Supplementary File 1. Participant recruitment plan

Participant recruitment strategies

The recruitment strategies for participants from the three categories are described below.

1. Academics
    a. Scopus "researcher discovery" function and Google Scholar "keywords" function were used to identify academics who satisfied the eligibility criteria by using keywords such as "physical activity" school and "physical activity" girls. The potential participants were then contacted via email.
    b. Academics were identified through my personal and professional contacts. These included potential PhD supervisors contacted when I was applying for PhD positions, Twitter contacts, and LinkedIn contacts.
    c. My current PhD supervision team identified participants through their personal and professional contacts.
    d. Snowballing technique was used to recruit further potential participants identified by other participants.
    e. Posts on social media including Twitter and LinkedIn were also made about my study.
2. School educators
    a. Primary and secondary government schools from all Australian states and territories, starting with New South Wales, were contacted via email to identify potential participants who satisfied the eligibility criteria. The list of the schools were taken from the Australian Curriculum, Assessment and Reporting Authority (ACARA). ACARA created the Australian Schools List based upon the lists obtained from the 14 school registration authorities in Australia.

Recruitment emails were sent to the email addresses of the schools taken from the schools' websites. It was requested in the email to circulate it to the relevant participants and/or put me in touch with the potential participants. Schools were selected as they appeared in the list.

b. PE school teachers were contacted via LinkedIn by searching for keywords like "physical education school teacher."
c. Health and Physical Education Lecturers in the National School of Education at universities were contacted to reach out to their personal and professional networks for potential recruitment.
d. Since authorship was offered to academics for being a participant and providing feedback on the article manuscript, they were requested to provide contacts of the potential participants in the school educators category.
e. Snowballing technique was also used to recruit further potential participants identified by other participants.

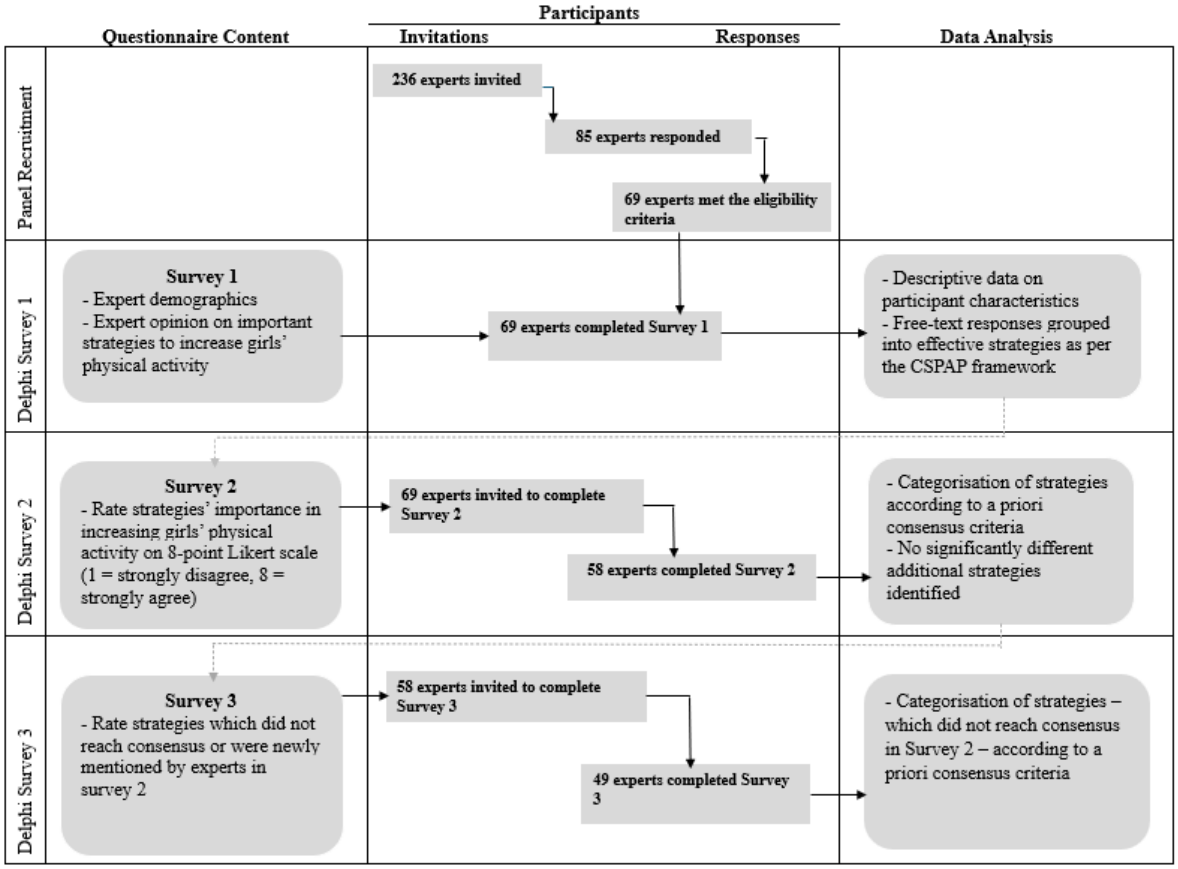
3. Government representatives
    a. Emails were sent to the Federal as well as Australian states/territories' Departments of Health, Education, and Sports to identify potential participants who satisfied the eligibility criteria. Recruitment emails were sent to the email addresses of the departments and/or the "contact us" form available on the departments' websites. It was requested in the email and/or the "contact us" form to circulate it to the relevant participants and/or put me in touch with the potential participants.
    b. My current PhD supervision team – especially Associate Co-supervisor – was requested to identify participants through their personal and professional contacts.

c. Since authorship was offered to academics for being a participant and providing feedback on the article manuscript, they were requested to provide contacts of the potential participants in the government representatives category.
d. Snowballing technique was also used to recruit further potential participants identified by other participants.

Participant recruitment process

Mail merge function was used to send invitation emails to all participants to participate in the study. The invitation email contained a brief introduction about the study, eligibility criteria to participate and an opportunity for the academics to be a co-author on the study – in line with the authorship criteria by the International Committee of Medical Journal editors – and the link to the survey. Each survey was open for approximately two weeks and participants received two reminder emails; the first email was sent on the seventh day post-initial invitation, and the second email was sent on the fourteenth day post-initial invitation.

Supplementary Figure 1. Delphi flowchart



Supplementary Table 1: Stakeholders' ratings on school-based strategies for increasing girls' physical activity

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Physical education								
Offer active and comfortable uniform that also caters to girls' needs from various religious and cultural backgrounds	58	8 (6-8)	33*	8 (6-8)	19*	8 (6-8)	6*	8 (7-8)
Avoid using gendered language (e.g., "throw like a girl" is an insulting term)	58	8 (6-8)	33*	8 (6-8)	19*	8 (6-8)	6*	8 (7-8)
Offer an inclusive active environment by providing equal opportunities for all (e.g., modified equipment or physical games for varying physical or social needs)	56	8 (5-8)	31	8 (5-8)	19*	8 (6-8)	6*	7 (6-8)
Focus on fun and personal improvement instead of competition and comparison	51	8 (6-8)	33*	8 (6-8)	13*	8 (6-8)	5*	7 (6-8)
Have specialist rather than generalist teachers teach PE	50	8 (3-8)	31	8 (5-8)	13	7 (3-8)	6*	6.5 (6-8)
Introduce and implement effective school policies related to PE and physical activity: Active uniform policy	56	7.5 (3-8)	31	8 (3-8)	19*	7 (6-8)	6*	7 (6-7)
Have positive active female role models (e.g., teachers, other students, sportswomen)	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	7. 5 (6-8)
Provide facilities (e.g., change rooms) to address girls' specific needs	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	8 (7-8)
Focus on increasing the competence and confidence of girls	57	7 (6-8)	33*	7 (6-8)	19*	8 (6-8)	5*	7 (6-8)
Focus on multiple learning outcomes (e.g., academic, social, wellbeing) associated with PE	57	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	5*	6 (6-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Offer variety by promoting non-traditional and culturally appropriate games and sports which are not male-dominated	56	7 (4-8)	31	8 (4-8)	19*	7 (6-8)	6*	7.5 (7-8)
Introduce and implement effective school policies related to PE and physical activity: Policies against gender discrimination	56	7 (3-8)	31	8 (3-8)	19*	7 (6-8)	6*	6 (6-8)
Improve the quality of physical education classes: For example, replacing games/activities which are linked to lower levels of physical activity (such as softball) with ones that offer higher levels of physical activity (such as aerobic dance)	56	7 (2-8)	31	7 (2-8)	19*	7 (6-8)	6*	7.5 (7-8)
Give access to physical activity equipment and facilities (e.g., gyms, indoor spaces for yoga, yoga mats)	50	7 (4-8)	31	7 (4-8)	13	8 (4-8)	6*	7 (6-8)
Introduce and implement necessary curriculum changes to improve PE: Increase the frequency of PE lessons	49	7 (4-8)	31	7 (5-8)	13	7 (4-8)	5	7 (5-8)
Provide single/mixed-gender activities where appropriate based upon the preference of girls	49	7 (3-8)	31	7 (3-8)	13	7 (5-8)	5*	7 (6-8)
Link PE to career opportunities for girls	56	6 (3-8)	31	5 (3-8)	19*	7 (6-8)	6*	6 (5-6)
Integrate PE lessons and music to increase interest in PE	50	6 (2-8)	31	5 (4-8)	13	6 (2-8)	6*	6 (5-7)
Introduce and implement necessary curriculum changes to improve PE: Education on health benefits of physical activity	49	6 (3-8)	31	6 (3-8)	13	7 (5-8)	5	6 (5-8)
Introduce and implement necessary curriculum changes to improve PE: Increase the duration of PE lessons	49	6 (2-8)	31	6 (4-8)	13	6 (2-8)	5	6 (3-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Meeting the recommended levels of physical activity, that is, at least an average of 60 minutes per day of moderate-to-vigorous physical activity	49	6 (2-8)	31	6 (2-8)	13	7 (2-8)	5	8 (4-8)
Physical activity during school								
Give girls a voice in the design of physical activity	58	8 (6-8)	33*	8 (6-8)	19*	7 (6-8)	6*	8 (7-8)
Introduce and implement necessary curriculum changes to increase physical activity: Having a whole-school curriculum commitment to promote physical activity	52	8 (5-8)	33*	8 (6-8)	13	8 (5-8)	6*	7.5 (7-8)
Offer a safe active environment: Provide safe spaces for girls during recess and lunch breaks (e.g., change rooms, lockers)	52	7.5 (6-8)	33*	7 (6-8)	13*	8 (6-8)	6*	8 (6-8)
Provide choice to girls for the physical activities they want to engage in and facilitate autonomy	52	7.5 (5-8)	33*	8 (6-8)	13	7 (5-8)	6*	7 (7-8)
Offer leadership roles for girls in physical activity to increase their and other girls' motivation and confidence in physical activity	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	7.5 (7-8)
Offer more lifelong physical activities (e.g., yoga, walking) that can extend beyond school	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	7 (6-8)
Acknowledge and challenge gender stereotypes related to physical activity (e.g., boys are more sporty than girls)	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	7 (7-8)
Provide equipment/facilities (e.g., jump ropes/balls, playing field areas for girls) necessary for physical activity	57	7 (6-8)	33*	7 (6-8)	19*	8 (6-8)	5*	7 (6-8)
Introduce classroom energizers/movement breaks	52	7 (5-8)	33*	7 (6-8)	13	6 (5-8)	6*	8 (6-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Introduce and implement effective school policies which encourage physical activity culture and girls' participation in physical activity (e.g., resource allocation for girls' activities)	52	7 (5-8)	33*	7 (6-8)	13	7 (5-8)	6*	7.5 (6-8)
Have active recess/lunch breaks	51	7 (5-8)	33*	7 (6-8)	13	7 (5-8)	5*	7 (7-8)
Offer peer-support networks to be physically active	50	7 (5-8)	31	7 (5-8)	13	7 (5-8)	6*	6 (5-7)
Integrate physical activity into academic lessons	50	7 (4-8)	31	7 (4-8)	13	6 (5-8)	6*	7.5 (7-8)
Offer a safe active environment: Provide 'girls only' play areas	50	6 (3-8)	31	6 (3-8)	13	6 (3-8)	6*	7 (6-8)
Provide girls-only activities to be physically active during school time	50	7 (2-8)	31	6 (2-8)	13	7 (3-8)	6*	7 (6-8)
Encourage positive messaging about physical activity around the school (e.g., noticeboards, assembly)	49	7 (4-8)	31	7 (4-8)	13*	7 (6-8)	5	6 (5-8)
Encourage physical activity with a purpose (e.g., walking combined with picking up litter on school grounds)	49	6 (3-8)	31	6 (3-8)	13	6 (3-8)	5	8 (3-8)
Physical activity before and/or after school								
Offer equal opportunities to be physically active by accommodating those who have financial constraints and no/limited access to public transport	58	8 (6-8)	33*	8 (6-8)	19*	8 (6-8)	6*	7.5 (6-8)
Increase funding to promote physical activity	55	8 (4-8)	31	8 (4-8)	19*	8 (6-8)	5*	6 (5-7)
Promote active transportation (e.g., walking, cycling) to and from school	50	8 (4-8)	31	8 (4-8)	13*	8 (6-8)	6*	7.5 (6-8)
Focus on socialization aspect of physical activity	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	7.5 (7-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Offer facilities (e.g., school playgrounds) to be physically active	57	7 (6-8)	33*	7 (6-8)	19*	8 (6-8)	5*	6 (6-8)
Have before and after school physical activity clubs/activities offering diverse activities that are welcoming to girls of all skill levels and abilities	57	7 (5-8)	33*	8 (6-8)	19*	7 (6-8)	5	7 (5-8)
Offer community/local physical activities through setting up links between schools and communities	52	7 (5-8)	33*	7 (6-8)	13	7 (5-8)	6*	8 (6-8)
Offer opportunities for family engagement through co-participation of parents/siblings in physical activities with girls	51	7 (5-8)	33*	7 (6-8)	13	7 (5-8)	5	6 (5-8)
Have intramural (to encourage the least active girls) and intermural (to develop social skills of girls) sports teams and competitions	50	7 (2-8)	31	7 (2-8)	13	7 (5-8)	6*	6 (5-7)
Provide girls-only activities	50	7 (1-8)	31	7 (4-7)	13	7 (1-8)	6*	6.5 (5-7)
Provide opportunities for ‘free play’ (e.g., play at local parks after school)	49	7 (4-8)	31	8 (5-8)	13	7 (5-8)	5	7 (4-8)
Offer rewards and incentives to girls for being physically active	50	6 (2-8)	31	5 (2-8)	13	6 (2-8)	6*	6 (5-6)
Use technology to facilitate healthy participation in and relationship with physical activity	49	6 (2-8)	31	6 (2-8)	13	6 (5-8)	5	6 (3-8)
Saff involvement								
Offer staff professional development and training according to updated evidence: Curricular professional development of teachers (e.g., how to teach PE effectively, use of classroom energizers, how to lead non-traditional activities)	58	8 (6-8)	33*	7 (6-8)	19*	8 (6-8)	6*	8 (6-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Have active positive role models (e.g., staff being active themselves, staff wearing the appropriate physical activity attire when teaching)	56	8 (4-8)	31	8 (4-8)	19*	8 (6-8)	6*	8 (6-8)
Offer staff professional development and training according to updated evidence: Training principals on why their school should do more physical activity	52	8 (5-8)	33*	7 (6-8)	13	8 (5-8)	6*	8 (6-8)
Offer staff professional development and training according to updated evidence: Training teachers to use autonomy supportive teaching styles	51	8 (5-8)	33*	7 (6-8)	13	8 (5-8)	5*	7 (6-8)
Offer staff professional development and training according to updated evidence: Training all staff on the importance and health benefits of physical activity	50	8 (5-8)	31	7 (5-8)	13	8 (5-8)	6*	8 (6-8)
Offer staff professional development and training according to updated evidence: Training all staff on increasing inclusivity and reducing gender stereotypes	50	8 (4-8)	31	8 (4-8)	13	8 (5-8)	6*	8 (7-8)
Focus on the whole school physical activity approach by collaborating with staff from various departments, including physical education teachers, health educators, and administrators, to develop comprehensive strategies for promoting girls' physical activity throughout the school environment	50	8 (2-8)	31	8 (2-8)	13*	8 (6-8)	6*	8 (6-8)
Encourage female representation (e.g., a female PE teacher) in physical activity	49	8 (4-8)	31	7 (4-8)	13	8 (5-8)	5*	7 (6-8)
Offer staff professional development and training according to updated evidence: Training senior staff on changing the school culture re physical activity	52	7.5 (5-8)	33*	8 (6-8)	13	8 (5-8)	6*	8 (6-8)
Offer leadership and wellness programs for all staff to promote a culture of wellness in schools	56	7 (4-8)	31	7 (4-8)	19*	7 (6-8)	6*	7.5 (7-8)
Incorporate physical activity into staff culture	55	7 (5-8)	31	8 (5-8)	19*	7 (6-8)	5	7 (5-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Give staff access to resources to create and implement innovative and engaging physical activity initiatives specifically targeted towards girls	52	7 (6-8)	33*	7 (6-8)	13*	8 (6-8)	6*	7 (6-8)
Offer staff professional development and training according to updated evidence: Non-curricular professional development of teachers (e.g., how to establish relationships between parents and communities)	51	7 (5-8)	33*	8 (6-8)	13	8 (5-8)	5	7 (5-8)
Encourage staff involvement in the design of physical activity (e.g., co-creation of PE curriculum, regular evaluation of physical activity initiatives)	50	7 (5-8)	31	7 (5-8)	13	8 (5-8)	6*	7 (6-8)
Encourage PE clothing for non-PE teachers	49	6 (1-8)	31	6 (1-8)	13	7 (3-8)	5*	6 (4-6)
Offer rewards and incentives to staff for promoting physical activity	49	5 (2-8)	31	5 (2-8)	13	6 (2-8)	5	6 (4-7)
Family and community engagement								
Shared-use agreements between schools and community organizations to use their premises for physical activity outside of school hours	56	8 (4-8)	31	8 (4-8)	19*	7 (6-8)	6*	7.5 (7-8)
Have partnership between schools and community clubs/organizations to provide before/after school programs	58	7 (6-8)	33*	7 (6-8)	19*	7 (6-8)	6*	8 (7-8)
Focus on fun and not competition in the community events	55	7 (5-8)	31	8 (5-8)	19*	7 (6-8)	5*	7 (6-8)
Encourage co-participation with family: Parents' and daughters' physical activity sessions	55	7 (4-8)	31	7 (4-8)	19*	7 (6-8)	5*	7 (6-7)
Align activities with the work schedules of families	49	7 (5-8)	31	7 (5-8)	13	7 (5-8)	5*	7 (6-8)

CSPAP component	All participants		Academics		School educators		Government representatives	
	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)	n	Median (min-max)
Encourage co-participation with family: Family involvement in physical activity at school, before/after school, community events	49	7 (4-8)	31	7 (4-8)	13*	7 (6-8)	5	7 (5-8)
Encourage co-participation with family: Family involvement in physical activity in evenings and/or at weekends	49	7 (4-8)	31	7 (4-8)	13*	8 (6-8)	5	6 (5-8)
Encourage active role modelling by parents and females from the community	49	7 (4-8)	31	7 (4-8)	13	8 (5-8)	5*	7 (6-8)
Have targeted information for family/community (e.g., inclusive of diverse family and cultural backgrounds and perspectives)	49	7 (4-8)	31	7 (4-8)	13	7 (5-8)	5*	7 (6-8)
Focus on family education re the benefits and importance of physical activity	49	7 (3-8)	31	6 (3-8)	13*	8 (6-8)	5	6 (5-8)
Involve parents in active transport with girls	49	7 (3-8)	31	7 (3-8)	13	7 (4-8)	5	8 (5-8)
Provide families with physical activity resources (e.g., through school newsletters)	49	7 (3-8)	31	7 (3-8)	13	8 (5-8)	5*	7 (6-8)
Use co-design methods to include families in the design of physical activity	49	7 (2-8)	31	7 (3-8)	13	6 (2-8)	5	6 (5-8)
Have parent-school partnership (e.g., parents to volunteer or participate in school-based physical activity initiatives/school sporting events)	49	7 (1-8)	31	7 (1-8)	13	7 (5-8)	5	6 (5-8)
Share success stories of families re physical activity adoption with schools	49	7 (1-8)	31	6 (1-8)	13	7 (4-8)	5*	7 (6-7)
Encourage active homework	49	7 (1-8)	31	7 (1-8)	13	7 (1-8)	5	6 (5-8)
Offer female only events with parents	49	6 (1-8)	31	6 (3-8)	13	6 (1-8)	5	6 (5-8)

Note. * Factors which reached consensus for a specific participant category. 33, 19, 6 refer to consensus reached in Survey 2 and 31, 13 and 5 refer to consensus reached in Survey 3. PE = physical education