym to train, promoting resistance training to a wider youth audience likely requires that we 'bring the gym to the teens'. 'Resistance Training for Teens' represents a partnership between the NSW Department of Education and the University of Newcastle, that aimed to develop and disseminate a school-based program designed to introduce adolescents to resistance training. The program promoted the use of resistance bands and bodyweight exercises within the school setting, utilising a variety of enjoyable activities delivered by teachers either in class or during weekly school sport periods. The research team found that students improved their upper body muscular fitness, resistance training skill competency and self-efficacy for resistance training¹⁸⁸. This study demonstrated: (i) that teachers can be trained to safely deliver a simple resistance training program, requiring minimal equipment, instruction or support, and (ii) that students can gain meaningful physical and psychological benefits from resistance training without having to step foot in a gym.

A recent systematic review of more than 100 studies among school-aged youth, found that higher levels of muscular fitness are associated with reduced body fat, enhanced bone health, decreased cardiovascular and metabolic risk, and higher self-esteem...

Figure 8.

Visual representation of the core resistance training skills that children and young people should become competent in.⁵⁷



MOVEMENT SKILLS

2014
INC

2016
D

2018
D+

Proportion of Australian children and young people in Grade 6*, with mastery in locomotor[#] and object-control[^] ability (boys and girls examined separately).

Confidence Rating



RATIONALE

New State data were available for this year's Report Card.³⁷ While much improvement is still required in relation to movement skills mastery (for both boys and girls) the new data show a greater number of boys and girls, relative to the 2016 Report Card, demonstrating mastery for locomotor and object-control skills.

KEY FINDINGS

State/Territory

- + Objectively measured (via reliable and valid movement skills competency assessment¹⁹⁶) data show girls in Grade 6, typically, demonstrate low levels of mastery for both locomotor (proportion of girls showing mastery — run: 30%; vertical jump: 33%; side gallop: 71%; leap: 31%) and object-control (proportion of girls showing mastery — kick: 13%; over-arm throw: 14%; catch: 49%) skills.³⁷
- + Objectively measured (via reliable and valid movement skills competency assessment¹⁹⁶) data show boys in Grade 6, typically demonstrate low levels of mastery for locomotor skills (proportion of boys showing mastery — run: 32%; vertical jump: 32%; side gallop: 68%; leap: 13%) but show marginally better levels of mastery for object-control skills (proportion of boys showing mastery — kick: 50%; over-arm throw: 53%; catch: 59%).³⁷
- + While the grade that has been assigned was based upon the competency of boys and girls in Grade 6, similar levels of mastery are also observed among boys and girls in Grades 8 and 10, showing that mastery is not being achieved as children become older:
 - » 29–81% of girls and 13–79% of boys (for the various skills) demonstrate mastery for locomotor skills;³⁷ and
 - » 16–49% of girls and 48–64% of boys (for the various skills) demonstrate mastery for object-control skills.³⁷

Supplementary

- + Objectively measured (via a reliable and valid resistance training skills battery¹⁹⁷) data show girls and boys in Grade 9 have poor competency in foundational resistance training movement skills (for girls — Squat: 18%; Lunge: 32%; Push-up: 18%; Overhead press: 21%; Suspended row: 3%; Front support with chest touches: 3%; and for boys — Squat: 8%; Lunge: 22%; Push-up: 37%; Overhead press: 12%; Suspended row: 6%; Front support with chest touches: 4%).⁵⁷

HOW CAN WE IMPROVE THE GRADE?

- + While overall both girls and boys demonstrate poor competency in movement skills there is a substantial gap between girls and boys when we consider competency in object-control skills with boys outperforming girls^{37, 198}. These gaps need to be addressed in school, home and sporting environments such that specific programs address the deficits and specific sub-skill components.¹⁹⁸
- + We need to consider and work to develop a broader range of culturally appropriate foundational movement skills for children and young people in Australia (e.g., swimming, cycling, body weight resistance training)¹⁹⁹ such that lifelong participation in physical activity is attainable.
- + As the data show, becoming older does not necessarily mean that the ability to execute specific movement skills will improve — this type of development needs to be nurtured from an early age. Ensuring that the development of movement skills (both traditional fundamental and broader foundational movement skills) is embedded within everyday experiences at an early age must be paramount in order to encourage and enable continued physical activity participation.²⁰⁰

WHAT DO WE NEED TO KNOW?

- + The prevalence of movement skills competency at a national scale must be investigated. This is important for both traditional fundamental and broader foundational movement skills. Also needed is a greater understanding as to what foundational skills are most appropriate at different stages of development.
- + More data that evaluate the movement skill competency of children and young people are needed with regards to the process (i.e., the technique or quality of movement, for example arm position at release of a ball when throwing) and the product (i.e., outcome of the movement, for example whether the ball hit the target).
- + Greater understanding is needed about links between perceived and actual movement skill competence and physical activity participation.²⁰¹

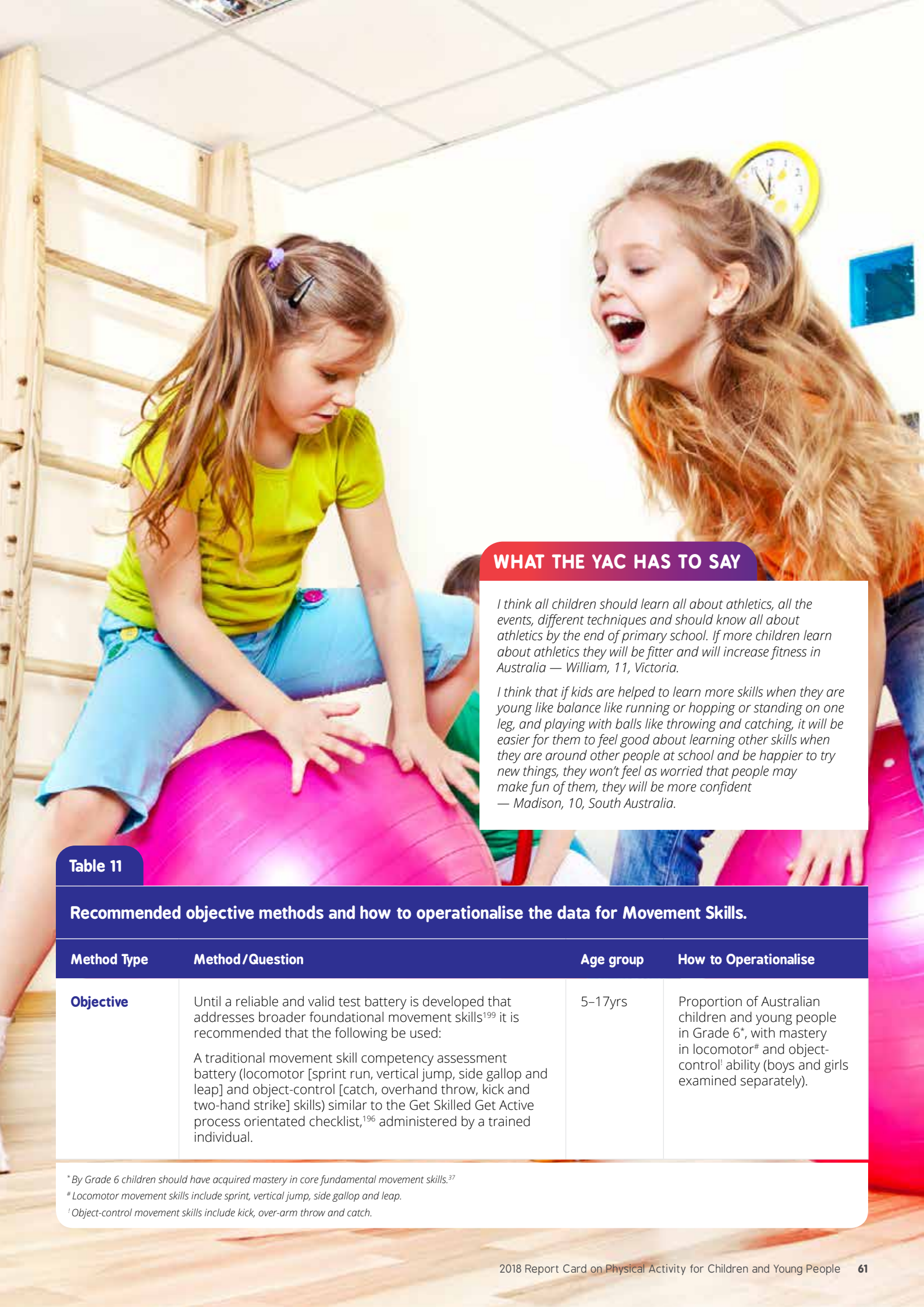
WHAT DO WE NEED TO DO?

In order to assess the movement skill competency of Australian children and young people it is important that standardised objective measures and how to operationalise the data be considered. The recommendations from AHKA are shown in Table 11.

* By Grade 6 children should have acquired mastery in core fundamental movement skills.³⁷

[#] Locomotor movement skills include sprint, vertical jump, side gallop and leap.

[^] Object-control movement skills include kick, over-arm throw and catch.



WHAT THE YAC HAS TO SAY

I think all children should learn all about athletics, all the events, different techniques and should know all about athletics by the end of primary school. If more children learn about athletics they will be fitter and will increase fitness in Australia — William, 11, Victoria.

I think that if kids are helped to learn more skills when they are young like balance like running or hopping or standing on one leg, and playing with balls like throwing and catching, it will be easier for them to feel good about learning other skills when they are around other people at school and be happier to try new things, they won't feel as worried that people may make fun of them, they will be more confident — Madison, 10, South Australia.

Table 11

Recommended objective methods and how to operationalise the data for Movement Skills.

Method Type	Method /Question	Age group	How to Operationalise
Objective	<p>Until a reliable and valid test battery is developed that addresses broader foundational movement skills¹⁹⁹ it is recommended that the following be used:</p> <p>A traditional movement skill competency assessment battery (locomotor [sprint run, vertical jump, side gallop and leap] and object-control [catch, overhand throw, kick and two-hand strike] skills) similar to the Get Skilled Get Active process orientated checklist,¹⁹⁶ administered by a trained individual.</p>	5–17yrs	Proportion of Australian children and young people in Grade 6*, with mastery in locomotor [#] and object-control [†] ability (boys and girls examined separately).

* By Grade 6 children should have acquired mastery in core fundamental movement skills.³⁷

[#] Locomotor movement skills include sprint, vertical jump, side gallop and leap.

[†] Object-control movement skills include kick, over-arm throw and catch.

BEYOND THE GRADE

Authored by;

Associate Professor Lisa Barnett, Faculty of Health,
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Dr Ryan Hulteen, Postdoctoral Research Associate, Institute
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Let's ensure all Australian kids master all the skills they need to be active and self-confident

Fundamental movement skill mastery is important for health benefits,²⁰² yet the report grade for this year highlights again that Australia could do better. When we think of fundamental movement skills we tend to think of traditional examples like catching, running and jumping. We also commonly think of these skills in relation to sport. Yet if we want to get the population physically active, we need to consider skills that will have relevance across the lifespan. Childhood is important for developing a wide array of skills, but we need to be conscious of the skills that give adults the best chance of being active. This means we might consider a broader range of activities, such as bike riding, swimming and resistance training; three activities popular with Australian adults. The skills we need for these activities, could be considered as **foundational skills** (see Figure 9), i.e. providing a foundation for physical activity.¹⁹⁹ For instance, if we have some cycling ability we might decide to try riding on a rail trail (shared use paths recycled from railway corridors, <https://www.railtrails.org.au/what-are-rail-trails/introduction>).

When we look internationally, whilst some activities are common in many countries (i.e. walking) other popular activities differ according to the cultural setting.²⁰³ Going to an aerobics class may not be popular in a developing country, but bike riding as a form of transport might.²⁰³ Australia is a multicultural and diverse country so we need to be mindful of what sort of activities are of interest and appropriate to the populations we work with. In doing so, we can promote and develop the skills needed for these activities.

It is not just skill level that is important to consider. How children feel about their skill level is also important.²⁰⁴ Perception of your physical self is an important motivator to get involved and try new things.²⁰⁵ If you think you **can**, then you are more likely to give an activity a **go**. On the other hand, if you don't think you are very good at something it can be hard to try it for the first time, or to continue.

If a young child believes they have tried a skill or activity they think they are better at it.²⁰⁶ Also, there is emerging longitudinal evidence that more physically active preschool children have higher actual and perceived movement skill at 5 years old.²⁰⁷ So encouraging children to try a lot of different skills by exposing them to many diverse active experiences is very important.

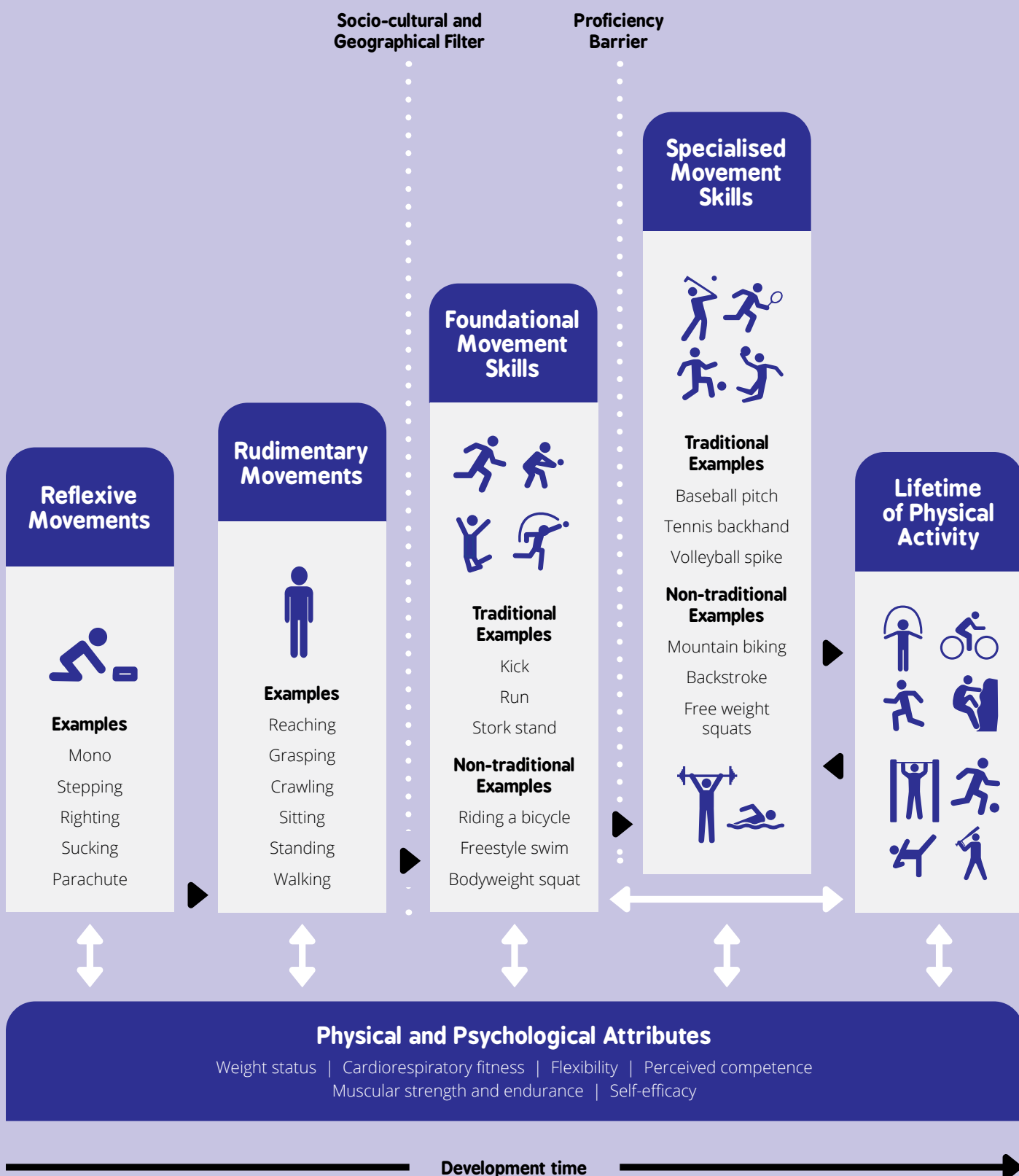
Young children tend to have inflated ideas of their own skill ability. As we age we understand that perhaps we are not quite as good as we once thought. Nevertheless, there are groups of children who perceive themselves as less skilled. Girls tend to see themselves as less competent in object control skills compared to boys, and this difference is apparent in Australian children as young as 4 years old.²⁰⁶ And in fact, systematic review evidence shows that girls do tend to be poorer at object control skills,²⁰⁸ and the Australian results for this year clearly show this. Young girls should be able to perform these skills. So we all (teachers, coaches, parents) need to think carefully about the gender messages we are giving young girls and boys in terms of the opportunities to be active, the clothes we require children to wear whilst being physically active and the role-modelling we are providing.

**Childhood is important for
developing a wide array of skills, but
we need to be conscious of the skills
that give adults the best chance of
being active...**

Figure 9.

Development of foundational movement skills for physical activity across the lifespan. Black arrows indicate previously hypothesised pathways; white arrows and dotted boxes indicate newly hypothesized pathways/ components unique to this conceptual model.¹⁹⁹

Note, This figure has been replicated (with permission) from an article published in Sports Medicine.¹⁹⁹







SHOWCASE PAGES

The following 'Showcase Pages' highlight practical, real-life examples of efforts being made at the national, state and territory level, to facilitate and promote physical activity. Details of where to find more information are also included.

With the theme of this year's Report Card focusing on 'Muscular Fitness' and the need for a 'Jump Start' the pages have been developed to showcase current, innovative and inclusive programs, policies, campaigns or initiatives that promote and facilitate ways in which all children and young people can meet the recommended physical activity guidelines — both MVPA and muscle and bone strengthening components.

In an effort to engage Government in the development and communication of the 2018 Report Card, AHKA invited the Ministers for Health, Sport and Education in each State and Territory and at the Federal level, to coordinate a 'Showcase Page' for their specific jurisdiction. We were delighted that most Ministers expressed enthusiasm to participate in this process and agreed to coordinate and provide content for our Showcase Pages.

In relation to this, AHKA encourages Australians to engage with the initiatives showcased in their region as they provide ways in which all Australian children and young people can incorporate more physical activity into their lives daily...

For future Report Cards, AHKA is interested in hearing from individuals, organisations, government representatives, communities etc. involved in the development and implementation of programs, initiatives or policy at state, territory or federal level that could be featured in future 'Showcase Pages'. For more information please contact us via email AHAK@activehealthykidsaustralia.com.au.





Active Healthy Kids Australia would like to acknowledge the Office of the Minister for Health, the Hon. Greg Hunt MP; and the Office of the Deputy Leader of the Nationals, Minister for Regional Services, Sport, Local Government and Decentralisation, Senator the Hon. Bridget McKenzie for initiating the coordination of this Showcase Page.



GIRLS MAKE YOUR MOVE CAMPAIGN

Author: Australian Government
Department of Health.

The Girls Make Your Move campaign was launched by the Australian Government in 2016 to raise awareness of the benefits of physical activity among young women aged 12-21 years. The campaign has run two subsequent phases of activity in 2017 and 2018 which have continued to work to encourage and support young women to be more active and to find an activity they enjoy, whether it be recreation, sport or other physical activity. Since the second phase of activity the campaign has reached 83% of girls aged 12-19 and of those who saw the campaign 23% indicated they had done more physical activity or sport due to seeing the campaign (347,000 girls). The campaign also engages with young women across the campaign's Facebook and Instagram accounts (@GirlsMakeYourMove) to share relevant events, promotions and offers in an effort to increase participation and interest in new physical activities and sports.

Contact:

Department of Health (02) 6289 1555

Website: www.girlsmove.gov.au



SPORT 2030

Author: Australian Government
Department of Health.

The Australian Government has launched Sport 2030, Australia's first national sport plan. Sport 2030 has a clear and bold vision for sport and physical activity in Australia — to ensure we are the world's most active and healthy sporting nation, known for our integrity and sporting success.

Sport 2030 has four key priority areas which will, when fully implemented, create a platform for sporting success through to 2030 and beyond. The priorities of Sport 2030 are:

- + Build a more active Australia;
- + Achieving sporting excellence;
- + Safeguarding the integrity of sport; and
- + Strengthening Australia's sport industry.

Within the priority of Building a more active Australia, there is a strong focus on children's physical activity and embedding a love of movement for life. The key initiatives focussed on children include:

- + Development of an early childhood activity strategy;
- + Promote financial incentives for families to assist with the cost of participation;
- + Work with sport and physical activity providers to decrease the cost of participation in sport and recreation;
- + Promoting the concept of physical literacy within schools; and
- + Investigating the feasibility of a physical activity monitoring and reporting system for children in schools.

Contact:

Department of Health (02) 6289 1555

Website: www.ausport.gov.au



SPORTING SCHOOLS

Author: Sport Australia

Sporting Schools is a \$200 million Australian Government initiative to increase children's participation in sport. Our vision is to inspire school communities to be more active and ensure every child can run, catch, kick, throw and swim.

Since starting in 2015, over 6,948 schools have received funding. Resulting in over 4,311,710 participants getting active, engaged and having fun, while sampling a variety of different sports. The program is completely free and underpinned by the quality assurance of 33 national sporting organisations endorsed sporting products.

Aligned with the Australian Government's National Sport Plan Sport 2030, Sporting Schools is evolving from delivering, to creating sporting schools. Its enormous footprint to lead the national movement for greater physical activity in all schools.

We are developing future physically literate Australians, moving from one class playing sport to creating active whole school communities.

Leveraging stakeholder relationships, we can inspire schools to make a commitment to physical literacy and through partnerships, support them to practically deliver on that commitment.

Let's Move It Aus to create great sporting schools!

Contact:

Sport Australia on 02 6214 1777

Website: www.sportingschools.gov.au

AUSTRALIAN CAPITAL TERRITORY



Active Healthy Kids Australia would like to acknowledge the Offices of the Minister for Health and Wellbeing, Minister for Transport and City Services, Minister for Higher Education, Training and Research, the Hon. Meegan Fitzharris MP; and the Offices of the Minister for Sport and Recreation, Minister for Education and Early Childhood Development, the Hon. Yvette Berry MLA, for initiating the coordination of this Showcase Page.



RIDE OR WALK TO SCHOOL

Author: Tamara West, Ride or Walk to School Project Manager, Health Improvement Branch, ACT Health.

Co-Author /s: Lynn Spratt, Ride or Walk to School Project Officer, Health Improvement Branch, ACT Health.

The Ride or Walk to School (RWTS) program was launched by ACT Health in 2012. RWTS aims to build the capacity of primary schools to support and encourage students to use active travel to get to and from school.

The program was designed in consultation with the ACT Children and Young People's Commissioner and with input from over 550 students and a range of stakeholders.

RWTS strategies include: accredited teacher professional learning and student resources; provision of bikes and helmets; safe route maps; BMX workshops to increase confidence and skills; and support to participate in four annual active travel events.

A recent evaluation of the RWTS program found that it has been successful in increasing the rates of active travel amongst primary school students participating in the program. The evaluation found that children attending a participating school were more likely to use active travel as their usual mode of travel, with 51% of participating school students using active travel as their usual mode of transport compared to 30% in non-participating schools.

In 2016, the program was expanded to include high schools. There are currently 81 ACT schools participating in the program.

Contact: tamara.west@act.gov.au

Website: www.goodhabitsforlife.act.gov.au/ride-or-walk-to-school/rwts-home



NATURE PLAY CBR

Author: Rebecca Kelley, A/g Director Sport and Recreation, Chief Minister, Treasury and Economic Development Directorate, ACT Government.

Nature Play CBR is an initiative developed to reconnect children to unstructured play outdoors and in nature. It works to elevate the value of nature play in the minds of families, educators and community organisations through advocacy and facilitating opportunities for the Canberra community to discover the benefits of nature play first-hand.

Nature Play CBR was launched by Sport and Recreation in 2016 and is supported by a website and social media presence as a central information hub. It provides free resources, professional development opportunities as well as connecting ACT children and their families to natural play spaces, creative play ideas and community events.

In 2017 Nature Play CBR supported the delivery of Australia's first Outdoor Classroom Day campaign. Over 80 Canberra schools and early learning centres took their lessons outside to celebrate outdoor learning and play. The outdoor lessons provided a positive vehicle to demonstrate that schools can look beyond physical education and teach academic content outdoors to increase physical activity and reduce sedentary behaviours.

Contact: natureplaycbr@act.gov.au

Website: www.natureplaycbr.org.au

IT'S YOUR MOVE

Author: Emma Nikolic, It's Your Move Project Manager, Health Improvement Branch, ACT Health.

It's Your Move (IYM) takes an innovative approach to embedding student health leadership into ACT high schools. Developed and implemented by ACT Health in partnership with the Education Directorate, IYM enables students to develop and implement preventive health projects using systems thinking, design thinking and project management.

IYM commenced in 2012 as a research pilot and was implemented as an extra-curricular program until 2015. Based on teacher feedback, in 2016 IYM was embedded into the high school system by creating an elective subject called Entrepreneurs: IYM.

The nature of IYM means that the projects developed by schools are unique to the needs of their communities. The range of projects to emerge in recent years has included initiatives to increase physical activity. One high school has custom built a station where students can lock up and charge their laptops during lunch time. This allows the students to participate in an organised sport or exercise during their breaks to reduce screen time and increase physical activity. In another school, technology has been used to encourage physical activity by gamifying and rewarding active travel.

The student-led, project-based nature of IYM is critical in ensuring that young people are empowered to make changes to their school environment on their own terms.

Contact: itsyourmove@act.gov.au

Website: www.health.act.gov.au/itsyourmove

NEW SOUTH WALES



Active Healthy Kids Australia would like to acknowledge the Office of the Minister for Education, the Hon. Robert Gordon Stokes MP; the Offices of the Minister for Health, Minister for Medical Research, the Hon. Bradley Ronald Hazzard MP; and the Offices of the Minister for Western Sydney, Minister for West Connex, and Minister for Sport, the Hon. Stuart Laurence Ayres MP, for initiating the coordination of this Showcase Page.



MUNCH & MOVE

Author: Lara Hernandez, A/ Munch & Move State Program Manager, NSW Office of Preventive Health.

*Co-Author /s: Amanda Green, A/ State HCI Manager, NSW Office of Preventive Health.
Chris Rissel, Director, NSW Office of Preventive Health.*

Munch & Move is a NSW Health initiative that supports the healthy development of children aged birth to five years attending NSW early childhood education and care (ECEC) services, including preschools, long day care, occasional care and family day care. Munch & Move contributes towards the NSW Premier's Priority target to reduce childhood overweight and obesity by five per cent by 2025.

Since 2008, the Munch & Move program has offered training and resources to ECEC educators to implement a fun, play-based approach to supporting healthy eating and physical activity habits in young children. In addition to receiving a suite of practical resources (e.g. fundamental movement skills teaching lanyard and videos, baby and toddler activity cards, service policy templates and factsheets for families), each service receives ongoing support from their own Munch & Move Support Officer, a health professional from their Local Health District health promotion team.

As of 30 June 2018, 87 per cent (3,376) of centre-based services and 37 per cent (92) of family day care service providers in NSW have participated in the Munch & Move program.

Contact:

lara.hernandez@health.nsw.gov.au

Website: www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx



ACTIVE KIDS

Author: The Hon. Stuart Laurence Ayres MP, Minister for Sport, NSW Office of Sport.

Active Kids is a four-year program launched on the 31st of January 2018. The program contributes to the NSW Premier's Priority in Tackling Childhood Obesity through increasing participation in sport and active recreation. In NSW, 22 per cent of children aged 5-16 years are above a healthy weight and only 26 per cent of children are meeting sufficiently active levels of physical activity.

Cost has been identified as a barrier to participation in sport and active recreation. Active Kids provides eligible school enrolled children with up to \$100 each calendar year to offset the costs of registration, membership or program costs. The program is funded by the NSW Government and managed by the NSW Office of Sport.

Parents apply for a voucher on-line and redeem those vouchers with eligible providers who are then able to be reimbursed through their business account on the Service NSW platform.

Office of Sport has partnered with the University of Sydney to undertake evaluative work including the impact on individual physical activity behaviours, interaction with the sport sector, social wellbeing, self-efficacy, readiness to change and experiences of being engaged in the Active Kids program. This evaluation will inform and shape future government policy.

Since program launch, over 600,000 vouchers have been created.

Contact: phil.hamdorf@sport.nsw.gov.au

Website: sport.nsw.gov.au/sectordevelopment/activekids



iPLAY

Author: Rosemary Davis, Director, Arts, Sports and Initiatives, NSW Department of Education.

*Co-Author /s: Ross Morrison, Leader School Sport Unit, NSW Department of Education.
James Boyer, Sport and Physical Activity Advisor School Sport Unit, NSW Department of Education.*

iPLAY is an evidence-based multicomponent physical activity initiative aimed at improving the quality of school sport and physical education (PE) in NSW Department of Education primary schools. It has been developed in collaboration with the Australian Catholic University, University of Newcastle and the department. The components include quality PE and school sport, classroom energiser breaks, physically active homework, active playgrounds, community links, and parent and caregiver engagement.

School-identified "iPLAY Leaders" work alongside a program mentor to lead teachers through an online professional development course, set goals and provide feedback on practice. A pilot implementation study found that students significantly increased their moderate-to-vigorous physical activity as a result of iPLAY, without increasing the time allocated to PE and school sport. Students were also significantly more active after school and on weekends, meaning they were less likely to engage in sedentary recreational activities.

The iPLAY program has been running since 2016, and is currently in 94 schools throughout NSW (as of August 2018), reaching over 750 teachers and more than 20,000 students. iPLAY resources have been downloaded over 9,400 times and 94% of teachers are implementing at least one classroom energiser break per day.

Contact: admin@iplay.org.au

Website: iplay.org.au

NORTHERN TERRITORY



Active Healthy Kids Australia would like to acknowledge the Offices of the Attorney-General and Minister for Justice, Minister for Health, the Hon. Natasha Fyles MP; and the Offices of the Minister for Education, Minister for Workforce Training, the Hon. Selena Uibo MP, for initiating the coordination of this Showcase Page.



MOV3 PROGRAM

Author: Adam Barnes, Senior Policy Officer, Department of Health, Northern Territory.

Co-Author /s: Fiona Campbell, Teaching and Learning Officer, Department of Education, Northern Territory.

Triathlon NT, International Performance Systems (IPS) and the Northern Territory Institute of Sport (NTIS) deliver a FREE Community Sport Skills Program. This program is based on the Australian Sports Commission's Physical Literacy Framework, and is the only program of this type running in the Northern Territory. The FREE Community Sports Skills program is split into two streams, the MOV3 Program and the Academy Program.

MOV3 Program

This program is designed to help families become physically active through learning important fundamental movement skills in a friendly fun family environment.

Academy Program

This program is designed for kids 12+ wanting more from their training. The sessions are designed to take sport development to the next level in both technique of the fundamental movement patterns but also to challenge kids emotionally and intellectually.

A once off \$10 Triathlon NT membership is required to participate in these sessions. Camp costs are in addition to this.

Contact: info@mov3.com.au

Website: www.active.com/darwin-nt/triathlon/clinics/triathlon-nt-darwin-participation-programs-18-2017



SPORTS VOUCHER SCHEME

Author: Adam Barnes, Senior Policy Officer, Department of Health, Northern Territory.

Co-Author /s: Fiona Campbell, Teaching and Learning Officer, Department of Education, Northern Territory.

The Sport Voucher Scheme (the Scheme) is an initiative of the Northern Territory Government and administered by the Department of Tourism and Culture (the Department) through the Sport and Active Recreation Branch.

The Scheme assists Territory families with the cost of getting involved in sport, active recreation and cultural activities - the Sport Vouchers can be used for the cost of getting involved in approved activities, including expenses such as compulsory sporting uniforms and activity registration and membership fees. The Scheme also includes the Learn to Swim program where parents of toddlers can access vouchers for swimming lessons.

Every child living in the Northern Territory, from preschool to Year 12, who is enrolled in a Northern Territory school, or registered for home-schooling, is eligible to use Sport Vouchers.

In 2017-18, a total of 34 470 urban sports vouchers were redeemed while 10 regional councils and five Aboriginal corporations delivered sport and active recreation initiatives in over 70 remote communities through the Scheme funding.

Contact:

sport.voucherscheme@nt.gov.au

Website: www.nt.gov.au/leisure/sport/sport-voucher-scheme-urban/introduction



NIGHTCLIFF WALK AND WHEEL (TO SCHOOL) PROJECT

Author: Adam Barnes, Senior Policy Officer, Department of Health, Northern Territory.

Co-Author /s: Fiona Campbell, Teaching and Learning Officer, Department of Education, Northern Territory.

Nightcliff and Rapid Creek are relatively small, dense suburbs in Darwin with a cluster of four primary and middle schools. The large number of schools and tendency of parents to drive even short distances to drop off students has created traffic congestion and parking shortages around these schools.

The Nightcliff and Rapid Creek school community includes a group of principals and parents with a strong commitment to road safety and encouraging students to walk and cycle to school. The schools have a vision of behaviour change that is not driven by just traffic engineering solutions, but an emphasis on a community led campaign that focuses on student safety and more holistic urban design and social marketing solutions. This strength of community and vision became the "Walk and Wheel Project".

The main goal of the Walk and Wheel Project was to develop an active travel plan for Nightcliff and Rapid Creek. The vision is to become a connected, liveable and safe community where kids can walk and cycle in safety.

The steering committee held several planning meetings in 2017 and met with key stakeholders to build support for the project. The four schools have implemented initiatives such as Ride2School days, which saw such an increase in cycling that most schools have added extra bike racks.

Contact: walknwheel@gmail.com

Website: www.facebook.com/groups/walkandwheel/



**...‘Showcase Pages’
highlight practical,
real-life examples of
efforts being made
at the national, state
and territory level,
to facilitate and
promote physical
activity...**



Active Healthy Kids Australia would like to acknowledge the Offices of the Minister for Housing and Public Works, Minister for Digital Technology, Minister for Sport, the Hon. Michael de Brenni MP; and the Offices of the Minister for Education, Minister for Industrial Relations, the Hon. Grace Grace MP, for initiating the coordination of this Showcase Page.



QAS4SCHOOLS

Author: Melissa Lord, Performance Services Communication Coordinator, Queensland Academy of Sport, Department of Housing and Public Works.

In partnership with the Department of Education and the Embracing 2018 team, the Queensland Academy of Sport (QAS) delivered on the State Government's exciting initiative, QAS4Schools. The program saw 57 elite athletes travel across the state in an effort to inspire the next generation of sporting superstars in Queensland.

The athletes' presentations covered the importance of healthy eating, the benefits of physical activity and built excitement and anticipation for the Gold Coast 2018 Commonwealth Games.

Travelling as far north as Cairns, as far south as Coolangatta, and as far west as Camooweal, QAS4Schools reached over 80,000 students at 438 schools. However, the program's reach extended far beyond the classroom with QAS4Schools involved with the One Million Stars to End Domestic Violence campaign and presence at the Embracing 2018 Ekka display, the Lady Cilento Children's Hospital Sports Day, Nature Play Passport launches and numerous State School sporting events.

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NATURE PLAY QUEENSLAND

Author: Mr Dom Courtney, Executive Officer, Queensland Outdoor Recreation Federation.

"Mountains of dirt, heaps of fun!" In April 2018, Nature Play Queensland launched its first Mud World Festival for Kids. Over 2,000 children, with supporting adults, laughed, played, slipped and slid in tons of mud. Mud World will descend upon Logan in September, with other locations to follow, giving thousands of kids Mud World bragging rights!

Nature Play Queensland's mission is to work innovatively and collaboratively to make outdoor free play a normal part of childhood again for Queensland children. Unstructured play outdoors ("nature play") is fundamental to a full and healthy childhood.

Nature play develops physical literacy, while enhancing cognitive, social and emotional development, and building resilience and creativity. No wonder kids sleep so well after nature playing.

Nature Play Queensland has developed a position statement series titled, "Nature Play is Everybody's Business", showing why health, infrastructure, education, environment and community organisations should engage with nature play.

Nature Play Queensland organised Queensland's Outdoor Classroom Day 2017. Across Queensland, almost 69,000 children were taken outside to play and learn due to this initiative, which will reoccur annually.

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ADVANCING QUEENSLAND'S PRIORITIES – KEEP QUEENSLANDERS HEALTHY

Author: Queensland Government.

Our Future State: Advancing Queensland's Priorities identifies the Queensland Government's current and future priorities to achieve a more vibrant, safe, healthy and happy Queensland.

Once released in early 2019, the Queensland Sport and Active Recreation Strategy 2019–2029 (the Strategy) will play an important role in achieving the Queensland Government's Future State Priorities, in particular 'Keep Queenslanders healthy' whereby both healthy bodies and healthy minds are key in maintaining a happy and physically active lifestyle.

The Queensland Government has provided significant funding to encourage children and young people to be, and remain, physically active throughout their adolescence and adult life.

The Queensland Government has:

- + made 12,294 payments worth \$3.728 million to young athletes and officials as part of the Young Athletes Travel Subsidy between 1 July 2015 to 30 June 2018; and
- + issued over 240,000 vouchers and provided more than \$28.9 million worth of funding since the first round of the Get Started Vouchers program in 2013.

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SOUTH AUSTRALIA



Active Healthy Kids Australia would like to acknowledge the Offices of the Minister for Recreation, Sport and Racing, Minister for Police, Emergency Services and Correctional Services, the Hon. Corey Wingard MP; and the Office of the Minister for Education, the Hon. John Gardner MP, for initiating the coordination of this Showcase Page.



SPORTS VOUCHERS PROGRAM

**Author: Hon Corey Wingard MP,
Minister for Recreation, Sport and Racing.**

*Co-Author /s: Kylie Taylor, Chief Executive, Office for Recreation, Sport and Racing.
Peter Cornish, Manager, Funding Services, Office for Recreation, Sport and Racing.*

The Sports Vouchers Program is a Government of South Australia initiative that provides every primary school aged child with a discount off sporting club registration or membership fees. The program commenced in 2015 with up to \$50 discount and as of 1 January 2019, this will increase up to \$100 per child per calendar year.

A total of 56,230 vouchers were provided to primary school aged children in the 2017-18 financial year, for a total of more than \$2.8 million. Of this, 41.5% vouchers were for girls and 58.5% were for boys.

This initiative is contributing to more children joining sporting clubs and having a positive impact on children being active in South Australia. Prior to using a Sports Voucher in 2017-18, 43.2% of these children were not a member of the sporting club.

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PREMIER'S BE ACTIVE CHALLENGE

**Author: Hon John Gardner MP,
Minister for Education.**

Co-Author /s: Mark Williams, Manager Premier's Challenges, Department of Education, South Australia.

Each year nearly one third of schools in South Australia register to take part in the Premier's be active Challenge. Over 30,000 students meet the National Physical Activity Guidelines and complete the challenge of being physically active for 60 minutes per day for 4 weeks.

Reception to year 12 students from schools and home schools receive progressive medals (bronze, silver, etc) for each year that they complete the Challenge.

Now in its 12th year, the Challenge has evolved to meet the needs of schools. Commencing at the beginning of term 1 and concluding at the end of term 3, schools determine how and when to conduct the Challenge with their students. Many (25%) choose to extend the Challenge to 10 weeks and are in contention for small grants for achieving excellence.

The Challenge is run by a central education team that provides promotional materials, regular updates, ambassador school visits and a secure and integrated data management system for recording student results.

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SPORT

**Author: Hon John Gardner MP,
Minister for Education.**

Co-Author /s: Mark Williams, Manager Premier's Challenges, Department of Education, South Australia.

A range of sporting programs/competitions are provided for schools that include weekly and/or one off interschool competitions at local level, broader regionally based carnivals and championships, state-wide carnivals and championships and participation in national championships for the more talented students.

Individual schools will also conduct various intraschool sporting events and may also access some community sporting programs.

Most government and a significant number of non-government schools across the state access multiple programs with in excess of 70,000 students participating in one or more programs.

WATER SAFETY

**Author: Hon John Gardner MP,
Minister for Education.**

Co-Author /s: Mark Williams, Manager Premier's Challenges, Department of Education, South Australia.

South Australia has a comprehensive water safety program with students from Reception to Year 12 able to access a program focussed on water safety. There are four elements to the Water Safety program:

- + Swimming based water safety
- + Surf Education (in conjunction with Surf Lifesaving SA)
- + Aquatics water safety (through a range of aquatic activities)
- + Personalised water safety program for students with disabilities

The program is aligned to the National Water Safety framework and learning outcomes within the health and physical education curriculum.



Active Healthy Kids Australia would like to acknowledge the Offices of the Minister for Health, Minister for Police, Fire and Emergency Management, Minister for Science and Technology, Leader of the House, the Hon. Michael Ferguson MP; the Offices of the Minister for Sport and Recreation, Minister for Aboriginal Affairs, Minister for Disability Services and Community Development, Minister for Women, the Hon. Jacquie Petrusma MP; and the Offices of the Deputy Premier, Minister for Education and Training, Minister for Infrastructure, Minister for Advanced Manufacturing and Defense Industries, the Hon. Jeremy Rockliff MP, for initiating the coordination of this Showcase Page.



INCREASING TASMANIAN STUDENTS' INVOLVEMENT IN SPORT, RECREATION AND PHYSICAL ACTIVITY (SPRINTS)

Author: Helen Langenberg, Manager Sport and Recreation, Department of Communities Tasmania.

Co-Author /s: Rebekah Harrison, Physical Activity Officer, Department of Health, Darren Perry, Curriculum Teacher Leader HPE, Department of Education.

Even in a small state like Tasmania it can be difficult to have a unified and coordinated approach to improving physical activity outcomes in the education sector. To combat this SPRINTS was created in 2013 with the aim of working collaboratively to develop a coordinated, state-wide and sustainable approach to increasing and improving opportunities for physical activity, sport and recreation of Tasmania school students in their primary and secondary school experience.

SPRINTS has representation from all three education sectors (Government, Independent and Catholic), State Government representation (Communities, Sport and Recreation and Health), Sport Australia (Australian Sports Commission) and the University of Tasmania.

SPRINTS provides an avenue for information sharing such as the Draft Australian Health Literacy Standard and the Australian 24-hour Movement Guidelines for the 0-5 years and consultation between members on projects and initiatives being developed and implemented. The investigation and development of more comprehensive data and statistics on Tasmanian school children's level of physical activity and sport and recreation participation is a current topic of consideration.

Contact:
Helen Langenberg (Chair Sprints)



HEALTHY TASMANIA - STUDENT HEALTH INITIATIVE

Author: Wendy Cracknell, Principal Education Officer - Health and Wellbeing, Department of Education.

Co-Author /s: Darren Perry, Curriculum Teacher Leader HPE, Department of Education, Helen Langenberg, Manager Sport and Recreation, Department of Communities Tasmania, Rebekah Harrison, Physical Activity Officer, Department of Health.

As part of the Government's Healthy Tasmania Five Year Strategic Plan, the Student Health Initiative is one of a range of initiatives focused on improving the health and wellbeing of students in Tasmanian Government schools.

The Student Health Initiative provides \$2 million in funding over four years to schools with the greatest need, to partner with community organisations to meet the health and wellbeing needs of the school community. The focus is on collaborative partnerships which are innovative, promote broad change in the school community and have a longer term focus.

The Student Health Initiative has four focus areas, one of which is physical activity. To date 52 schools have received funding under this Initiative of which 10 have chosen projects directly focused on increasing physical activity. Some examples include; designing and installing outdoor exercise equipment and fitness trails for students and local community use, a bike engagement program and use of local mountain bike trails, yoga and creative dance programs and partnering with local businesses to offer sporting and physical activity options such as rock climbing, sailing and skateboarding.

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HEALTHY TASMANIA - HEALTHY KIDS TOOLKIT

Author: Rebekah Harrison, Physical Activity Officer, Department of Health.

Co-Author /s: Helen Langenberg, Manager Sport and Recreation, Department of Communities Tasmania, Darren Perry, Curriculum Teacher Leader HPE, Department of Education.

The Healthy Kids Toolkit is an integral part of the Healthy Tasmania Five Year Strategic Plan to make Tasmania the healthiest population by 2025 and aims to strengthen links between childhood services and parents through the provision of high quality resources.

The Tasmanian Government recognizes that people access information in different ways and we have been innovative in the way we deliver the information found in the Healthy Kids Tool kit.

The Healthy Kids Tasmania Toolkit integrates existing programs and resources about healthy eating and physical activity for children, and making these programs and resources more accessible to Tasmanian families and organisations that support them.

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Active Healthy Kids Australia would like to acknowledge the Offices of the Minister for Sport, Minister for Tourism and Major Events, Minister for Veterans, the Hon. John Eren MP; the Offices of the Minister for Health, Minister for Ambulance Services, the Hon. Jill Hennessy MP; and the Offices of the Deputy Premier, Minister for Education, Minister for Emergency Services, the Hon. James Merlino MP, for initiating the coordination of this Showcase Page.



PREMIER'S ACTIVE APRIL

Premier's Active April is an annual campaign that encourages Victorians to participate in 30 minutes of physical activity a day in April. The campaign encourages participation across the entire Victorian community in a wide range of physical activities at home and also in community, education and workplace settings. It aims to address increasing rates of physical inactivity and other preventable chronic diseases by providing a series of incentives, opportunities and Ambassadors to support participants to build healthy habits that increase the level of activity in their daily life.

This year marked the 10th anniversary of Active April with a record 120,000 participants making the commitment to 30 minutes of physical activity a day during April. Participants were able to customise their Premier's Active April experience with the all-new 'My Local' feature on the Active April website to find local activities, events and offers.

Participants were also supported with a package of information on healthy eating and physical activity and a range of participation ideas and opportunities from state sport and recreation associations, peak health agencies and local councils.

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ACTIVE VICTORIA – A STRATEGIC FRAMEWORK FOR SPORT AND RECREATION 2017-21

This blueprint sets out future Victorian priorities and strategies in the sport and recreation sector. Sport and active recreation creates economic growth and jobs, makes Victorians healthier, builds community cohesion and contributes to our liveability.

Active Victoria is Victoria's game plan to ensure even more people can tap into all the benefits that sport and active recreation delivers. It describes Victoria's current sport and recreation system and delivers a strategic framework for future work based on six key directions:

- + meeting demand;
- + broader and more inclusive participation;
- + additional focus on active recreation;
- + build system resilience and capacity;
- + connect investment in events, high performance and infrastructure; and
- + work together for shared outcomes.

Website: www.sport.vic.gov.au/publications-and-resources/strategies/active-victoria-strategic-framework-sport-and-recreation

MOVING THE NEXT GENERATION

The Department of Health and Human Services through Sport and Recreation Victoria in collaboration with industry and university partners are exploring advances in sensor technology to successfully develop a new objective assessment for fundamental movement skill (motor skill) performance suitable for use by teachers in schools, coaches, and others who work with children.

Specifically, the aim is to develop a test which is able to quantify motor skill performance in children aged 7-10 years. The test will provide wearable sensor technology and a proprietary software application able to capture and analyse motor skill performance. The tool provides a mechanism by which governments can measure, monitor and report on children's motor skill performance as part of the physical literacy pathway and have confidence that they have the foundation for an active life.

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WESTERN AUSTRALIA



Active Healthy Kids Australia would like to acknowledge the Office of the Minister for Education and Training, the Hon. Suzanne Mary Ellery MLC; the Offices of the Deputy Premier, Minister for Health, Minister for Mental Health, the Hon. Roger Hugh Cook MLA; and the Offices of the Minister for Seniors and Ageing, Minister for Volunteering, Minister for Sport and Recreation, the Hon. Michael Philip Murray MLA, for initiating the coordination of this Showcase Page.



LITTLE ATHLETICS

Author: Brianne James, A/Sport Program Manager, Healthway.

Co-Author /s: Sue-Ellen Morphet, A/Director, Sponsorship, Healthway.

Little Athletics is a uniquely Australian athletics program for children and young people across Western Australia. It provides a wide range of track and field events across a number of disciplines which are modified to suit the age, developmental stage and ability of participants.

Healthway now sponsors Little Athletics WA, replacing previous MacDonald's sponsorship. Through this sponsorship Healthway also promotes the Go for 2&5 healthy eating message to thousands of young athletes aged between 6-17 along with their families and wider communities.

This partnership is vitally important when only 39.7 percent of children aged five to 15 years are sufficiently active for good health, and only around one in six (15.7 per cent) of children aged between two and 15 years are eating the recommended serves of veggies each day.

Contact:

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YOUR MOVE SCHOOLS

Author: Dr Kylie Murphy, Alliance Program Officer, Department of Transport (WA).

The Department of Transport's Your Move Schools is a community-focused program that supports schools and students to use active and sustainable transport options to and from school more often. Your Move offers teaching resources, expert advice and access to funding and rewards to encourage the school community to use bikes, walking, public transport and scooters to get to school safely.

Engaged schools can access grants of up to \$5,000 for bike education workshops, wayfinding, bike shelters and bike repair stations, bicycle parking and bike skills tracks.

Your Move Schools brings together behaviour change and infrastructure improvements to change the way schools travel.

Website: www.yourmove.org.au



SPORT AND RECREATION CAMPS

Author: Dr May Carter, Senior Policy Officer, Department of Local Government, Sport and Cultural Industries.

The Department of Local Government, Sport and Cultural Industries manages five recreational camps across Western Australia. The unique location of each camp - from bush to beach to riverside - makes nature-based and adventure activity experiences accessible to schools, community groups and families. Activity experiences are offered as a key component of school camps, holiday programs, community events and family open days.

Activity programs are designed to challenge children and young people and provide pathways to life-long participation in outdoor recreation. Camp-based activities include bushwalking and orienteering, cycling and mountain biking, ropes courses, climbing and abseiling, river and ocean paddling, and adventure-based challenges to develop teamwork and self-confidence. The mountain bike pump track at Ern Halliday campsite in Perth's northern suburbs, enables young people to develop skills before heading out on the trails for their own adventures.

Camp experiences can make a substantial contribution to child development. Proven benefits include improved physical and mental health, better education outcomes, and enhanced social interaction and community connection.

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SUMMARY OF GRADES

Table 12

Summary of grades assigned for the 2014, 2016 and 2018 AHKA Report Cards on Physical Activity for Children and Young People.

Indicator	Grade			Metrics
	2014	2016	2018	
Overall PA Levels	D–	D–	D–	Proportion of Australian children and young people meeting the recommended Australian Physical Activity Guidelines.
Organised Sport and PA Participation	B–	B	B–	Proportion of Australian children and young people participating in organised sport and/or physical activity at least once per week.
PA Participation in Schools	INC	INC	B	Proportion of Australian children and young people accumulating at least 30 minutes of MVPA throughout the school day.
Active Transport	C	C–	D+	Proportion of Australian school children for which active transport is their usual mode of transport to and from school for at least part of the journey.
Active Play	INC	INC	INC	No consensus on a primary metric could be reached.
Screen Time	D–	D–	D–	Proportion of Australian children and young people meeting the Australian Sedentary Behaviour Screen Time Guidelines.
Family and Peers	C	C+	C+	<ul style="list-style-type: none"> Proportion of Australian children and young people who are reported to have a screen-free bedtime; Proportion of Australian children and young people whose family apply rules or restrictions to their screen use (time spent or application i.e. what is viewed); Proportion of Australian children and young people who receive some form of encouragement or support from their parents/caregivers or peers to be physically active on a weekly basis; Proportion of Australian children and young people who engage in 'co-participation physical activity' with their parents/caregivers on a weekly basis; and Proportion of Australian parents/caregivers who meet the Australian Physical Activity Guidelines for Adults: adults should take part in at least 150 minutes of moderate activity or 75 minutes of vigorous activity each week, or an equivalent combination thereof, to enhance their health.
School	B–	B–	B+	<ul style="list-style-type: none"> Proportion of schools that have a specialist physical education (PE) teacher to take PE lessons; Proportion of schools that schedule the delivery of at least 120 minutes of PE per week to students; Proportion of schools that have physical activity facilities/equipment available to students to use during school hours; and Proportion of schools allocating at least 60 minutes per day for children to be active at recess and lunchtime.
Community and the Built Environment	A–	A–	A–	<ul style="list-style-type: none"> Proportion of Australian children/parents who report a playground or play space near to their home; Proportion of Australian parents/children/teachers who report heavy/problem traffic not to be an issue in their home or school neighbourhood; Proportion of Australian children/parents who report their neighbourhood to be safe; Proportion of Australian children/parents who report they have good roads/footpaths in their neighbourhood; and Proportion of Australian children/parents who report they have access nearby in their neighbourhood to public transport.
Strategies and Investments	C+	D	D	<ul style="list-style-type: none"> Review of major government (federal, state/territory, local) initiatives that were implemented or removed since the last Report Card; The amount of money committed by the Government (Federal, State/Territory, Local) to various physical activity endeavours, initiatives and organisations; and Evaluating the work of non-government organisations.
Physical Fitness	INC	C–	D+	Comparison of the current levels of aerobic and muscular fitness of Australian children and young people against norm-referenced international standards.
Movement Skills	INC	D	D+	Proportion of Australian children and young people in Grade 6, with mastery in locomotor and object-control ability (boys and girls examined separately).

Note, INC = Incomplete Grade; MVPA = moderate-to-vigorous physical activity; and PA = Physical Activity.

ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACTPANS	ACT Year 6 Physical Activity and Nutrition Survey
AHKA	Active Healthy Kids Australia
AHKA	Active Healthy Kids Global Alliance
AIFS	Australian Institute of Family Studies
ASSAD	Australian Secondary Students' Alcohol and Drug
CEO	Chief Executive Officer
C-RCT	Cluster-Randomised Controlled Trial
ECEC	Early Childhood Education and Care
FAHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
GFKGFL	Good for Kids Good for Life
GFKPSPAT	Good for Kids Primary School Physical Activity Trial
GVHBMS	Goulburn Valley Health Behaviours Monitoring Study
h	Hour/s
HIIT	High Intensity Interval Training
HPE	Health and physical education
IAIM	Increasing Activity and Intelligent Minds
INC	Incomplete
ISCOLE	The International Study of Childhood Obesity, Lifestyle and the Environment
km	Kilometres
LOOK	Lifestyle Of Our Kids
LSAC	Longitudinal Study of Australian Children
m	Metres
MVPA	Moderate to vigorous physical activity
NaSSDA	National Secondary Students' Diet and Activity
NHS	National Health Survey

NSW CPHS	NSW Child Population Health Survey
NSW SPANS	NSW Schools Physical Activity and Nutrition Survey
NSW SSHBS	NSW School Students Health behaviours Survey
OPAL	Obesity Prevention and Lifestyle
PA	Physical activity
PDHPE	Personal Development, Health and Physical Education
PE	Physical education
PLAYCE	PLAY Spaces and Environments for Children's Physical Activity Study
PR	Parent/Proxy-report
QLD CPHS	QLD Child Preventive Health Survey
RCH	Royal Children's Hospital
RWG	Research Working Group
RT	Resistance training
SA DECD WEC	SA Department for Education and Child Development Wellbeing and Engagement Collection
SAMSS	South Australia Monitoring & Surveillance System
SR	Self-report
TV	Television
VCHWS	Victorian Child Health and Wellbeing Survey
VSHAWS	Victorian Student Health and Wellbeing Survey
WAHWC	Western Australia Health and Wellbeing of Children
WHOSTOPS	Whole of Systems Trial of Prevention Strategies for Childhood Obesity
YAC	Youth Advisory Council
ys	Years

ACKNOWLEDGEMENTS

AusPlay

The AusPlay survey is an initiative of Sport Australia (the Australian Sports Commission). All AusPlay data are the intellectual property of Sport Australia (the Australian Sports Commission).

Longitudinal Study of Australian Children (LSAC)

The 2018 AHKA Report Card used unit record data from the Growing Up in Australia, the Longitudinal Study of Australian Children. The study is conducted in partnership with the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), the Australian Institute of Family Studies (AIFS) and the Australian Bureau of Statistics (ABS). The findings and views reported in this paper are those of the author and should not be attributed to the FaHCSIA, the AIFS or the ABS.

National Secondary Students' Diet and Activity (NaSSDA) survey

The 2018 AHKA Report Card used aggregated data from the National Secondary Students' Diet and Activity (NaSSDA) survey. We acknowledge funding for the NaSSDA survey was sought from Cancer Council Australia and the National Heart Foundation of Australia and State and Territory Government Health Departments.

Royal Children's Hospital National Child Health Poll (RCH Poll)

The 2018 AHKA Report Card used data provided by the Royal Children's Hospital National Child Health Poll (RCH Poll). The RCH Poll is a quarterly national survey of a representative sample of 2000 Australian parents of children aged <18 years. The RCH Poll is funded by the Royal Children's Hospital Foundation. The findings and views reported in this paper are those of the authors and should not be attributed to the Royal Children's Hospital Melbourne.

ACT Yr 6 Physical Activity and Nutrition Survey (ACTPANS)

The 2018 AHKA Report Card used data from 2015 ACTPANS. We acknowledge the role of ACT Health and ACT Education and Training Directorate staff in managing and co-ordinating the survey. The use of ACTPANS data is authorised by the ACT Chief Health Officer.

NSW Child Population Health Survey (NSW CPHS)

The 2018 AHKA Report Card used data provided by the NSW Ministry of Health. The data provided is also managed by the NSW Ministry of Health.

NSW Schools Physical Activity and Nutrition Survey (NSW SPANS)

The 2018 AHKA Report Card used data provided by the NSW Ministry of Health. The data provided is also managed by the NSW Ministry of Health.

NSW School Students Health Behaviours Survey (NSW SSHBS)

The 2018 AHKA Report Card used data provided by the NSW Ministry of Health. The data provided is also managed by the NSW Ministry of Health.

QLD Child Preventive Health Survey (QLD CPHS)

The Department of Health, Prevention Division, Preventive Health Branch provided aggregate results from the child preventive health telephone survey for the 2018 AHKA Report Card. The interpretation of these results are those of the report authors.

QLD Australian Secondary Students' Alcohol and Drug Survey (QLD ASSAD Survey)

The 2018 AHKA Report Card used aggregated Queensland data from the Australian Secondary Students' Alcohol and Drug (ASSAD) survey conducted in 2014. The Queensland survey was funded by Queensland Health and Cancer Council Queensland.

SA Australian Secondary Students' Alcohol and Drug Survey (SA ASSAD Survey)

The 2018 AHKA Report Card used aggregated South Australian data from the Australian Secondary Students' Alcohol and Drug (SA ASSAD Survey) conducted in 2014. The South Australian survey was funded by the Australian Government Department of Health, SA Health, and Cancer Council SA.

SA Monitoring & Surveillance System (SAMSS)

SAMSS is owned by SA Health, South Australia. All collected source data are maintained and managed by the Prevention and Population Health Branch.

The opinions expressed in this work are those of the authors and may not represent the position or policy of SA Health.

TAS Australian Secondary Students' Alcohol and Drug Survey (TAS ASSAD Survey)

The 2018 AHKA Report Card used aggregated Tasmanian data from the Australian Secondary Students' Alcohol and Drug (TAS ASSAD Survey) conducted in 2014. The Tasmanian survey was funded by the Australian Government Department of Health, the Tasmanian Departments of Health & Human Services and Education, the Tasmanian Department of Premier and Cabinet, and Cancer Council Tasmania.

VIC Australian Secondary Students' Alcohol and Drug Survey (VIC ASSAD Survey)

The 2018 AHKA Report Card used aggregated Victorian data from the Australian Secondary Students' Alcohol and Drug (VIC ASSAD Survey) conducted in 2014. The Victorian survey was funded by the Australian Government Department of Health, the Victorian Department of Health and Human Services, and Cancer Council Victoria.

Victorian Child Health & Wellbeing Survey (VCHWS)

The 2018 AHKA Report Card used data provided by the Victorian Department of Education and Training.

Victorian Student Health and Wellbeing Survey (VSHAWS)

The 2018 AHKA Report Card used data provided by the Victorian Department of Education and Training.

Western Australia Health and Wellbeing of Children (WAHWC)

Thanks are extended to the parents and carers of children in Western Australia who participate in the Health and Wellbeing Survey. Appreciation is extended to our colleagues and specialists in the field who reviewed and commented on the report.

Goulburn Valley Health Behaviours Monitoring Study (GVHBMS)

Steven Allender is supported by funding from an Australian National Health and Medical Research Council/Australian National Heart Foundation Career Development Fellowship (APP1045836). He is also a researcher on the U.S. National Institutes of Health grant titled, "Systems Science to Guide Whole of Community Childhood Obesity Interventions" (1R01HL115485-01A1). This work received funding from the Goulburn Valley Primary Care Partnership.

The researchers are also within the NHMRC Centre for Research Excellence in Obesity Policy and Food Systems (APP1041020). Additionally, we would like to acknowledge the support from the Victorian Department of Health and Human Services and the Victorian Department of Education and Training. The leaders and members of the communities of the Goulburn Valley Region of Victoria, Australia are significant contributors to this work and without them this work would not be possible. We acknowledge and are grateful for their support.

Lifestyle of Our Kids (LOOK)

The LOOK study received important support and collaboration from the Research Institute for Sport and Exercise (UCRISE) at the University of Canberra, The Clinical Trials Unit at the Canberra Hospital, the College of Medicine, Biology and Environment at the Australian National University, The Blueearth Foundation, ACT Pathology at the Canberra Hospital, Deakin University and The Commonwealth Education Trust.

NSW Cluster-Randomised Controlled Trial (NSW C-RCT)

The 2018 AHKA Report Card used data provided by Hunter New England Population Health Research Group collected as part of The Physical Activity 4 Everyone intervention trial was funded by the New South Wales Ministry of Health through the New South Wales Health Promotion Demonstration Research Grants Scheme and conducted by Hunter New England Population Health (a unit of the Hunter New England Local Health District), in collaboration with the University of Newcastle and University of Wollongong. Infrastructure support was provided by Hunter Medical Research Institute.

NSW Good for Kids. Good for Life (NSW GFKGFL)

The 2018 AHKA Report Card used data provided by Hunter New England Population Health Research Group collected as part of the Good for Kids. Good for Life child obesity prevention program. Good for Kids. Good for Life was supported by the NSW Health ASSIST program and received infrastructure support from the Hunter Medical Research Institute and Hunter New England Population Health.

NSW Good for Kids Primary School Physical Activity Trial (NSW GFKPSPAT)

The 2018 AHKA Report Card used data provided by Hunter New England Population Health Research Group collected as part of the Good for Kids. Good for Life child obesity prevention program. Good for Kids. Good for Life is supported by funding from the NSW Ministry of Health Healthy Children's Initiative, Hunter New England Local Health District and receives infrastructure support from the Hunter Medical Research Institute and Hunter New England Population Health.

Obesity Prevention and Lifestyle (OPAL)

OPAL data was collected for SA Health as part of the OPAL program which concluded in June 2017. The data are owned and managed by SA Health, South Australia, Australia. The opinions expressed in this work are those of the authors and may not represent the position or policy of SA Health.

PLAY Spaces and Environments for Children's Physical Activity Study (PLAYCE)

The 2018 AHKA Report Card used data from 2018 'PLAY Spaces and Environments for Children's Physical Activity' (PLAYCE) Study. The PLAYCE study was funded by the WA Health Promotion Foundation (Healthway; #24219). The Principal Investigator is Associate Professor Hayley Christian from The University of Western Australia. The Chief Investigators are Associate Professor Michael Rosenberg, Associate Professor Leanne Lester, Dr Bryan Boruff, Dr Ashleigh Thornton, Ms Clover Maitland and Ms Joanne Powell (The University of Western Australia), Professor Stephen Zubrick and Dr Gina Trapp (Telethon Kids Institute), Professor Stewart Trost (Queensland University of Technology) and Associate Professor Jasper Schipperijn (University of Southern Denmark). The National Heart Foundation, Telethon Kids Institute, WA Department of Health, WA Department of Local Government, Sport and Cultural Industries, WA Local Government Association, Australian Childcare Alliance (WA), UWA Childcare, Nature Play WA, Goodstart Early Learning, Maragon Early Learning, Sonas Early Learning & Care, Mercy Care, Great Beginnings Early Education, Jellybeans Child Care & Kindy, Buggles Early Learning and Kindy and ArborCarbon provided support for the project. The opinions expressed in this work are those of the authors.

Resistance Training for Teens (RT for Teens)

The Resistance Training for Teens (RT for Teens) Cluster RCT, was an intervention trial conducted across 16 secondary schools located in the Newcastle, Hunter and Central Coast regions of New South Wales in 2015. Support for this research and the Principal Investigator (Professor David Lubans) was provided by the Australian Research Council (ARC) and the NSW Department of Education School Sport Unit. Thanks to all schools and students for their participation in the trial.

SA Department for Education and Child Development Wellbeing and Engagement Collection (SA DECD WEC)

The Wellbeing and Engagement Collection survey is completed by young people across South Australia. The data are collected and managed by the System Performance Division, Department for Education. The opinions expressed in this work are those of the authors and may not represent the position or policy of the Department for Education.

Whole of Systems Trial of Prevention Strategies for Childhood Obesity (WHOSTOPS)

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