

Choose to Move
Teacher Evaluation Survey 2010

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INTRODUCTION

In 2010, Foodbank WA developed and implemented the 'Choose to Move' physical activity pilot program in a sample of 'School Breakfast Program' schools in the Kimberley region of Western Australia. The program specifically targeted children in years four, five, six and seven. The aim of the program was to increase the proportion of the primary target group who reported participating in at least 60 minutes of moderate to vigorous physical activity during a school day¹.

In Term 2 of the 2010 school year, Foodbank WA sent teachers (n=43) from participating schools a pre program evaluation survey. In Term 4 of the 2010 school year, Foodbank WA sent teachers (n=43) a post program evaluation survey. The aim of the evaluation was to look at the impact of the Choose to Move program on teachers and students. The pre program survey contained 14 questions while the post program survey contained 15 questions. In total, 7 questions (i.e. Q1 to Q7 of the post survey) were asked in both surveys. A descriptive analysis of the data was conducted on behalf of Foodbank WA. Where the same question was asked in both the pre and the post test survey a chi square significance test or fishers exact test was conducted to assess if there were any statistical differences in the responses. In total, 14 pre test teachers and 14 post test teachers completed an evaluation survey, a response fraction of 33%.

RESULTS

In total, 14 teachers from five different schools returned a post test evaluation form. Respondents taught multiple year groups. The number of students in each year group ranged from one to 18 students. The number of students in each year group that were of Aboriginal and/or Torres Strait Islander descent also ranged from one to 18 students. (Tables 1a to 1c)

Table 1a: Year group taught

	n	%
Year 3	4	28.6
Year 4	4	28.6
Year 5	7	50.0
Year 6	9	64.3
Year 7	6	42.9
Year 8	3	21.4

(Multiple response question)

Table 1b: Number of students in each year group

	Average	Total	Minimum	Maximum
Year 3	7	26	3	13
Year 4	9	36	3	18
Year 5	7	47	2	11
Year 6	8	68	3	16
Year 7	7	42	1	15
Year 8	2	5	1	3

Table 1c: Number of students in each year group that are Aboriginal or Torres Strait Islander

	Average	Total	Minimum	Maximum
Year 3	7	26	3	13
Year 4	9	36	3	18
Year 5	4	31	2	11
Year 6	5	45	3	10
Year 7	4	26	1	8
Year 8	2	5	1	3

Teaching Physical Activity

In both the pre and post surveys, most teachers indicated that they delivered three or more physical activity lessons to their classes each week. Approximately half of all respondents (in both surveys) specified that their physical activity lessons ran for between 10 and 29 minutes (Table 2a and 2b)

Table 2a: Q1 Please indicate the number of physical activity lessons that you currently deliver to your class(es) each week

	Pre test		Post test	
	n	%	n	%
None	2	14.3	1	7.1
1 to 2	1	7.1	4	28.6
3 to 4	5	35.7	4	28.6
5 or more	6	42.9	5	35.7
Total	14	100.0	14	100.0

p= not significant

Table 2b: Q2 What is the average length of each physical activity lesson?

	Pre test		Post test	
	n	%	n	%
Less than 10 minutes	1	8.3	0	0.0
10 to 29 minutes	6	50.0	7	53.8
30 to 44 minutes	5	41.7	5	38.5
45 to 60 minutes	0	0.0	0	0.0
More than one hour	0	0.0	1	7.7
Total	12	100.0	13	100.0

p= not significant

Most respondents (pre test 71%, post test 79%, p =not significantly different) felt that they had the knowledge and skills to confidently and competently deliver physical activity lessons to students (Table 2c).

Table 2c: Q3 Do you feel that you have the knowledge and skills to confidently and competently deliver physical activity lessons to students?

	Pre test		Post test	
	n	%	n	%
Yes	10	71.4	11	78.6
No	4	28.6	3	21.4
Total	14	100.0	14	100.0

p= not significant

Most respondents (pre test 71%, post test 64%, p =not significantly different) 'never' incorporated traditional Indigenous games when delivering physical activity lessons (Table 2d).

Table 2d: Q4 When delivering physical activity lessons, how often do you incorporate traditional Indigenous games?

	Pre test		Post test	
	n	%	n	%
Never	10	71.4	9	64.3
Sometimes	4	28.6	4	28.6
Regularly	0	0.0	1	7.1
Total	14	100.0	14	100.0

p= not significant

Most respondents thought that the current physical activity culture within the school environment was 'good' (pre test 79%, post test 64%, p =not significantly different; Table 2e).

Table 2e: Q5 How do you rate the current culture of physical activity within the school environment?

	Pre test		Post test	
	n	%	n	%
Excellent	1	7.1	4	28.6
Good	11	78.6	9	64.3
Average	2	14.3	1	33.3
Poor	0	0.0	0	0.0
Very poor	0	0.0	0	0.0
Total	14	100.0	14	100.0

p= not significant

In both the pre and post survey, most teachers rated student participation in their current physical activity lessons as 'good' (pre test 64%, post test 71%, p =not significantly different) and thought that students had adequate quantities of equipment to participate in physical activity during lessons, before school and during recess/lunch breaks (pre test 79%, post test 71%, p =not significantly different) (Tables 2f and 2g).

Table 2f: Q6 How would you rate student participation in your current physical activity lessons?

	Pre test		Post test	
	n	%	n	%
Excellent	4	28.6	3	21.4
Good	9	64.3	10	71.4
Average	1	7.1	1	7.1
Poor	0	0.0	0	0.0
Very poor	0	0.0	0	0.0
Total	14	100.0	14	100.0

p= not significant

Table 2g: Q7 Do students in your class(es) have access to adequate quantities of equipment to participate in physical activity during classroom lessons, before school and during recess and lunch breaks?

	Pre test		Post test	
	n	%	n	%
Yes	11	78.6	10	71.4
No	3	21.4	4	28.6
Total	14	100.0	14	100.0

p= not significant

Choose to Move Physical Activity Program (post test survey only)

Most respondents (79%) were aware that their school had registered to participate in Foodbank WA's "Choose to Move" physical activity program in 2010 (Table 3).

Table 3: Q8. Are you aware that your school registered to participate in Foodbank WA's "Choose to Move" physical activity program in 2010?

	Post test	
	n	%
Yes	11	78.6
No	3	21.4
Total	14	100

Most respondents had received a copy of the FUNdamental Game Strategies manual as part of the Choose to Move program (71%). Of those that received a FUNdamental Game Strategies manual, 60% utilised the manual. (Table 4a to 4b)

Table 4a: Q9a. As part of the Choose to Move program, all Year 4 to 7 teachers should have received a copy of the FUNdamental Game Strategies manual. Did you receive this manual?

	Post test	
	n	%
Yes	10	71.4
No (go to q10a)	4	28.6
Total	14	100

Table 4b: Q9b. Do you utilise the FUNdamental Game Strategies manual to deliver physical activity lessons?

	Post test	
	n	%
Yes	6	60.0
No (go to q10a)	4	40.0
Total	10	100

Of those respondents that received and utilised their FUNdamental Game Strategies manual, the majority indicated that it did not assist them to incorporate traditional Indigenous games into their physical activity lessons (83%). However, all teachers indicated that the manual had a positive impact on student physical activity skills (100%) and 67% indicated that the manual helped to improve their ability to deliver physical activity lessons to students (Table 4d to 4f).

Table 4c: Q9c. How often to you utilise the FUNdamental Game Strategies resource manual when delivering physical activity lessons?

	Post test	
	n	%
Never	0	0.0
Sometimes	5	83.3
Regularly	1	16.7
Total	6	100

Table 4d: Q9d. Has the FUNdamental Game Strategies resource manual assisted you to incorporate traditional Indigenous games into your physical activity lessons?

	Post test	
	n	%
Yes	1	16.7
No	5	83.3
Total	6	100

Table 4e: Q9e. Since receiving the FUNdamental Game Strategies resource manual, do you feel that your ability to deliver physical activity lessons to students has improved?

	Post test	
	n	%
Yes	4	66.7
No	2	33.3
Total	6	100

Table 4f: Q9f. Do you think that the FUNdamental Game Strategies resource manual, has had a positive impact on student physical activity skills?

	Post test	
	n	%
Yes	6	100.0
No	0	0.0
Total	6	100

The majority of respondents (92%) indicated that their classroom received at least one new blue bag of Choose to Move sporting equipment. The number of students in each class that utilised the equipment ranged from one to 15 students (Table 5 and 6).

Table 5: Q10a. As part of the Choose to Move program, all Year 4 to 7 classrooms at your school should have received at least one, new blue bag of sporting equipment. Did your classroom receive this equipment?

	Post test	
	n	%
Yes	12	92.3
No (go to q15a)	1	7.7
Total	13	100

Table 6: Number of students in your class(es) that utilised the sporting equipment in the blue bag

	Average	Total	Minimum	Maximum
Year 3	7	26	3	13
Year 4	7	26	3	10
Year 5	5	30	2	8
Year 6	7	42	1	15
Year 7	2	5	1	3
Year 8	2	5	1	3

Of those respondents who indicated that their classroom received at least one new blue bag of Choose to Move sporting equipment, all (100%) indicated that the sporting equipment (in the blue bag) assisted them when conducting physical activity lessons with their students, and most indicated that the sporting equipment had been used in lessons or at physical activity events involving parents, guardians or other members of the community (64%). Overall, 58% of respondents indicated that the Choose to Move equipment encouraged any physical activity events to occur within the school. (Table 7a to 7c)

Table 7a: Q11a1 Has the sporting equipment in the blue bag assisted you when conducting physical activity lessons with your students

	Post test	
	n	%
Yes	12	100.0
No	0	0.0
Total	12	100

Table 7b: Q11a2 Has the sporting equipment in the blue bag encouraged any physical activity events to occur within the school (e.g. sports carnivals)

	Post test	
	N	%
Yes	7	58.3
No	5	41.7
Total	12	100

Table 7c: Q11a3 Has the sporting equipment in the blue bag been used in lessons or at physical activity events involving parents, guardians or other members of the community

	Post test	
	n	%
Yes	4	36.4
No	7	63.6
Total	11	100

According to the majority of respondents, the Choose to Move equipment encourage students to be more physically active (83%) (Table 9). The equipment was used with teachers (100%), at recess (50%), at lunch time (50%), after school (50%) and before school (25%). According to teachers, the most popular types of equipment used during lessons or at break times were basketballs, AFL footballs and cricket balls/bat/stumps. (Table 8a and 8b)

Table 8a: Q11b When do the students utilise the sporting equipment in the blue bag? (n=12)

	Post test	
	N (yes)	%
Before school	3	25.0
Recess	6	50.0
Lunch time	6	50.0
Classroom lesson with teacher	12	100.0
After school	6	50.0

* Multiple response question

Table 8b: Q11c From all of the sporting equipment in the blue bag, which equipment was used during lessons and break times? (n=12)

	Post test	
	N (yes)	%
Basketballs	11	91.7
Coloured markers	5	41.7
Frisbees	5	41.7
Soccer balls	7	58.3
AFL Footballs	10	83.3
Bean bags	6	50.0
Playground climbing equipment	0	0.0
Dodge balls	8	66.7
Netballs	2	16.7
Hoops	4	33.3
Volleyballs	4	33.3
Tennis rackets and balls	3	25.0
Cricket ball, bat, stumps	10	83.3

* Multiple response question

Table 9: Q11d. Did the new sporting equipment encourage students to be more physically active

	Post test	
	N	%
Yes	10	83.3
No	2	16.7
Total	12	100

When asked if there were other types of sporting equipment that they would like added to the blue bag for children to play with, teachers suggested:

'More cones would be handy but great overall'

'Rugby ball'

'Skipping ropes' (2)

'Sashes'

'Softball equipment'

'We would like gym mats'

All respondents (100%) agreed that participating in the Choose to Move program assisted their class to achieve the Government's requirement that all students participate in at least two-hours of physical activity every week, during the school day, as part of student learning programs. The vast majority of respondents also agreed that the Choose to Move program had enhanced the physical activity culture within their school (92%) and increased participation in physical activity during classroom lessons or break times (92%). (Table 10a to 10c)

Table 10a: Q12a Has participation in the Choose to Move program enhanced the physical activity culture within your school?

	Post test	
	n	%
Yes	11	91.7
No	1	8.3
Total	12	100

Table 10b: Q12b Has participation in the Choose to Move program increased participation in physical activity during classroom lessons or break times

	Post test	
	n	%
Yes	11	91.7
No	1	8.3
Total	12	100

Table 10c: Q12c Has participation in the Choose to Move program assisted your class to achieve the Government's requirement that all students participate in at least two-hours of physical activity every week, during the school day as part of student learning programs

	Post test	
	n	%
Yes	12	100.0
No	0	0.0
Total	12	100

All respondents (100%) agreed that the Choose to Move program had a positive impact on the social relations between staff and students. The majority of teachers also thought that the Choose to Move program had a positive impact on student health (92%) and student social skills (82%), while 75% indicated that it had a positive effect on student concentration and the physical activity skills of students (Table 11).

Table 11: Q13. Do you think that the Choose to Move program has a positive impact on any of the following? (n=12)

	Post test	
	N (yes)	%
Student attendance	8	66.7
Student health	11	91.7
Student academic outcomes	6	50.0
Student concentration	9	75.0
The physical activity skills of students	9	75.0
Classroom behaviour	4	33.3
Engagement with class activities	5	45.5
Student punctuality	3	30.0
Student social skills	9	81.8
Social relations between staff and students	12	100.0

* Multiple response question

Respondents were then asked if they would like to make any comments about the Choose to Move program. The following comments were made:

'It is a good program to help students to be active and I commend everyone involved in it'.

'Students are already very active'.

'The manual is easy to peruse'.

'A lot of the activities in the folder required materials the school/blue bag doesn't have. Some games didn't include enough movement or were too time consuming to set up'.

'It covers activities for all ages'.

'Equipment used only for lessons. I need to use it more next year (FGS resource manual). Sporting equip only used during class time. Students were very active before the blue bag'.

School Breakfast program

Most respondents (69%) were aware that their school had registered to participate in Foodbank WA's "School Breakfast Program" in 2010 (Table 12). On average, respondents estimated that 11 individual students in their school participated in the program (minimum 0, maximum 40). Most respondents thought that the School Breakfast Program had a positive impact on student health (79%), student attendance (71%) student concentration (71%) and student academic outcomes (64%) (Table 13).

Table 12: Q15a. Are you aware that your school registered to participate in Foodbank WA's "School Breakfast Program"?

	Post test	
	n	%
Yes	9	69.2
No	4	30.8
Total	13	100

Table 13: Q15b Do you think that the School Breakfast Program has a positive impact on any of the following? (n=14)

	Post test	
	N (yes)	%
Student attendance	10	71.4
Student health	11	78.6
Student academic outcomes	9	64.2
Student concentration	10	71.4
Student social skills	5	35.7
Classroom behaviour	5	35.7
Engagement with class activities	8	57.1
Student punctuality	5	35.7
Social relations between staff and students	8	57.1

* Multiple response question

Respondents were then asked if they would like to make any comments about the School Breakfast program. The following comments were made:

'Been a great thing for our school'.

'It is of great assistance to the school'.

'It would be nice to have a variety of foods instead of Weetbix'.

'The children really enjoy the programme. Would be good if porridge in winter could be part of it'.

'The program has been a welcome and regular element of our school make up, especially the breakfast program'.

'This program has helped the school in delivering a healthy breakfast to all students. The blue bag has helped with their physical development'.

SUMMARY OF FINDINGS

TEACHING PHYSICAL ACTIVITY:

- Most pre and post test respondents thought that the current physical activity culture within their school environment was 'good'.
- Most respondents in both surveys thought that students had adequate quantities of equipment to participate in physical activity.
- In both the pre and post surveys, most teachers indicated that they currently deliver three or more physical activity lessons to their classes each week and that classes ran for between 10 and 29 minutes.
- Most pre and post test respondents felt that they had the knowledge and skills to confidently and competently deliver physical activity lessons to students.
- Most pre and post test respondents 'never' incorporated traditional Indigenous games when delivering physical activity lessons.

CHOOSE TO MOVE PHYSICAL ACTIVITY PROGRAM

- Most respondents had received and utilised a copy of the FUNdamental Game Strategies manual provided to them as part of the Choose to Move program.
- Of those respondents that received and utilised their FUNdamental Game Strategies manual, all (100%) indicated that the manual had a positive impact on student physical activity skills, while 67% indicated that the manual helped to improve their ability to deliver physical activity lessons to students (Table 4d to 4f).
- Of those respondents (92%) that received Choose to Move sporting equipment, all (100%) indicated that the sporting equipment assisted them when conducting physical activity lessons with their students and assisted their class to achieve the Government's requirement that all students participate in at least two-hours of physical activity every week, during the school day, as part of student learning programs. The vast majority of respondents also agreed that the Choose to Move program enhanced the physical activity culture within their school and increased participation in physical activity during classroom lessons or break times. .
- All respondents (100%) agreed that the Choose to Move program had a positive impact on the social relations between staff and students. The majority of teachers also thought that the Choose to Move program had a positive impact on student health (92%) and student social skills (82%), while 75% indicated that it had a positive effect on student concentration and the physical activity skills of students (Table 11).

- The most popular types of equipment used during lessons or at break times were basketballs, AFL footballs and cricket balls/bat/stumps. Suggestions for other types of sporting equipment that could be added to the blue bag included cones, rugby balls, skipping ropes, sashes, softball equipment and gym mats.

SCHOOL BREAKFAST PROGRAM

- The highest number of respondents thought that the School Breakfast Program had a positive impact on student health, student attendance, student concentration and student academic outcomes.

REFERENCES

1. Foodbank WA (2010). 2010/11 School Based Pilot Program – Provision of Physical Activity Equipment and Professional Learning to Complement the FUNdamental Game Strategies Resource (Planning Document). Foodbank WA: Welshpool.