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?
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| 1. Does our school have a policy to limit sedentary time at school?
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| 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?
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| 1. Are standing or height adjustable desks available? If yes, where?
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| 1. Is software installed on computers to encourage active breaks at regular intervals?
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| 1. Are class timetables structured to mix active and sedentary classes across the day?
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| 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?
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