

Encouraging Active Schools

2015 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Student participation in after school programs

The 2015 Opportunities for Physical Activity at School Survey explored the availability of supervised programs during the after school period (Bulletin 6 in this series), and also asked school administrators about student participation in these programs. These programs may be specifically oriented towards physical activity (PA) or other types of programming, such as daycare or homework club. This bulletin will summarize the findings related to student participation in after school programs by key indicators such as grade level, type of school, and size of student population.

Physical activity programs

An earlier bulletin in this series indicated that 57% of schools offer supervised after school activities that are specifically geared to physical activity. School administrators were also asked to approximate the proportion of students that *participate* in this programming. Among these schools, 79% say that less than half of the student population participate in after school PA programming and 21% indicate that the majority (at least half) of students participate. There are no significant regional differences in the proportion of students participating in supervised PA programs after school.

School characteristics

The proportion of students participating in after school PA programming varies by certain school characteristics. Compared to the average, relatively more comprehensive schools (kindergarten to grade 12) say that the majority of their student population participate in this type of programming. Secondary schools, however, are more likely than the average to report that less than half of their student population participate in this programming.

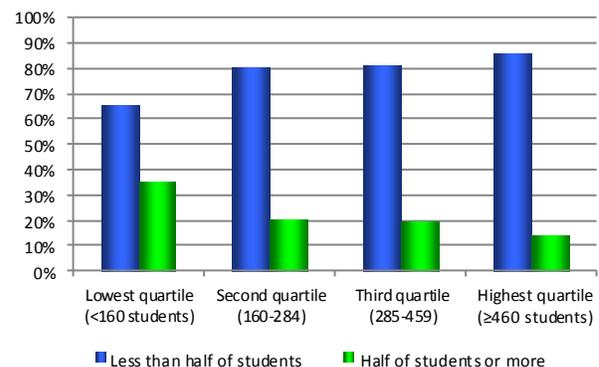
Interestingly, although there is an increase in the availability of PA after school programming with increasing student population size (so smallest populated schools being least likely

to have available programming, see Bulletin 6 in this series), a greater proportion of the smallest populated schools say that the majority of students participate in after school PA programming.

A greater proportion of non-public schools indicate that the majority of students participate in PA programming after school, whereas public schools are more likely to say that less than half of students participate.

FIGURE 1

Participation in PA after school programming by student population size



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Community characteristics

Compared to the average, schools located in the smallest communities are less likely to indicate that less than half of students participate in PA programming after school compared to schools in larger communities (10,000 to 299,999 residents), yet they are more likely than schools in some larger communities to say that that the majority of students participate.



Other after school programs

An earlier bulletin in this series (Bulletin 6) reported on the availability of after school programming focusing on purposes other than physical activity, such as homework help or day care. Survey results indicate that 60% of schools provide this type of programming during the after school period (see Bulletin 6 in this series). Among these schools, schools administrators were asked about the proportion of students *participating* in these programs. In response, 85% of schools indicated that less than half of students participate in this programming, whereas 15% say that half or more of students participate.

Compared to the average, a greater proportion of schools in Quebec report that the majority of their students participate in non-PA programming during the after school time period. Schools in the West are more likely to indicate that less than half of students participate in this type of programming, compared to the national average.

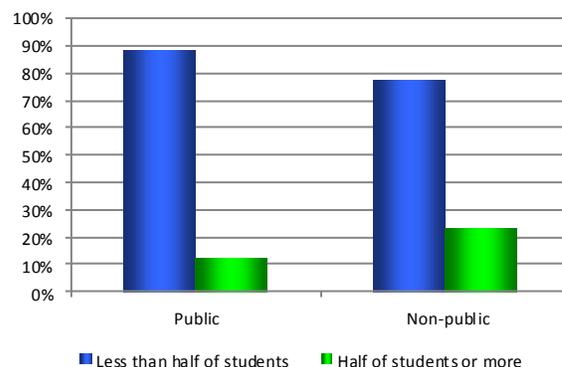
School characteristics

Elementary schools are more likely than the average to indicate that the majority of students participate in non-PA programming after school, whereas secondary schools are more likely to report that less than half of their students participate in this type of programming.

A greater proportion of non-public schools say that the majority of students participate in non-PA programming after school, whereas a greater proportion of public schools say that less than half of students participate in this programming.

FIGURE 2

Participation in non-PA after school programming by type of school



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