School Audit

– Stand Up, Sit Less, Screens Down

Get a picture of what is happening in your school and start to understand how your school environment, practices and partnerships can influence young people’s sedentary behaviour.

| Question and Answer | Comments |
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| 1. Does our school involve students in some decision-making about limiting sedentary time and encouraging movement at school? |  |
| 1. Does our school have a policy to limit sedentary time at school? |  |
| 1. Does our school work with families, carers and community partners to help limit sedentary time at school and at home? |  |
| 1. How can students take time out from sitting during class time?   Yes  In progress  No  No |  |
| 1. Are classroom activities made active as often as possible? |  |
| 1. Are standing or height adjustable desks available? If yes, where? |  |
| 1. Is software installed on computers to encourage active breaks at regular intervals? |  |
| 1. Are class timetables structured to mix active and sedentary classes across the day? |  |
| 1. Are active sessions (for example daily PE and sport) included in the daily timetables for all year groups? |  |
| 1. How are student encouraged to be active during school breaks?   Sports equipment is provided  Outdoor sports facilities (e.g. ball courts, soccer goals)  Indoor sports facilities (e.g. gyms)  Organised activities or games  School announcements  Teachers role model  Information in newsletter or home group  They aren’t  Other |  |
| 1. What types of active transport are encouraged to and from school?   Walking  Cycling  Scootering  Rollerblading  They aren’t  Other |  |
| 1. What supports are available to encourage students to use active transport?   Showers  Change rooms  Bike racks  Lockers  Car or bus drop off point is 500–800 meters from the school  Safe walking route  Flexible uniform policy  Other |  |
| 1. How does our school encourage or support students to limit recreational screen time? |  |