Putting formative assessment rubrics into practice

Formative assessment is any assessment that is used to improve teaching and learning. Best-practice is a rigorous approach, based on a three-step process by which evidence is collected, interpreted and used. Formative assessment provides feedback during the course of learning so that action can be taken to promote learning. Victorian teachers can now access materials to assist them to develop formative assessment rubrics and put them into practice in the classroom.

In conjunction with the Assessment Research Centre at the University of Melbourne, the VCAA is publishing nine online professional learning modules, based on the *Guide to Formative Assessment Rubrics*. The modules will support teachers to:

- understand the process of developing and using formative assessment rubrics
- design tasks that will enable teachers to gather evidence of what the student knows and can do, and identify what each student is ready to learn next
- use feedback to progress student learning
- differentiate classroom activities to support a range of student learning needs
- reflect on their teaching practice.

Teachers can use the online learning modules to develop their own formative assessment rubrics and tasks. The modules contain videos explaining how to develop, assess and review a learning continuum, formative assessment rubric and task to gather evidence of learning in the classroom. Each module includes advice, guided questions and practice considerations.

The learning modules offer flexible, teacher-directed learning pathways and may be undertaken as group learning or be self-guided. Some teachers may work through the modules sequentially, while others may choose to focus on a specific aspect of planning, assessing or reviewing formative assessment rubrics.

In this issue

Excellence and awards

Early Years

F–10

VCE

VCAL

VET

Professional development

Administrative advice

Bulletin board

VICTORIA
State Government

Contents

In addition, teachers can access a range of rubrics, tasks and annotated work samples developed by a cohort of Victorian teachers who participated in a series of formative assessment rubrics workshops delivered this year by the VCAA. These rubrics cover a range of curriculum areas and levels. Videos capturing teachers' insights into writing and trialling formative assessment rubrics are also provided.

Teachers participating in the formative assessment workshops were challenged to think about how they might use the curriculum and consider more deeply how to describe learning progression or growth in a specific component of the curriculum area. This approach supported the teachers to translate formative assessment rubrics into targeted teaching and learning tasks by asking questions such as: What am I looking for in this activity or lesson? How will I know what the students currently know and can do? How will I know what they are ready to learn next?

One teacher learnt that creating a rubric based on the curriculum 'before you start planning the unit' ensures a clear understanding of the 'things you expect your students to be able to do, say, make or write'. Once she knew what she was looking for, she was able to understand what to cover in her lessons and what opportunities should be provided to the students to apply and practise specific knowledge and skills. For another teacher, formative assessment rubrics were the 'missing piece in her teaching practice'. She could give much more targeted and constructive feedback to the students.

The sharing of these formative assessment materials – written by teachers for teachers and trialled in classrooms across the state – will support all teachers to have a go. Developing and using formative assessment rubrics can make a difference to the way teachers teach, which in turn helps student to progress.

Excellence and awards

VCAL Achievement Awards

Nominations closing soon

The VCAL Achievement Awards recognise the outstanding achievements of young people who participate in the VCAL, as well as the contribution and achievement of VCAL teachers and partner organisations that have facilitated the development and delivery of innovative VCAL programs. Guidelines and links to online nomination forms can be found on the VCAL Achievement Awards webpage.

Nominations for the VCAL Achievement Awards close 5pm Friday 22 November 2019.

Order a printed copy of the *Learning Practice Guide*

Print copies of the *Learning Practice Guide* are now available. This practice guide is part of the VCAA's series of literature reviews and practice guides about the Victorian Early Years Learning and Development Framework (VEYLDF).

Written by Dr Jen Jackson and Kate Noble (Mitchell Institute, Victoria University), Dr Jeanne Marine Iorio (College of Arts and Education, Victoria University) and Dr Dan Cloney and Pru Mitchell (Australian Council for Educational Research), the *Learning Practice Guide* will help professionals engage with key concepts of the VEYLDF, particularly the Learning and Development Outcome: 'Children are confident and involved learners'.

The first section of the guide reminds early childhood professionals of the theory and pedagogy that underpins day-to-day practice, and helps them find ways to recognise children's confidence and involvement in learning as a key component of their professional practice.

The second section describes scenarios to prompt professional reflection. These scenarios illustrate ways in which early childhood professionals can improve their practice in relation to this Learning and Development Outcome.

Watch videos of Dr Jen Jackson and Dr Dan Cloney discussing the assessment of children's learning.

To order a copy of the *Learning Practice Guide*, contact the Early Years Unit: veyldf@edumail.vic.gov.au.

Coming up in the VEYLDF Learning and Development Outcomes series: Identity and Community

In early 2020, the VCAA will publish the final parts of its series focusing on the five VEYLDF Learning and Development Outcomes:

- Children have a strong sense of identity.
- Children are connected with and contribute to their worlds.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

The five Outcomes provide a common language to support collaborative approaches between professionals and with children and families to build continuity across early years settings and programs for children from birth to eight years.

The literature review and practice guide focusing on the Outcome 'Children have a strong sense of identity' will be published between January and February 2020, and those focusing on the Outcome 'Children are connected with and contribute to their worlds' will be published between March and June 2020.

These resources are designed to assist Victorian early childhood professionals to implement the VEYLDF.

Sign up to the Early Years Alert to receive a notification when these resources are available.

Curriculum

New lesson plans for the Bushfire Education website plus webinar

The VCAA has updated its Bushfire Education website to include new lesson plans. Offered as a series of sequenced lesson plans under the four themes of 'Learning about bushfires', 'Preparing for bushfires', 'Responding to bushfires' and 'Recovering from bushfires', each lesson plan has a specific learning intention and links to relevant curriculum areas and additional resources.

As part of the broader plan of redeveloping the Bushfire Education website, the VCAA will be hosting a professional learning webinar on Tuesday 19 November 2019, 3.45–4.45pm, and will repeat this session if demand warrants it. To register, go to the F–10 Professional Learning webpage.

Access new English and Mathematics annotated work samples

The following new work samples have been published to support teacher understanding of achievement standards in Victorian Curriculum F–10 English and Mathematics:

- New English annotated work samples – highlighting the knowledge and skills addressed in the Speaking and Listening achievement standards for Levels 3, 4, 5 and 6
- New Mathematics annotated work samples – highlighting the knowledge and skills addressed in the Number and Algebra, Measurement and Geometry, and Statistics and Probability achievement standards for Levels 3, 5, 7 and 9.

All work samples have been selected, annotated and reviewed by classroom teachers and curriculum experts.

Download financial literacy resources

The VCAA has produced the following sample activities for Years 3–6 to support the introduction of financial literacy for primary school students:

- Money makes the world go round, Years 3 and 4 – linking to multiple curriculum areas, including Mathematics, Geography and Visual Arts Levels 2–4, with extension activities linked to Mathematics and Economics and Business for Levels 5 and 6
- Trading up, Years 5 and 6 – linking to Economics and Business for Levels 5 and 6.

Two documents are provided for each resource: one includes a comprehensive description of the activities, including teacher instructions and relevant Victorian Curriculum links, and the other consists of a suite of printable resources for students and teachers.

The VCAA will also be publishing in November a resource for Levels 7 and 8 called 'Ten steps to becoming a smart consumer'.

Learn about Critical and Creative Thinking through Visual Arts

The VCAA has produced sample learning activities to help teachers address content from the Critical and Creative Thinking curriculum through Visual Arts for Levels 3–10. The resources contain multiple sample learning activities based around specific artworks and artists, with background information for teachers.

Find more curriculum implementation resources

The VCAA continues to develop and provide teachers with resources to support the implementation of the Victorian Curriculum F–10. New resources recently published include:

- Mathematics – Computational and algorithmic thinking – unpacking the content descriptions for Levels 3, 7 and 8
- STEM sample unit of work – film canister rockets for Levels 7 and 8

To find out when new resources become available, read the *VCAA Bulletin* or subscribe to the F–10 Curriculum Update.

VCE

Curriculum

2020 VCE Drama and Theatre Studies playlist

The 2020 VCE Drama and Theatre Studies Playlist is now available on the VCE Drama and VCE Theatre Studies study webpages. The playlist should be used to select plays for study for:

- VCE Drama Unit 3 Outcome 3
- VCE Theatre Studies Unit 3 Outcome 3
- VCE Theatre Studies Unit 4 Outcome 3.

Schools are advised that they should have strategies in place to support teachers to select plays that are appropriate for their students. Bookings should be made in a timely manner using the information provided in the Playlist about performance venues, dates and times.

For enquiries, contact Margaret Arnold, Curriculum Manager, Performing Arts: arnold.margaret.j@edumail. vic.gov.au.

Review of VCE studies in 2020

VCE studies are reviewed on a cyclical basis, according to their accreditation period, to ensure that the VCE continues to meet Victorian community expectations for high-quality curriculum and assessment.

The following VCE studies will be reviewed in 2020:

- VCE Algorithmics (HESS)
- VCE Art
- VCE Business Management
- VCE Chemistry
- VCE Chinese Language, Culture and Society
- VCE Economics
- VCE English and English as an Additional Language
- VCE Food Studies
- VCE Indigenous Languages of Victoria: Reclamation and Revival
- VCE Literature
- VCE Mathematics
- VCE Music
- VCE Physics
- VCE Psychology
- VCE Religion and Society
- VCE Studio Arts
- VCE Texts and Traditions.

To help guide the review process, panels are formed to provide advice to the VCAA.

Studies under major review will have a Review Panel convened, whereas studies under a minor review will have a Writing Panel convened. The following studies will undertake a minor review in 2020:

- VCE Business Management
- VCE Chinese Language, Culture and Society
- VCE Food Studies
- VCE Indigenous Languages of Victoria: Reclamation and Revival
- VCE Religion and Society.

Consultation drafts of the study designs under review will be available for consideration throughout 2020 on the relevant VCE study webpages on the VCAA website. Each study will have a four-week consultation period.

For further information on the review of VCE studies, go to the VCE General Advice and Policy webpage.

Expressions of interest: VCE study review panels in 2020

Expressions of interest are sought from suitably qualified people to participate in the curriculum review process for the following VCE studies:

- VCE Algorithmics (HESS)
- VCE Art
- VCE Chemistry
- VCE Economics
- VCE English and English as an Additional Language
- VCE Literature
- VCE Mathematics
- VCE Music
- VCE Physics
- VCE Psychology
- VCE Studio Arts
- VCE Texts and Traditions.

Refer to Notice to Schools 141/2019.

2019 VCE School-based Assessment Audit

Outcomes of the further evidence stage of the Unit 4 School-based Assessment Audit were delivered to schools on Monday 28 October 2019. Schools can view their audit outcomes on the following screen in VASS:

- School Program > VCE > School-based Assessment Audit.

An Audit Report containing feedback on each audited study is available for schools to download by searching the word 'Audit' in VASS Downloads.

Schools that have been asked to resubmit evidence to the VCAA will be notified of the outcome of their resubmission on Monday 9 December 2019 through VASS.

All schools will be notified of their Unit 3 School-based Assessment Audit requirements for 2020 on Monday 24 February 2020. Notification will be delivered through VASS. All key dates relating to the audit can be found in the 2020 Important Administrative Dates.

For further information on the School-based Assessment Audit, go to the VCE General Advice and Policy page of the VCAA website or contact Samantha Anderson: (03) 9651 3957 or school.assessment.vcaa@edumail.vic.gov.au.

Feedback on the VCE Physical Education Study Design, Unit 2

As part of the ongoing monitoring of VCE studies, the VCAA is seeking feedback from teachers on the current VCE Physical Education Study Design, specifically Unit 2: Physical activity, sport and society.

Refer to Notice to Schools 138/2019.

VCE Applied Computing focus groups

VCE Computing teachers are invited to participate in focus groups to provide feedback on the updated assessment criteria and performance descriptors for VCE Applied Computing School-assessed Tasks.

Refer to Notice to Schools 135/2019.

Updated VCE Texts and Traditions 2020 Set texts, passages for special study and themes

The updated 'VCE Texts and Traditions 2020 Set texts, passages for special study and themes' is now available on the VCE Texts and Traditions study webpage.

Refer to Notice to Schools 129/2019.

Resources for VCE Psychology

The VCE Psychology School-based assessment report and PowerPoint presentation from the Term 3 School-based assessment webinars are now available on the VCE Psychology study webpage.

Refer to Notice to Schools 142/2019.

Assessment

2019 VCE Examination Feedback Survey

Teachers of Units 3 and 4 VCE studies and scored VCE VET programs have the opportunity to provide the VCAA with feedback about this year's VCE examinations.

The online survey is open until Monday 25 November 2019. All teachers of Units 3 and 4 are encouraged to participate in the survey, which takes 10–15 minutes to complete. Responses from the survey will be used to provide feedback to the 2020 examination development panels and by VCAA management in the annual evaluation of the VCE assessment program.

Before linking to the survey, read this collection notice published on the VCAA website.

Enquiries should be directed to the VCE Examinations Unit: (03) 9032 1789 or examinations.vcaa@edumail.vic.gov.au.

Refer to Notice to Schools 137/2019.

VCE Mathematical Methods computer-based examination 2: Expressions of interest for 2021

The VCAA invites Victorian secondary schools to lodge an expression of interest to offer the VCE Mathematical Methods computer-based examination 2 to students undertaking Mathematical Methods Units 3 and 4 in 2021. This invitation is extended to schools not currently involved in the program.

It is anticipated that schools wishing to participate will have familiarity with Mathematica and will use this as enabling technology for the implementation of VCE Mathematical Methods Units 1 and 2 in 2020 and Units 3 and 4 in 2021 in one or more classes. The computer-based examination for VCE Mathematical Methods examination 2 will be run for students from these classes in 2021.

For further information and to obtain an expression of interest form, contact Dr David Leigh-Lancaster, VCAA Mathematics Curriculum Manager: leigh-lancaster.david.d@edumail.vic.gov.au or (03) 9032 1690.

Expressions of interest close Friday 6 December 2019.

2019 VCE Written examinations observation visits

VCAA-appointed senior project officers may attend their school to monitor the conduct and administration of any VCE written examination. The purpose of these observations is to ensure that schools comply with all VCAA requirements for administering VCE written examinations.

Refer to Notice to Schools 125/2019.

VCAL

VCAL Showcases 2019 registrations closing soon

The VCAA is collaborating with the Catholic Education Commission of Victoria to provide VCAL practitioners with an opportunity to share best practice in VCAL delivery and aspects of their own VCAL programs.

Refer to Notice to Schools 140/2019.

VET

Update on revised VCE VET programs

The following VCE VET programs have been updated and approved by the VCAA for implementation in 2020:

- VCE VET Equine
- VCE VET Electrotechnology
- VCE VET Information, Digital Media and Technology (see below)
- VCE VET Sport and Recreation (see below).

Full program structures for 2020 will be published on the respective program pages.

VCE VET program summary and updates for 2020

The 2020 program summary and program updates will be available on the VCE VET program webpage in January 2020.

VCE VET Scored Assessment Workshop: Revisions to task types for 2020

The VCAA has undertaken a review of VCE VET scored assessment. The VET Unit will be conducting a workshop on Thursday 5 December 2019 from 9am to 12.30pm on the changes to tasks types, how to modify coursework tasks to comply with the new rules, and the new tools for task types. This workshop is nearing capacity and a waiting list is currently in place. A further workshop may be scheduled in early February 2020, along with a short webinar outlining the changes. A round of program-specific scored assessment workshops will be conducted in March 2020.

To register for this professional learning activity, go to the VCE VET Scored Assessment Workshops webpage.

VCAA VET Statewide Workshops

The VCAA is conducting VET Statewide Workshops to deliver updates for schools and providers regarding the VET Delivered to Secondary Students program. These workshops will take place across Victoria during November 2019.

Refer to Notice to Schools 126/2019.

High-level VET qualification applications

Providers and schools wishing to deliver Certificate IV or higher VET qualifications in 2020 must submit an application to the VCAA prior to commencement of any training.

The revised application form and information for high-level VET qualifications will be available shortly on the Block Credit Recognition webpage.

VCE VET scored assessment audit

School coursework audit notification (SCAN) emails will be sent to selected schools and registered training organisations for the 2019 audit of their scored VCE VET programs. It is important to follow the instructions included with the email. The identified Assessing Group has the responsibility of providing the audit material to the VCAA. Questions regarding the audit can be directed to the VET Unit on (03) 9032 1737. Schools selected for audit in 2019 are those that did not follow up on their 2018 audit results.

A full audit program will recommence in 2020 following the introduction of the revised VCE VET scored assessment arrangements.

VCE VET State Reviewer vacancies for 2020

Applications are invited for the vacant VCE VET State Reviewer positions for 2020 in the following VCE VET program areas:

- Integrated Technologies
- Community Services
- Furnishing.

State Reviewers can be teachers of the program at Units 3 and 4 levels. The role is a paid position and those appointed are required to undertake a range of activities, including participating in VCAA professional development, providing feedback and advice to schools and registered training organisations, assisting in the preparation of published advice regarding scored assessment, conducting coursework audits and preparing feedback as a result of the coursework audits. Appointments will be made from 1 January to 31 December 2020.

For more information and to apply, email vet.vcaa@edumail.vic.gov.au.

VCE VET Sport and Recreation

The Certificate II in Outdoor Recreation has been revised and the majority of units rewritten. The revised VCE VET program will not be available until later this year, following the publication of Purchasing Hours for the units and approval by the VCAA committees. The VCE VET program will closely reflect SIS20419 Certificate II in Outdoor Recreation (available on training.gov.au).

There will also be changes to the electives in Certificate II and III in Sport and Recreation. These changes will be published later in 2019.

The Unit 3–4 sequence will change, with the following two units being deleted:

- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSPT303A Conduct basic warm up and cool down programs.

The replacement units will be confirmed later in November, with the updated program structure being available on the VCE VET Sport and Recreation webpage in December.

VCE VET Information, Digital Media and Technology

The ICT30115 Certificate III in Information, Digital Media and Technology has been superseded and replaced by ICT30118 Certificate III in Information, Digital Media and Technology from 2019.

There have been minor changes to the qualification, with all students undertaking training required to be enrolled in the new qualification from 2020. Further details and program structure will be available on the VCE VET Information, Digital Media and Technology webpage in December. There will be no change to the Unit 3–4 sequence and scored assessment.

Discovering Rail Careers event

The Certificate II in Heavy and Light Rail Fundamentals (Pre-vocational) is scheduled to commence in 2020. This course is for secondary students considering a career pathway into the expanding rail industry.

The Rail Academy is conducting a half-day workshop for students and staff to promote the rail industry and increase understanding about learning and work opportunities. Hear from industry experts and find out how to locate and effectively use career information. Student career practitioners, counsellors and student teachers will benefit from attending.

The Discovering Rail Careers event will take place on Wednesday 20 November 2019 from 10am to 12pm at the Rail Academy, Shea Street, Newport.

To register, email railcareers@levelcrossings.vic.gov.au.

For further information and flyers promoting the event, contact 0459 869 828.

VET program video library

The VET program video library hosts a series of short documentaries, each featuring a student undertaking a specific VET program, highlighting their experiences and the opportunities these programs offer.

Refer to Notice to Schools 131/2019.

2020 School-assessed Task and School-assessed Coursework professional learning sessions

The VCAA will be conducting professional learning sessions, face-to-face and via webinar, from February 2020 for the following VCE studies with a School-assessed Task (SAT):

- VCE Algorithmics (HESS)
- VCE Applied Computing: Data Analytics
- VCE Applied Computing: Software Development
- VCE Art
- VCE Media
- VCE Product Design and Technology (webinar only)
- VCE Studio Arts
- VCE Systems Engineering (webinar only)
- VCE Visual Communication Design.

The aim of the SAT sessions is to provide teachers with a clear understanding of how to apply the assessment criteria and performance descriptors to the SAT in their relevant study.

There will also be sessions that focus on School-assessed Coursework (SAC) task development. The aim of the SAC sessions is to provide teachers with a clear understanding of how to develop SAC tasks in their relevant study.

Webinar sessions

SAT webinars

Date	VCE study	Time
Monday 10 February	Product Design and Technology	3.45–5.15pm
Tuesday 11 February	Systems Engineering	3.45–5.15pm
Wednesday 12 February	Applied Computing: Software Development	4.30–6pm
Tuesday 18 February	Media	4.30–6pm
Wednesday 19 February	Art	4.30–6pm
Thursday 20 February	Applied Computing: Data Analytics	4.30–6pm
Thursday 20 February	Studio Arts	4.30–6pm
Thursday 27 February	Visual Communication Design	4.30–6pm

SAC webinars

Date	VCE study	Time
Monday 17 February	Visual Communication Design	4.30–5.30pm
Tuesday 25 February	Media	4.30–5.30pm
Tuesday 25 February	Applied Computing: Data Analytics	4.30–6pm
Wednesday 26 February	Studio Arts	4.30–5.30pm
Thursday 27 February	Applied Computing: Software Development	4.30–6pm

Face-to-face sessions

SAT sessions

Date	VCE study	Time	Venue
Monday 10 February	Applied Computing: Software Development	9am–4pm	VCAA, Coburg
Friday 14 February	Algorithmics (HESS)	9am–4pm	VCAA, Melbourne
Tuesday 18 February	Applied Computing: Data Analytics	9am–4pm	VCAA, Coburg
Wednesday 11 March	Art, Media, Studio Arts and Visual Communication Design	10am–3pm	Emmanuel College, Warrnambool

SAC sessions

Date	VCE study	Time	Venue
Monday 24 February	Applied Computing: Data Analytics	9–11.30am	VCAA, Coburg
Monday 24 February	Applied Computing: Software Development	1–3.30pm	VCAA, Coburg

Register now for a session.

For further information, contact the VCE Curriculum Unit at vcaa.vce.pd@edumail.vic.gov.au or the following Curriculum Manager, as required:

- Leanne Compton (VCE Product Design and Technology and VCE Systems Engineering): compton.leanne.l@edumail.vic.gov.au
- Phil Feain (VCE Algorithmics and VCE Applied Computing): feain.philip.a@edumail.vic.gov.au
- Kathryn Hendy-Ekers (VCE Art, VCE Media, VCE Studio Arts and VCE Visual Communication Design): hendy-ekers.kathryn.l@edumail.vic.gov.au

2020 VCE Briefings and Workshops

The VCAA invites members of VCE teams to attend an important professional development opportunity that will be offered at a variety of venues during February and March 2020.

Refer to Notice to Schools 133/2019.

Professional development for newly appointed VASS users

The VCAA will conduct professional development training at metropolitan DET CASES Training Centres in November and December 2019 for newly appointed VASS users. This training is designed for VASS administrators who are new to their position or who have never used VASS. It is recommended for schools offering a VCE, VET or VCAL program for the first time in 2020.

Refer to Notice to Schools 139/2019.

VCE Second Language studies webinar

The VCAA is hosting a webinar to provide information and advice for teachers when implementing Units 3 and 4 of the 12 reaccredited VCE Second Language studies in 2020.

Refer to Notice to Schools 130/2019.

2020 Important Administrative Dates

The 2020 Important Administrative Dates document is now available and should be used in conjunction with the 2020 Important Assessment Schedule. These documents are available on the VCAA website.

Refer to Notice to Schools 123/2019.

Delivery of VCE/VCAL results packages to schools

In order to plan the delivery of the final results packages to schools in December, the VCAA requires prior notification of alternative delivery arrangements or school closures.

The final VCE/VCAL Certificates and Statement of Results for students who did not undertake a VCE Unit 3–4 sequence will be delivered by courier to the school's site address on Tuesday 10 December 2019.

Schools are required to:

- check that the school's site address is correctly recorded in VASS
- have a staff member present at school for delivery between 7am and 6pm
- check the school has no re-directions or any other impediment that would stop delivery of the package
- notify the VCAA if a graduation ceremony is taking place on the day of delivery
- notify the VCAA if the school will be closed on Tuesday 10 December or if there will be no one in attendance
- notify the VCAA if the courier might need additional instructions to deliver the results package to the correct place
- check their PO Box if the package has not arrived.

As all packages need to be signed for, it is imperative that a staff member be present for the entire window or that alternative delivery arrangements are made promptly.

The VCAA cannot guarantee delivery if the above requirements are not met.

To advise of any delivery details, contact Thi Duong, Project Manager Results Reporting, Student Records and Results: (03) 9032 1741 or student.records@edumail.vic.gov.au.

Increasing physical activity in the classroom

The VCAA has supported the development of [Transform-Us!](), a novel approach to increasing children's physical activity levels and learning outcomes.

Transform-Us! is available to all Victorian primary schools and teachers and uses innovative strategies within the classroom, school and home settings to get students moving more and sitting less.

Transform-Us! involves incorporating movement into everyday class lessons so that the delivery of the lesson changes, not the content. It is a simple and easy program that can improve children's classroom behaviours, academic outcomes, physical activity and their health.