# Interpreting student data in PDHPE

# How can we use student data to inform PDHPE programming?

Examples of how schools may use information of student behaviour, interests and needs to inform their PDHPE and whole school programs. This is not an exhaustive list of data sources. Your school may have access to or create alternative data collection methods.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of data  | Trends | What does this tell us about the students? | What does this mean for our PDHPE programming?  | School specific notes  |
| **Where have you collected information about the students?** | **These are example trends identified from sample data sources. These may not be reflective of your school context.** | **After analysing the data samples, what knowledge, understanding, skills, behaviours and attitudes can we identify that may need to be further developed or changed?** | **What are the possible implications/ considerations for teaching in PDHPE? How can we:** | **Can this be addressed in PDHPE or does it require a whole-school approach? What strategies may be suitable for your school?** |
| Behaviour data (for example, Sentral, PBL)  | * Large amount of behaviour issues on the playground
* Soccer and handball provide most problems
* Large group games create the most behaviour issues
 | * Social/interpersonal skills need to be further developed
* Sharing of equipment can be challenging for students
* Students don’t know/understand how to modify games to cater for large numbers in a small space
 | * create a unit of work that allows for development and application of interpersonal skills in a practical environment
* use playground games to teach self-management and interpersonal skills
* look for opportunities to teach students in environments where they need to apply the knowledge, understanding and skills developed
 | *
 |
| Fundamental Movement Skills (FMS) data  | * Boys FMS skills are more advanced, particularly in manipulative skills (kicking, striking, throwing, catching)
* Girls FMS skills more advanced in locomotor skills (side-gallop, leap)
 | * Boys and girls generally engage in different sports/activities
* Boys and girls value physical activity differently
 | * provide boys and girls with the same movement opportunities?
* maintain the same expectations of boys and girls?
* provide movement experiences that challenge the ‘traditional’ form? For example, dance, using different types of striking implements in striking and fielding games
 | *
 |
| Physical activity / sedentary behaviour | * Children are engaging in a large amount of sedentary behaviour during recreational time
* Boys engage in more sedentary behaviour than girls
* Low socio-economic communities display higher rates of sedentary behaviour
 | * Student’s don’t value physical activity
* Student’s prefer sedentary behaviour like video games
 | * provide students with opportunities to find the movement activity that they like and motivates them?
* provide a wide range of activities, not just team games.
* provide movement experiences that elicit the same level of engagement and enjoyment as their chosen sedentary behaviour?
 | *
 |
| Premiers Sporting Challenge (PSC)  | * Schools implementing PSC are identifying improved levels of physical activity.
* Not all schools are participating in PSC.
 | * When provided the opportunity students will actively engage in physical activity, however if students are unaware they will not be involved.
 | * provide opportunities for students to participate in regular physical activity?
* support students to value movement by embedding this proposition in our teaching and learning programs where suitable?
 | *
 |
| Breakfast habits   | * Not all children are eating breakfast daily.
* Children who eat breakfast do not always choose the healthy option
 | * Students do not value or understand the importance of having breakfast daily.
* Students do not understand about healthy eating choices.
 | * provide students with opportunities to understand the value of nutrition and healthy eating?
* support students and families to make positive health choices?
 | *
 |
| Preferred activities in P.E  | * Students participate in different physical activities and have many preferences.
 | * Students participate and enjoy a variety of physical activities.
 | * ensure students are engaged in physical activities?
* support the needs of students by providing a wide range of activities for students to explore
 | *
 |
| Tell Them From Me data - Bullying  | * Large number of students are identifying bullying is taking place at school.
* Trend data is showing an increasing trend in bullying behaviour across the school.
 | * Students identify bullying is an issue in school and feel they need support to manage these situations in a positive way.
 | * teach students to have an understanding of bullying and what contributes towards developing and maintaining respectful relationships?
* provide students opportunities to learn, develop and apply interpersonal skills in personally relevant situations?
* provide students opportunities to learn, develop and apply self-management skills in personally relevant situations?
 | *
 |
| Tell Them From Me data - Sense of Belonging  | * Data identifies students don’t have a strong sense of belonging at school and don’t want to be at school.

  | * Some students don’t feel supported at school
* Some students don’t have many positive relationships with their peers.

  | * provide teaching and learning experiences that ensure students feel supported at school and develop a sense of belonging?
 | *
 |
| Tell Them From Me data - Positive relationships  | * Data identifies students who have difficulty forming positive relationships with their peers.
 | * Social/interpersonal skills need to be further developed
*
 | * provide opportunities for students to form positive relationships with their peers?
* provide models of positive relationships so students can see what they look like and how they can be successful?
 | *
 |
| Tell Them From Me data - Participation in sports/ Participation in extracurricular activities  | * Data identifies the number of students participating in sport and other extra-curricular activities.
* Data shows a number of students not participating in sports or extra-curricular activities.
 | * Some students may not have access to local sports or extra-curricular activities due to cost, time, location or resources.
 | * make children aware of community programs to support involvement in sport and extra-curricular activities?
* teach students to design and make their own games?
* provide opportunities to students in school that are not available in the community?
 | *
 |
| Attendance data - emotion and stress management  | * Attendance data shows a selection of students having a high number of days absent from school.
* Attendance data identifies a selection of students not arriving at school on time.
 | * Some students may be anxious about school and not wanting to attend school.
* Some students and their families may have negative experiences with schools and use avoidance as a strategy.
 | * investigate if we have a high number of students absent or arriving late to school which is not justified?
* teach students strategies for stress management?
* support students to develop a positive attitude towards schooling?
 | *
 |
| Observational data - Ride to school, walk to school, car travel, public transport travel  | * Student data identifies how students are getting to and from school.
* Data identifies the number of incidents with students.
 | * Are students getting to school safely? Do the students understand how to travel safely to school?
* Students place an importance on being physically active on their way to school.
 | * teach students how to travel to school safely?
* encourage students to use ‘active transport’ to travel to and from school?
* facilitate safe travel for students?
 | *
 |
| Student voice survey - Preference of activities  | * Students participate in different physical activities and have many preferences.
 | * Students participate and enjoy a variety of physical activities.
* Students can provide feedback about the learning taking place at school and their preferred learning styles.
 | * cater for the needs of our students by providing relevant and meaningful learning experiences for students?
 | *
 |
| Student voice survey - Recording of eating habits at school  | * Students identify their eating habits and are able to explain their choices.
 | * Students are able to explain their personal choices. Students can justify why they eat their food of choice.
 | * empower students to understand the importance and value of making positive health choices about their eating habits?
 | *
 |
| Canteen data - Eating habits of students at school  | * Canteen outlines most popular purchases made by students.
 | * Students make choices based on taste, cultural preferences, cost and difference from their regular lunch.
 | * empower students to understand the importance and value of making positive health choices from the canteen?
* empower students with the skills to evaluate options available at the canteen and make positive health choices.
 | *
 |