



Frankston East Primary School in Action



Key Priority Areas: **Active Recreation**

Type of Funding: **Active Schools**

School Overview:	Frankston East Primary School is in the south-eastern suburbs of Melbourne, approximately 55km from the Melbourne CBD. The extended periods of lockdown during the Covid-19 Pandemic, and the ensuing decline in both structured and unstructured movement, highlighted the need for students to develop goals relating to physical activity. The school is invested in creating a positive climate for all students to learn and engaged student voice to identify their project direction.
Project Goal:	To increase the number of opportunities for students to participate in daily physical activity and improve their fitness levels by introducing and providing support for a student lead Active Recreation lunchtime program. This program will continue to build upon a whole school approach to physical activity in preparation for new exercise stations to be installed around the playground.

Due to a variety of constraints, many students at Frankston East Primary School have limited opportunities to participate in sport and active recreation outside of school. The staff also noticed that students were predominantly inactive during recess/lunch breaks and lacked the confidence to create their own playground games. To determine the best course of action to overcome these barriers to physical activity, the teachers conducted a survey to find out which sports and recreational pursuits were popular amongst the students.

Rather than just providing students with the sports equipment that matched the activities from the student survey, the Grade 6 teachers developed a Peer Activity Leaders (PAL) program to create structured, organised play during break times. Initially, the Grade 6 student leaders were trained by their classroom teachers in how to plan, prepare and deliver active games. Then, the program was trialed at the beginning of Term 2 and the Year 6 students ran a variety of activities at lunchtime for the younger students, under teacher supervision. The trial was so successful that it continued every lunchtime for the remainder of that term.



Leading into Term 3, the program continued to grow from strength to strength and expanded to involve the Grade 5 students who were trained to support the Grade 6 students in leading the daily lunchtime activities. The sustainability of this student-led PAL program is very positive. In fact, the students have developed ownership of the initiative and proactively prepare the following week's activity schedule themselves, allowing the teachers to take a step back.

Active Schools Strategy	Impact
Student Voice – Survey students about the types of games and activities they would like to play during recess and lunch breaks.	<i>Students were provided the opportunity to have input into the types of games and activities the student Peer Activity Leaders (PALs) planned to play at break times.</i>
Student Leadership – Empower grade 5 and 6 students through leadership roles to coordinate and deliver age-appropriate lunchtime activities.	<i>Students in Grades 5 and 6 were upskilled by their classroom teachers in how to plan and prepare lunchtime games and activities for the younger students. They developed a sense of ownership of the initiative and now plan the following week's activity schedule without teacher supervision.</i>
Program Support – Empower staff to support a whole school approach to physical activity and increase knowledge and confidence of staff to support the PAL program.	<i>Staff recognise the importance of daily physical activity, and utilised their knowledge and skills to train students in delivering activities.</i>

Want to know more? Contact activeschools@achper.vic.edu.au or access our online community [here](#).