



# **PHYSICAL AND SPORT EDUCATION**

**FOR VICTORIAN SCHOOLS**

Directorate of School Education  
August 1993

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# I

## Foreword

Schools have a responsibility to develop young people's skills in and attitudes towards physical activity and sport. It is widely recognised and most recently stated in the Victorian Junior Sports Policy, that physical activities and sports help to develop self-confidence as well as cooperative skills, yet all of the available evidence indicates that over the past decade there has been a steady decline in the physical skills and fitness of young people and a decline in participation in sport, particularly among teenage girls. This trend must be reversed.

The Senate Standing Committee, which reported late last year, and ongoing publicity in the press about the health of our young people, suggest that we aren't doing enough as a nation to promote this area of the school curriculum. We are pleased to be able to say that Victoria is leading the way with the completion of this Review.

The submissions received by the committee provided some examples of excellent, high-quality programs in physical and sport education in both primary and secondary schools. Where schools have continued to make physical and sport education a priority area and have devoted appropriate resources to it, there are some outstanding and creative programs. Many schools and the physical education professionals, have expressed great enthusiasm for the decision of the Directorate of School Education to proceed with this review and have indicated their eagerness to move forward with the review committee's recommendations.

The work of the Physical and Sport Education Review Committee is an important step in the right direction. The committee members are very busy, high-profile people who have put in a lot of time and effort because of their belief in the importance of improving the levels of physical wellbeing and health of children in Victorian schools. We would like formally to thank the committee for their work over the past few months, and for this excellent report. We have asked the members of the committee to continue their work throughout the remainder of this year so that they may monitor progress, and assist the Director of School Education in the first stages of laying out the strategic directions outlined in this review report. We would also like to thank the schools and organisations that

responded to the review committee by providing submissions, attending consultation forums and assisting on the working parties set up by the review committee.

There are nineteen key recommendations discussed in the report, covering curriculum, teacher training, school sport, special initiatives, including the Physical and Sport Education Exemplary Schools Program, Sports People in Schools, awards, principal and teacher fitness, local planning and coordination and a strategy plan to ensure that the work of the committee comes to fruition so that the delivery of PSE curriculum in Victoria is improved.

We have accepted this report and have asked the Director of School Education to ensure that the implementation of these recommendations can proceed as a matter of priority.



Don Hayward  
Minister for Education



Tom Reynolds  
Minister for Sport, Recreation  
and Racing

# 1.1 Acknowledgements

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Victorian Institute of Sport  
Victorian Primary Schools Sports Association  
Victorian Secondary Schools Sports Association

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# 2

## Introduction

In December 1992 the Minister for Sport, Recreation and Racing, the Hon. Tom Reynolds, wrote to the Hon. Don Hayward, Minister for Education, expressing his concern about the apparent neglect in schools of the health and fitness of students. He sought the Minister for Education's support for the establishment of a committee to examine the state of physical and sport education (PSE) in schools.

In February 1993 the Minister for Education approved the establishment of a review committee under the chairmanship of Mr Stephen Moneghetti.

### 2.1 Terms of Reference

The terms of reference that were established for the Review of Physical and Sport Education in Schools were—

- to advise on the present situation regarding physical and sport education in schools;
- to review and advise on the outcomes of key reports addressing the issue of physical and sport education in schools;
- to advise on strategic directions for improving physical and sport education in schools.

### 2.2 Membership

Members of the committee of review were:

Mr Stephen Moneghetti (Chairperson)

Mr Peter Cole

Mr Michael Giulieri

Mrs Glenda Holdsworth

Mr Max Martin

Mr David Parkin

Mrs Pamela Ryan

Mr James Stynes

Mr Chris Wardlaw

In addition, Mr Brian Mott attended the committee and provided liaison between the Directorate of School Education and Sport and Recreation Victoria, and Mr Gary Powell was invited to share his expertise and enthusiasm as a long-standing physical educator and school principal. Ms Susan Dennett was appointed as Executive Officer and Mr Shaun Corbidge provided the committee with executive support.

## 2.3 Process and Consultation

The committee established thirteen working parties to develop advice on physical and sport education curriculum; teacher training and support; the concept of physical and sport education focused schools; the formalisation of cross-credit arrangements with tertiary institutions for VCE programs in the area of physical education, sport and recreation; the concept and feasibility of establishing a corporate fitness program for employees of the DSE; the extent and quality of teacher support materials; the needs of particular groups (particularly girls and the disabled); ways to improve coordination between school and community initiatives in physical and sport education; and the establishment of an awards program focused on school and individual achievement in physical education and sport. The working parties submitted their reports by late May and their findings have informed the final recommendations and report.

The Review Committee drew heavily upon the expertise and commitment of a wide range of individuals and associations concerned with promoting physical and sport education in schools. The committee received over 150 submissions (see appendix) from schools and from the broader community and sponsored and/or participated in a variety of discussion forums.

# 3

## Recommendations

- 1** That a physical and sport education course P-10 be developed for accreditation by the Board of Studies as a matter of priority.
- 2** That physical education and sport be timetabled P-10 in all schools by 1996 and in particular that all students in the compulsory years of schooling undertake the Board of Studies accredited course.
- 3** That schools, in their charter and through their annual report, be required to focus on student outcomes in physical and sport education.
- 4** That as a matter of urgency, high-quality teacher and program resource materials for physical and sport education be identified and developed.
- 5** That the Directorate of School Education support the development and promotion of VCE physical and sport education student programs designed to open up pathways for further study and work.
- 6** That a budget allocation be provided in each of the 1993–94 and 1994–95 financial years for the training and retraining of teachers in physical and sport education. (Training and retraining includes physical education, general coaching and specific sport coaching accreditation.)
- 7** That the Directorate of School Education identifies institutions and organisations to provide highest quality PSE training and retraining courses for teachers.

- 8** That the Directorate of School Education strengthen intra- and interschool sport by targeting specified sports for particular statewide development, resourcing and support as part of a policy framework for the improved delivery of school sport.
- 9** That current resourcing arrangements to support intra- and interschool sport be maintained until the end of 1994.
- 10** That a Sports People in Schools program be initiated in conjunction with Sport and Recreation Victoria.
- 11** That school and student achievements in physical and sport education be recognised by the Directorate of School Education through the initiation of an appropriate awards program.
- 12** That exemplary physical and sport education schools be promoted by recognising and supporting approximately twelve schools demonstrating a commitment to the provision of high-quality physical and sport education programs.
- 13** That the importance of fitness and wellbeing amongst principals and teachers be recognised by the DSE establishing a Fit to Manage/Teach pilot project for 1994.
- 14** That groups of schools be required to develop a policy and plan for the delivery of a quality physical and sport education program in all schools within the local area.
- 15** That schools in a local area should facilitate the development of community/school joint use of facilities arrangements.
- 16** That the Minister for Education, the Directorate of School Education, the Minister for Sport, Recreation and Racing and Sport and Recreation Victoria jointly support a promotion strategy for physical and sport education in schools.

- 17** That a project team be established within the Directorate of School Education to manage implementation of the recommendations of the Physical and Sport Education Review.
- 18** That a strategy be set up to monitor implementation of the review recommendations.
- 19** That the Directorate of School Education conduct a system-wide evaluation on the implementation of the Physical and Sport Education Review before the end of 1995.

A detailed discussion of each recommendation follows in sections 10–15 of this report.

# 4

## Key Elements of the Strategy to Improve Physical and Sport Education

The key elements of the strategy envisaged as a result of the implementation of these recommendations are:

- Physical and sport education mandated as core curriculum in DSE schools with a Board of Studies course developed as a high priority
- High-quality training and retraining programs developed and provided in both physical education and sports coaching
- High-quality resource materials identified and developed to support teachers
- Intra- and inter-school sport based on the development of a model where a group of sports is designated for statewide development and other sports adopted at local levels
- Special initiatives in Sports People in Schools, PSE Exemplary Schools, local planning to strengthen school programs and relationships with community sports, awards and Principal/teacher fitness programs
- Promotion and sponsorship
- Service agreements with tertiary institutions, professional bodies and sporting organisations to facilitate delivery and promotion of physical and sport education
- Project team established to support the recommended strategic directions
- Monitoring of student outcomes and review of implementation of recommendations.

# 5

## Definitions and Scope

Throughout its deliberations, the committee was conscious that key terms such as "physical education", "sport education" and "sport" seemed to lack agreed definitions, and that they were frequently perceived as being one and the same. The committee did not share this perception. Indeed, it believed that its intentions may be misconstrued if this lack of agreement about definitions was not resolved.

### Physical Education

The following definition of physical education was accepted by the Senate Enquiry into Physical and Sport Education 1992.

The review committee supports this definition. It views the training

*Physical education is an all encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each.*

gained in physical education as part of a continuum leading to and indeed critical for effective participation in sport.

Physical education must be acknowledged as the main curriculum learning area of which sport education and school sport are important

aspects. Without the skills provided by a good physical education program, students will not have success in sport. This view is affirmed in the report, "Sport Education" (Ministry of Education 1987), where physical education is characterised as the "foundation stone" on which an effective sport education program can be built. It is therefore the responsibility of the Directorate of School Education to ensure first that students in the formative years, particularly in P-3, develop the basic skills in physical education. These include development of the fundamental motor skills.

## Sport Education

*Sport education includes the development of sport skills, an understanding of rules of various sports and an appreciation of codes of behaviour.*

The committee broadly endorses the definition of "sport education" canvassed in the Senate Standing Committee Report. The committee notes that "sport education" is taught as a component of the physical education program. Sport Education teaches the "values and knowledge" of sport.

## Sport

*Sport can be defined as vigorous physical activity that, for the purposes of discovering the limits of one's capabilities, or for fun, amusement and diversion, involves competition against oneself or another, or a confrontation with natural elements.*

The committee accepts the definition of sport applied in the Ministry of Education document "Sport Education" (1987).

The committee further endorses the view canvassed in "Sport Education" that in school settings the term "competition" should encompass the notions of participation as an end in itself, a striving for excellence in performance and self-

improvement, an aesthetic appreciation of the artistry in sports skills and a rapport with one's opponent without whom there would be no competition.

An appropriate learning environment is one that reduces the emphasis on winning and losing, and focuses on maximum participation for all students in a variety of sports that are suited to the individual's social, personal and skill development, provide enjoyment and a measure of success for all, allow skill acquisition and improvement and develop good sporting behaviour including self-control, discipline, cooperation, tolerance and respect for others.

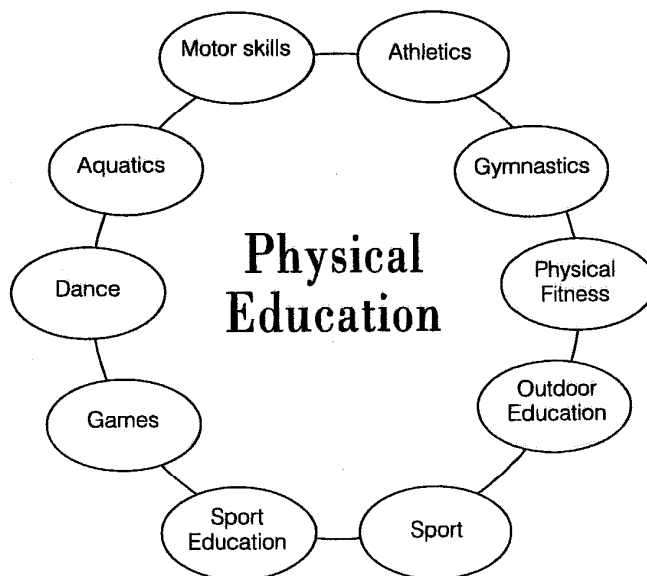
# The Scope of Physical and Sport Education

The role of physical education in the school curriculum is to help students develop the competencies and beliefs necessary for incorporating regular physical activity into their lives. Through involvement in a well-taught physical education program, students can achieve physical and personal benefits.

In the school environment, physical education is viewed as a unifying term for a range of inter-related areas that aim to “physically educate” students (see diagram 1). Physically educated students have developed the knowledge, skills, understanding and motivation to seek health and physical competence through lifelong involvement in physical activity. Physical education seeks to promote healthy lifestyles among students.

Physical education includes sport education. Physical education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students.

THE PHYSICAL EDUCATION MODEL



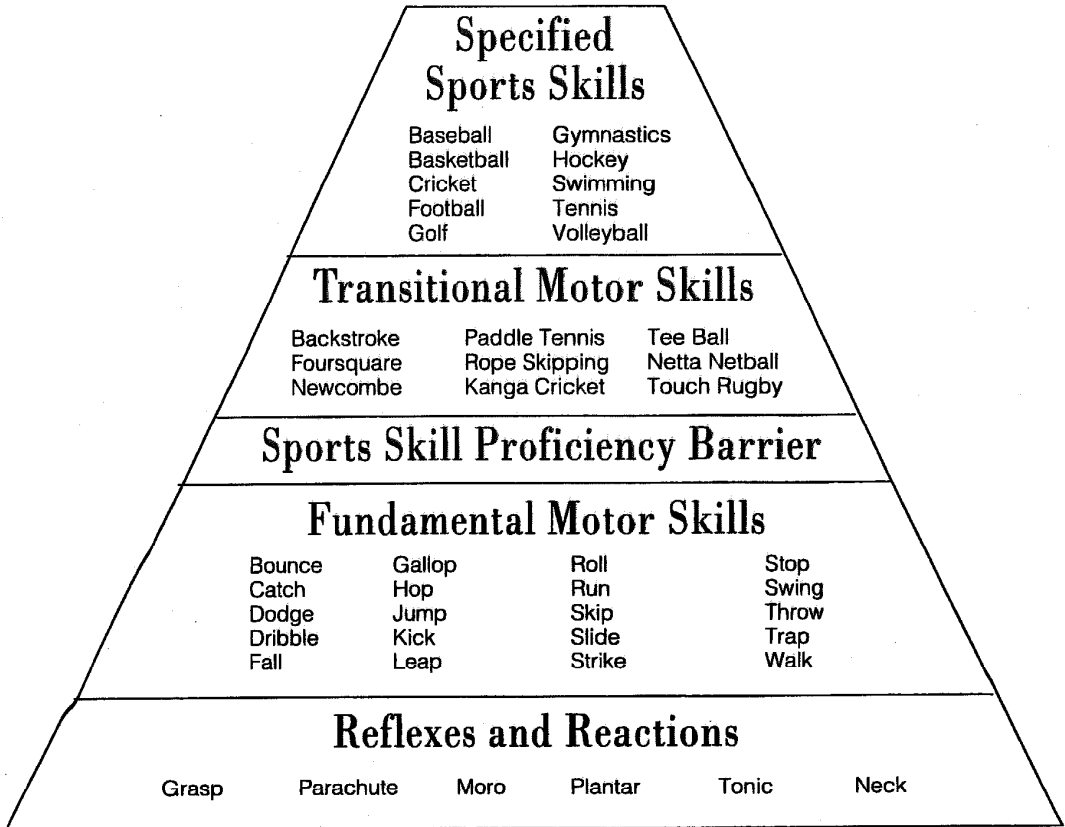
## Sequence of Instruction

Regular physical education must be available from the day a student enters the school to the day the student leaves it. The development of motor skills and physical fitness skills and knowledge must begin in the earliest years of primary school. During these years students are physically and intellectually capable of benefiting from instruction in physical education. Further, at this time, students are highly motivated and enthusiastic about learning. Throughout a student's entire school life, age-appropriate instruction must be provided during physical education. In respect to motor skills, during the early primary school years (P-3) students must be given the opportunity to learn a broad range. Fundamental motor skills are common motor activities such as the catch, strike, throw, run and skip that form the foundation from which more specific and complicated sports and movement skills are learned. Mastery of these skills by children is necessary if optimum development of higher-level skills is to occur.

During the later primary school years (4–6), students should be taught a broad range of transitional, or lead-up, motor skills and activities. Skills and activities in this group include, for example, backstroke, Netta netball, Kanga cricket and paddle tennis. The skills at this level may be combined or modified in various ways, practised with or without equipment and taught through individual practice or incorporated into game structures.

During the secondary years, students should receive physical education that enables and encourages them to develop motor skills such as throwing, catching and batting, learned previously, into the more complex and specific sport and physical recreation activities common to our culture.

SEQUENTIAL PROGRESSION IN THE ACHIEVEMENT OF SPORTS SKILL PROFICIENCY\*



\* Adapted from Seefeldt, V., Reuschlein, S. & Vogel, P (1972). Sequencing motor skills within the physical education curriculum. Paper presented at the meeting of the American Association of Health, Physical Education and Recreation, Houston.

# 6

## Rationale and Pedagogy for Physical and Sport Education in the Curriculum

*The United Nations International Charter of Physical Education and Sport (1978) firmly places physical and sport education among the core studies*

*in the school curriculum. The charter advances the view that all human beings have a fundamental right of access to physical education and sport, which are essential for the full development of their personality.*

*Why are we concerned about the promotion of physical and sport education in the curriculum?*

*Why should it be taught at all?*

*"Every overall education system must assign a requisite place and importance to physical education and sport in order to establish a balance and strengthen links between physical activities and other components of education."*

### Unique Contribution of Physical Education and Sport to Schools and Students

Physical education contributes two unique goals to the school curriculum: developing motor skills and developing physical fitness. Physical education develops appropriate motor skills, beginning with fundamental motor skills, which lead to specific sport and movement skills common to our culture, and finally emphasising lifetime sport and physical recreation. There is convincing evidence that students who undertake physical education programs improve motor performance and learn skills better than students who only play games or receive no physical education.

Physical education can also develop and maintain appropriate levels of physical fitness for health, and teaches why fitness is important and how it

is influenced by exercise. Students in good physical education programs have been found to improve their heart and lung capacity, physique, strength and flexibility as well as their knowledge, attitude toward and participation rate in physical exercise. Numerous surveys, inquiries and casual observation indicate that these are an important part of our culture, and thus are significant concepts for schools to teach children.

## Contribution of Physical Education to Schools and Students

As well as aiding students to learn and develop skills and knowledge in motor skills and physical fitness, physical education also makes an important contribution to the broader school goal of personal and social development of students.

There is evidence that in a program of regular physical education taught by a skilled teacher students can achieve a range of psychological benefits. With respect to personal and social attributes, students who receive regular physical education have been found to have improved self-esteem, social acceptance and perceived competence. There is further research evidence (Vogel 1986) that shows that students who undertook a regular program of physical activity at school performed better in their academic work than their peers who were in a control group.

The Physical and Sport Education Review Committee refers readers to the *United Nations International Charter of Physical Education and Sport* (1978), Article 2 (2.1).

*"Physical education and sport, as an essential dimension of education and culture, must develop the abilities, will-power and self-discipline of every human being as a fully integrated member of society..."*

Physical education therefore, has much to offer all students. It provides the opportunity for developing positive attitudes to physical activity, promotes complete harmonious body development, movement competence and confidence, general fitness health and a feeling of wellbeing, good posture and the acquisition of knowledge and skills. The desirable outcome of a comprehensive physical and sport education program is active recreation through childhood, adolescence and lifelong.

## Contribution of Sport to Schools and Students

The committee affirms the value and importance of sport in the curriculum. It recognises that physical activity and sport can be a negative or a positive experience for young people, and that schools have the responsibility to ensure that sport is a positive experience and that students learn skills and attitudes that are transferable to their daily lives. These include concentration, teamwork, striving for excellence, leadership, performing under pressure and respect for others.

Sport needs to be a part of the whole curriculum and have a clear rationale and policy that is woven into the other school policies, particularly the code of behaviour, equal opportunity and teaching and learning policies. Sport in schools needs to be promoted and delivered with flair. Wherever possible, students should be involved as organisers as well as participants.

Interschool sport must be an example of the "best practice" possible. It must therefore be well coached, well umpired, well organised, aim for personal and team excellence, if possible involve strong community support and have the highest possible levels of student participation.

Participation in sport itself offers further benefits. Sport provides opportunities for personal decision making, for strategic thought, the development of tactics and personal goal setting. Through team sports, students experience the cooperative as well as the competitive aspects of sport. They develop the capacity to make reasoned decisions about ethical issues that will lead to good player and spectator behaviour, they develop a knowledge of sport as a significant cultural force in Australian society, learn the capabilities and limitations of the human body in performance, promote social ease between participants leading to improvement in cooperation, acceptance, tolerance and valuing each others worth as physically active people and develop leadership skills and the capacity to strive physically. Sport is also a vehicle for testing one's courage, commitment, restraint and resolve, and for sharing feelings of exhilaration, pride and disappointment.

This was summed up well by Arthur Ashe, Wimbledon Tennis Champion, in his letter to his daughter, Camera, just prior to his death.

*"Pay attention to your health Camera and do not take it for granted. Mommy exercises for an hour every day after you go to school and I encourage her to do so. Whatever else you learn in school, I would like you to master at least two 'life sports', those you can play long after you are out of school. Sports are wonderful; they can bring you comfort and pleasure for the rest of your life. Sports can teach you so much about yourself, your emotions and character, how to be resolute in moments of crisis and how to fight back from the brink of defeat. In this respect, the lessons of sports cannot be duplicated easily; you quickly discover your limits but you can also build self-confidence and a positive sense of yourself. Never think of yourself as being above sports."*

It is evident, therefore, that physical and sport education through their unique contribution to education and through the capacity they share with many other subjects to offer opportunities for cooperative learning, mixed ability teaching and learning and the personal and social development of students, must be regarded as significant and critical elements in the curriculum.

# Context

The committee recognises that school physical and sport education does not take place in a vacuum. Some school students are involved in club and community sporting activities. Attitudes of students to physical activity, and their participation in sports, is influenced by the impact of an increasing number of leisure and recreation pursuits available within the community. Many of these activities are sedentary, and, it seems, are partly responsible for the deteriorating health and fitness of our young people.

This report has been developed in a context of change, both within the education sector and beyond. In a climate where schools are gaining increasing autonomy, the Directorate of School Education expects that all students will have access to curriculum of the highest quality in the eight learning areas and has put in place a number of strategies to ensure that this curriculum can be delivered.

- *The Schools of the Future* model allows schools greater flexibility in selecting staff and addressing their priorities. Through their charters, schools will highlight their key priorities and will report on them through their school councils to their school communities and to the Directorate of School Education.
- *The Victorian Board of Studies (VBOS)* will provide a framework for the development of courses for years P-12. It is expected that the National Statement and Profile in Health and Physical Education will provide a framework for the development of the physical and sport education course.
- *Quality Assurance Division* will be responsible for monitoring the performance of schools. School charters, reviews and reports will contribute to this monitoring process.
- *The Quality Provision Framework* focuses on the capacity of schools to deliver and resource comprehensive curriculum programs across the eight key learning areas—English, health and physical education (including sport), LOTE, science, technology, mathematics, studies of society and the environment, and the arts. The goals of Quality Provision include increasing the capacity of schools to ensure that they have a

range of teachers with specialist skills, including skills in physical and sport education.

- *Changes for Quality Education Task Force* recommendations will see the implementation of a new structure in education. Schools will work more closely with other local schools. The committee believes that local planning will become an important element for organising professional development, coaching accreditation, facilities and resource use and for intra- and interschool sport .

As these new initiatives are implemented, schools will be able to focus on and deliver high-quality PSE programs with appropriate support from the DSE.

# Key Reports and Documents That Have Informed the Review Report

Over recent years, and particularly in the last twelve months, a number of documents have been published that focus on issues relating to PSE curriculum in schools. There is general consensus about the importance of the PSE area and the need to protect and develop it as a key component of curriculum throughout the compulsory years of schooling and beyond.

The following reports have assisted the committee to develop its recommendations and strategic directions.

## **Physical and Sport Education (Senate Standing Committee on Environment, Recreation and the Arts 1992)**

In 1992 the Senate Standing Committee on Environment, Recreation and the Arts issued a report entitled "Physical and Sport Education". The terms of reference for this inquiry were to investigate and report on—

- the present level and status of physical education and sport skills and the involvement of Australian schoolchildren in physical and sport education;
- current training practices, skill levels and involvement by teachers and members of the community in providing physical and sport education in schools;
- the allocation and use of resources to physical and sport education in schools;
- the consistency of physical education and sports policies and programs, within and between schools and states.

The Senate Standing Committee concluded that Australia-wide there has been a serious problem with the delivery of physical education programs in schools and made forty recommendations designed to improve the delivery and quality of physical education. These recommendations referred to—

- concerns about the National Curriculum Statement and Profiles on Health;
- the need to develop physical education and junior sport policies for schools and for the states to provide better support for teachers responsible for physical education;
- Commonwealth sports funding and support for research into physical education and sport;
- the need to develop physical education and sport policies that address needs of children with disabilities, Aboriginal and Torres Strait Islander children, children, especially girls, from non-English speaking backgrounds and girls;
- the need to identify and monitor specific learning outcomes from PE programs;
- the training and professional development needs of teachers and community members involved in the delivery of physical and sport education in schools; and
- the need for departments, local government, schools and sporting organisations to develop complementary policies and cooperatively provide and maintain facilities for youth sport.

The review committee strongly endorsed the majority of the recommendations in the Senate report. However, not all of the report's recommendations have been addressed by the Victorian committee because some referred to matters that were outside this committee's terms of reference, and others were not feasible within the Victorian school context. Summaries of the key Victorian submissions to the Senate enquiry were also considered by the review committee.

# **Report of the Working Party to Study Physical Education in Primary Schools (ACHPER 1993)**

The terms of reference of this report required the working party to consider all aspects of physical education and sport in government primary schools, including the structure for delivery and support of the curriculum, curriculum objectives, content time allocation and outcomes, an analysis of who is teaching physical education, teacher qualifications, facilities and equipment. Many of the issues raised in the ACHPER report reiterated concerns expressed in the Senate report.

## **Sport Education (Ministry of Education 1987)**

The Sport Education statement provides a perspective on the nature of sporting experiences that should be offered to all students in schools and provides guidelines to assist schools to develop sport education programs. It discusses key definitions, provides a rationale for the inclusion of sport in the curriculum and guidelines for the development of policies and programs within schools.

## **The Personal Development Framework (Ministry of Education 1989)**

The *Personal Development Framework* provides schools with guidelines for teaching about the various aspects of the personal development curriculum, one of which is physical education. This document organises the content of physical education under the four concepts of physical activity, growth and development, aesthetics and social development, and relates these to the program areas of outdoor adventure, athletics, games and sports, swimming and water safety, gymnastics, dance and ball skills.

## **National Statement and the National Profile for Health and Physical Education (1992/93)**

In November 1992 the *National Statement for Health* was published as a draft for consultation. This statement was developed as one of the eight

collaborative curriculum projects sponsored by the Australian Education Council. It establishes a framework for curriculum development in the area, setting broad goals and defining the scope and sequence of learning for all students over the years of schooling.

As has been indicated above, the Senate review expressed concerns about the lack of reference to physical education as a strand of the curriculum within the draft National Health statement. This concern was also drawn to the attention of the Victorian review committee, who were pleased to support the inclusion of physical education in the title of the national statement and profile and to note that one of the strands within the profile addressed the area of physical activity.

The draft *National Health and Physical Education Profile* was published for trialling, validation and consultation purposes in March 1993. The Profile provides a description of the progression in learning typically undertaken by students from all years of schooling and provides a means for charting student progress and reporting this progress.

The Board of Studies will use the Statement and Profile as a basis for developing curriculum in the area of PSE for Victoria.

## **Physical Education Study Design and CDSM (VCAB 1990)**

The physical education study design contains the framework for physical education courses in the post-compulsory years. It examines the biological, social and cultural influences on participation in physical activity. The study is approached through the study of and participation in physical activity, and this provides the means through which theory and practice are integrated. Participation in physical activity and development of skills invites students to reflect on factors that affect performance and participation in physical activity.

The Course Development Support Materials (CDSM) offer suggestions and strategies for developing and teaching the course. In addition, the CDSM provides useful ideas on making links with the community and contains a resources section listing relevant books and print materials and media and audiovisual resources.

# **National Junior Sports Policy (Australian Sports Commission, 1993) Victorian Junior Sports Policy (Sport and Recreation Victoria, 1993)**

The National Junior Sports Policy has been developed through the Australian Sports Commission, the Confederation of Australian Sport, the Conference of Directors-General of Education, the Standing Committee on Recreation and Sport and the Australian Schools Sports Council. It addresses the area of "junior sport" and covers the participation of children from 5 to 19 years. The policy recognises that for the 5-7 age group, the term "sport" refers simply to play and pre-sport activities. The policy provides a framework and guidelines for the efficient and equitable delivery of all forms of junior sport through programs in schools and in the community.

Each state and territory has unique characteristics in its approaches to the delivery of junior sport. The Victorian Junior Sports Policy has been developed to make links between the national policy and the ways in which junior sport is delivered in Victoria. It confirms the position of a sequential physical education program as the "foundation stone of sport". It focuses on the notion of "sport for all" and acknowledges that "opportunities must be extended to all young Australians including those traditionally disadvantaged by disability, sex, race, ethnic background, geographic location, age or skill level". The final policy will be released in September 1993.

# 9

## The State of Physical and Sport Education in Schools

As areas of study in schools have become more varied throughout the 1980s, the curriculum has become more crowded. Some subjects have had their share of the timetable cake whittled away until they have become electives, or have disappeared altogether in some schools. Physical and sport education has often been one such casualty. The committee observes that physical and sport education seems to have been in "double jeopardy", as it has been crowded out as the health/personal development field expanded, and has also lost out in a more specific way to other subjects and learning areas.

The DSE collects data from schools that provides information about the duties of staff. An analysis of these data confirms the anecdotal evidence of the submissions and the findings of the Senate Review. The teaching time allocated to physical education, particularly in primary schools and increasingly in secondary schools, is deteriorating and the health of the whole student cohort gives cause for concern. The majority of adolescents are not actively participating in sport, and in many cases this is because they have not developed the threshold basic skills that will allow them to participate with a measure of success.

It is interesting to observe that while both primary and secondary school PSE programs have lost ground in their respective sectors, the resulting outcome for curriculum delivery in the primary and the secondary school has been different.

### 9.1 Primary Schools

There are three key elements to be considered in commenting on physical education programs in the primary school—the time allocated to the program, the quality of the program provided and the participation rates of

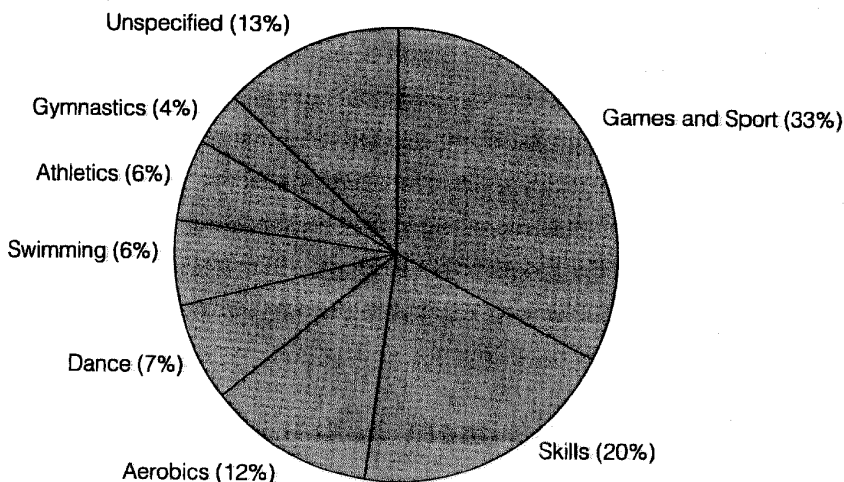
students in the activity. While some primary schools still offer excellent programs in both physical education and sport, the committee has noted that reports, submissions and other evidence indicate that physical education is no longer a priority in many schools and that in too many instances, students are leaving primary school without the basic skills.

The 1989 State Board of Education survey on curriculum provision indicated that 7 per cent of time in the primary curriculum was devoted to physical education, including games and sport. This corresponds to approximately 116 minutes per week (based on 5.5 hours of instruction per day).

The major elements of the primary school physical education program were games and sport (33 per cent of all physical education activities), skill development (20 per cent) and aerobic activities such as huff'n'puff (12 per cent). Other activities included dancing, swimming, athletics and gymnastics.

*At the moment in many primary schools "PE and sport is very often relegated to a quick convenient game, at worst, poison ball and football done to death".*

PERCENTAGE OF TIME GIVEN TO ACTIVITIES WITHIN THE PHYSICAL EDUCATION AREA, 1989



The ACHPER submission to the review committee indicated that in the critical years of primary school, students received on average 66 minutes per week of instruction, and this was mainly in the area of sport rather than physical education. The mean average for Australia was 77 minutes.

Furthermore, these figures do not indicate the participation rates of all

students. It has been suggested in another extract from the ACHPER submission that the fitter, better skilled students may in fact have opportunities for physical activity but that significant numbers of less-skilled students do not join in. It appears that a significant barrier to mass student enthusiasm for physical activity and sport is not dislike or disinterest, but the lack of proficiency in the basic skills necessary for effective participation.

The ageing of the teaching profession, the majority of whom are now twenty years out of teachers' college, and the loss of specialist teachers of physical education, particularly in smaller primary schools, have led in many schools to less effective teaching of the critically important basic skills in physical education. It has frequently been the case that physical education specialists have been expected to choose

between career advancement and continuing to teach physical education. Few schools advertised AST positions in the PSE area in 1992, and it also appears that in recent years a significant number of the teachers declared in excess and leaving the system for other reasons have been physical education teachers. In the context of large numbers of untrained staff taking physical education in primary schools, many "physical education" lessons have become games or aerobics sessions that do not provide the requisite teaching and practice of basic skills.

*"Few staff members seem to be taking their students for PE. They take their grade for a game where the dominant children virtually take over and the children who most need the development become spectators."*

*( ACHPER Submission to the Senate Standing Committee, August 1992)*

*A research study of students during 1992 revealed unacceptably low levels of competence in motor skill proficiency in years 2, 4, 6 and 8 (Walkley, Treloar and Probin-Smith). This lack of skill development in the primary years means that students are unable to perform successfully in school sport and there is a subsequent lack of interest in sport in later years.*

However, a number of excellent programs were identified by the committee during the review process. Some primary schools have undertaken programs like Health in Primary Schools (HIPS), developed by VicHealth, which aims to promote healthy and sustainable lifestyles that will continue into adult life. The program encourages an integrated approach

encompassing all aspects of the schools' physical education program, and incorporates regular exercise and related studies in biology and nutrition. Many schools have incorporated programs such as Sport It!, AustSwim, Jump Rope for Heart, Perceptual Motor Program and Bike Education and a wide range of outdoor education activities into their PSE curriculum and have continued to offer high quality physical education classes to students from P-6.

It seems that most students in primary schools have opportunities to be involved in sport both at intra- and interschool level. Primary schools are able to provide school-based support for intra- and interschool sport by teacher exchange or redistribution of classes. Students in years P-3 do not generally undertake sport as such, but are involved in play and minor games. Sport for years 4-6 is generally formally timetabled and initially comprises modified sports, often supported by Aussie Sport programs.

Participation rates in the critical areas of water safety and swimming generally remain high. However, some schools are finding the costs associated with the AustSwim program, in terms of bussing students and paying instructors at swimming pools, are becoming increasingly difficult to meet. This information caused grave concern amongst members of the committee, particularly as Victoria has experienced a marked increase in the number of drownings over the last twelve months. Further, swimming is

a foundation activity for involvement in a broad spectrum of aquatic activities and must be regarded as a basic survival skill in a nation where 90 per cent undertake activities in and around water each year. As such, it is a key component of any physical education program and must be taught.

Participation rates in the Victorian Primary Schools Sports Association (VPSSA) interschool sport program have continued to be high throughout 1993. In primary schools, affiliation with the Primary School Sports' Association is up about 100 on last year's figures. Approximately 1700 primary schools have affiliated. About 90 per cent of year 5 and 6 students are involved in teams. In the recent swimming sports 331 schools were involved compared with 315 in 1992.

## 9.2 Secondary Schools

In 1989, most secondary schools offered physical education as a compulsory subject in years 7–10 for a duration of about 125–135 minutes per week. No data collection has been done in secondary schools within the last two years. However, the overwhelming weight of evidence received by the committee, both in submissions and in public forums, suggests that physical education is no longer a core subject at all levels or is facing significant threat in the 1994 program.

Here is one example:

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A large secondary college in North Western Region

	1984	1993
<i>Physical Education</i>	Years 7-10 3 periods per week	Years 7- 8 2 periods per week Elective 9 -10
<i>School Sport (Intra)</i>	Years 7 and 8	No longer timetabled
<i>Interschool Sport</i>	Years 9 -12 withdrawal from classes for interschool sport	Years 7-12 withdrawal from classes for interschool sport

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While physical education is generally a compulsory subject at years 7 and 8, by year 9 or 10 in many secondary colleges it has become an elective taken only by the fitter students who are already competent. Increases in the level of participation in physical activity are largely due to already active people becoming more active. The worrying trend noted by the review committee is the high incidence of reports indicating that increasing numbers of schools are planning to make physical education an elective subject at years 7 and 8 in 1994.

Girls in particular drop out of physical and sport education in early adolescence. The review committee views this situation with grave concern and will be seeking to address this matter. Although the committee recognises that there are numerous reasons for groups opting out of physical and sport education in the early teenage years, it believes that the reasons ought not to include the fact that the school has failed to timetable physical education and to provide quality physical education classes P-10 that will meet the needs of all students, including girls, the disabled and non-English-speaking-background (NESB) students.

While sport still tends to be provided in most primary schools, in the secondary area very few schools now timetable sport as such. Participation in sport for most secondary students in recent years has been through games in some physical education classes, in lunchtime activities or in the main as part of the interschool sport program offered through the Victorian Secondary Schools Sports Association (VSSSA).

As sport is seldom timetabled at secondary school not all students learn about sports or have access to sports, and those that do are generally required to choose between classes and participation in interschool sport. Participation by secondary schools in interschool sport is also at risk as school organisation arrangements depend on replacement teacher procedures. It is difficult to organise teams to compete in the twenty-four sports offered by the VSSSA. The difficulties during Term 1 and 2 this year surrounding relief teaching procedures did not facilitate the forward planning needed to support teachers and students participating in interschool sport. The new arrangements that began in Term 3 for relief teaching will enable schools to plan and resource interschool sport participation.

The decline in interschool sport in the first semester, however, raises a much deeper issue about the place of sport in the school curriculum. While sport is not on the timetable only some students will participate through interschool sport or through extraordinary arrangements made at school level, such as lunchtime activities. The majority of students will be provided with no opportunity to engage in sport. For many, this will mean missing out on bridging the transition from school sport to participation in community sporting clubs. It will mean early foreclosure of options about post-school recreation and social pursuits.

As in the primary sector however, many secondary schools continue to offer excellent programs in physical education and sport at years 7–10, and classes are run in both VCE physical education and outdoor education. In some schools, additional physical education and sport units can be taken as electives during years 9 and 10, in others fitness testing is conducted on every student and a program designed to improve fitness. Well-established links with community organisations were documented in many of the submissions received by the committee; one school had developed ties with the local soccer team and shared facilities and coaching and provided access to high-level competition for students; another described a successful program with Basketball Australia that has led to a boom in the sport's popularity within the school.

In a number of schools, the needs of girls in particular are being addressed by careful curriculum planning, the introduction of single-sex classes and a range of programs to promote self-esteem and successful participation. One submission referred to a high level of cooperation between the secondary college and its feeder primary schools, with almost fifty year 10 students involved in the Sportsfun program (see Aussie Sport Menu in the appendix), working as leaders to 240 primary students in surrounding schools.

It was not surprising that schools that were successfully delivering PSE programs were invariably able to point to a high level of support for the subject both among staff and by the school administration. The committee believes that coordination at a local level will further assist schools in ensuring that students have opportunities to participate in quality physical education and sport programs both within and outside their schools.

## 9.3 Interschool Sport

Interschool sport is coordinated by the Victorian Primary Schools Sports Association (VPSSA) and the Victorian Secondary Schools Sports Association (VSSSA). Both organisations have been operating since the first decade of the twentieth century, although the VSSSA has changed over the years with the combining of the former High Schools Sports Association and Technical Schools Sports Association. Both organisations have a management committee with principal and teacher representatives, region/zone conveners and sports conveners.

Both associations have responsibilities in the areas of fostering good sporting attitudes and practices among students, providing opportunities for maximum participation in sport for both "athletically gifted" students and the average student. The underpinning philosophy of the associations is the importance of providing a context where students enjoy the competition, use the skills developed through school physical education programs and develop good sporting attitudes through taking part. To this end, the associations organise and conduct sporting competitions at local, zone and state levels, and provide opportunities for students to proceed to national and, in the case of the VSSSA, international competition conducted by the Australian School Sports Council.

## 9.4 The Victorian Primary Schools Sports Association

This association has a staff of three full-time education officers, employed by the Directorate of School Education. They are assisted in their task of organising sporting competitions by a large number of principals and teachers who support the VPSSA at all levels of the program. Much of the work undertaken in the twenty-eight sports zones is voluntary.

The VPSSA offers fourteen statewide sports for girls and boys, with major championships in tennis, swimming and diving, cross-country and track and field. Winter sports offered are football, netball, soccer and tee-ball, while summer sports are rounders, cricket, softball, bat tennis and volleyball.

Under the umbrella of the Australian School Sports Council, the VPSSA participates in the following national (primary) exchanges: swimming and diving, cross-country and track and field, football, netball, cricket, basketball and softball. VPSSA staff coordinate participation in national championships, including identification and training of team officials, travel and uniform.

## 9.5 The Victorian Secondary Schools Sports Association

The VSSSA has a staff of three full-time officers located in the central office at Richmond Statewide Resources Centre, and a further four full-time officers located at various secondary colleges in the eastern, southern, western and northern zones.

Central office staff are responsible for general administration, policy development and conduct of the state finals. They also facilitate participation in national championships, including identification and training of team officials, travel and uniforms. Staff in zone offices manage local and regional administration, develop school programs at all levels and conduct zone and group finals in the sports offered by the association.

Currently twenty-four sports are scheduled for competition at state level; fourteen are offered at national level. Non-government schools can become associate members to allow their students to participate in national championships and intrastate carnivals.

# 10

# Curriculum and Resources

## 10.1 Accredited PSE Core (P-10)

### RECOMMENDATION 1

*That a physical and sport education course P-10 be developed for accreditation by the Board of Studies as a matter of priority.*

## 10.2 PSE as Core Curriculum (7-10)

### RECOMMENDATION 2

*That physical education and sport be timetabled P-10 in all schools by 1996 and in particular that all students in the compulsory years of schooling undertake the Board of Studies accredited course.*

## 10.3 PSE as a Priority in the School Charter

### RECOMMENDATION 3

*That schools, in their charter and through their annual report, be required to focus on student outcomes in physical and sport education.*

These recommendations focus on the need to put PSE back on a firm footing in schools and to provide information about student outcomes in PSE. To do this, it is necessary to ensure that physical education and sport are on the timetable or in schools where they are currently programmed to secure their place on the timetable. Simply because PSE is important does not mean that it will reappear on the curriculum unless it is supported. For this reason the committee recommended that physical education and sport be made compulsory.

*"We must not behave as though the contested area were solely a matter of persuasion, the sheer force of better ideas. Spaces do not simply exist on the timetable – they have to be won, defended and extended." (Rosen 1981)*

It will be necessary to ensure that the timetabled PSE program is of the highest quality, or it will be difficult to "defend" its space on the timetable in the longer term. This is to be achieved by the Board of Studies accrediting a rigorous, well-planned PSE course. The new physical education course will need to address the needs of girls, the disabled, NESB students and those students who excel in physical and sport education. In the primary school emphasis will be on the development of fundamental motor skills, including the critical area of water safety. In the secondary school it will move towards use of those skills in a range of sports and development of habits leading to lifelong fitness. Finally, it will be necessary

for the performance of students in the PSE course to be recognised by the school and students as being a key indicator of their physical proficiency and development. The Directorate of School Education in conjunction with the Board of Studies will develop mechanisms to report on the performance of students and schools in relation to the PSE course.

The Australian Schools Fitness Test has been developed to provide teachers with a simple way to measure the physical fitness of students aged from 7 to 15. At present there is no diagnostic test of motor-skill development that has been developed for use with Australian children. A diagnostic test of fundamental motor skills is currently being developed. ACHPER can assist with further information about physical fitness and motor-skill assessment.

It is envisaged that the Board of Studies course will indicate appropriate time allocations for the teaching of PSE as core in years P–10. The committee believes it necessary to designate time allocations for physical education and sport because, as with the development of languages other than English (LOTE), PSE needs a period of protection within the curriculum and a focus on its development. Based on wide-ranging discussions and advice from a number of sources, the committee believes that the following is a reasonable, though not necessarily ideal, time allocation for physical and sport education at the various stages of

schooling.

In the course of the committee's consultations, a number of secondary schools expressed concern about the proposed time allocation for PSE as

*Time Allocation for Physical and Sport Education*

- *Years P – 2/3: 20–30 minutes physical education per day*
- *Years 3 – 6: three hours per week, with at least 50 per cent allocated to timetabled physical education*
- *Years 7 – 10: a minimum of 100 minutes of physical education and a minimum of 100 minutes of timetabled sport.*

they already have 150 minutes of physical education per week and feared that mandating a minimum of 100 minutes could mean that PSE would actually lose ground in their school. This outcome would be unfortunate and is neither the intention nor the spirit of the recommendation. The time allocation indicated above is the minimum time required. Where schools already offer in excess of

the minimum recommended time, they are urged to retain it.

In determining the time allocation, the committee was conscious that many schools will need to adjust their current time allocations to other studies to accommodate PSE on the timetable. Consequently, it recognised the need to provide an allocation to PSE that schools could realistically be expected to meet with a minimum of dislocation to their timetabling arrangements.

Some schools also indicated that there may be problems inherent in dismissing the entire student population of a large school for one sport afternoon. In areas where logistics make this difficult, it may be appropriate to designate different afternoons/sessions to junior, intermediate and senior students. In NSW, sport is required within all Department of Education schools. Primary schools run sport on Friday afternoons, secondary schools on another weekday afternoon. With the establishment of closer links between groups of schools within a local area, schools will increasingly move toward local coordination for the delivery of PSE.

As with the changes relating to the timetabling of LOTE in all schools, the timetabling of PSE will be phased in. This staged introduction will enable schools to develop a strategy for reallocating resources to PSE, and enable teachers to upgrade their competencies in this area by

participating in the programs developed to support the introduction of the changes outlined in this report.

The phased introduction of PSE is as follows:

#### *Physical Education*

- By 1995 all schools must timetable PSE P-10.
- Years P – 3 PE core by 1994
- Years 4 – 6 PE core by 1995
- Years 7 – 9 PE core by 1994
- Year 10 PE core by 1995

#### *Sport*

- By 1996 all schools must timetable sport 4 - 10
- Years 3/4 – 8 Sport core by 1995
- Years 9 – 10 Sport core by 1996

Although the committee has declined to suggest PSE arrangements for senior students because the greatest areas of concern are the primary and early secondary years, and recognises that the post-compulsory years are, with the exception of English, an elective curriculum within broad guidelines, schools are nevertheless encouraged to develop strategies and arrangements for meeting the needs of years 11 and 12 students

wishing to undertake sport in school time. This could be done by assisting students to plan physical pursuits either individually or as a group by timetabling PSE sessions for them. During the consultation process, some secondary schools indicated that Level 0 coaching training was being undertaken by students in senior physical education and outdoor education classes as a component of work requirements for these studies.

## **Areas for Particular Attention**

*There is little doubt that "sexism is part of the hidden curriculum of physical education" (Tinning 1987).*

In addition to a focus on the critical area of physical education at years P-3, the committee was anxious to highlight two areas that schools should note when planning and delivering PSE curriculum. These are the needs of girls and the needs of disabled students.

Co-educational classes may mirror the real world but do not necessarily provide the best environment in

which all can learn. A common thread running through many of the submissions is concern for the needs of girls, both at primary and secondary schools. The evidence is compelling.

- "One only needs to look at girls in year 8 or 9 swimming classes to see them wearing t-shirts over bathers, round shouldered and embarrassed in front of their male peers."
- "Currently many girls opt out of physical activity and play simply because of school uniform in some instances and comments are made very early in one's school years about seeing 'knickers' or 'bums'."
- "Mixed primary physical education is good, although boys need to be educated that 'footy' isn't necessarily 'good', and dance and gymnastics sissy or bad!"

The statistics and available data also paint a picture of a group that is largely missing out on what can be gained by participation in physical activities. This is borne out by the findings of the *Senate Standing Committee on Environment, Recreation and the Arts* (December 1992). Its report refers in particular to the differences in learning opportunities between boys and girls, more sports available to boys, the lack of role models and women coaches, lower media coverage of female athletes, male sports having greater access to facilities, financing and scheduling, issues of body image and teacher-training programs that don't adequately prepare teachers to address gender issues. The same view is presented even more strongly by Scraton (1992).

*"In co-educational schools the evidence shows that boys and men dominate space, physically and verbally... Single-sex grouping...needs to be a short-term strategy to ensure girls receive opportunities, time, space and understanding to redress the traditional base of gender imbalance" (Scraton 1992:128).*

Data from the *Victorian Schools Study* conducted by Dr Jeff Walkley during 1992 indicates that the performance of boys is far superior to that of girls, that 75 per cent of girls do not participate in sporting activity away from home and that there is a marked drop-off in the performance of girls from year 6 to year 8. Further worrying statistics indicate that 30 per cent of students are obese or overweight and that 50 per cent of 10-15 year olds have blood cholesterol levels above the recommended level.

A number of practical solutions have been put to the committee. *The Ministerial Advisory Committee on Women and Girls* suggests that efforts need to be targeted in the area of making the benefits of sport and physical activity explicit to girls. These include feelings of enjoyment, excitement, personal accomplishment and personal challenge, opportunities to practice dealing with success and failure and the opportunity to develop leadership skills and make friends. Schools must target girls' needs when planning and promoting PSE programs. Girls-only classes should be investigated, girls as well as boys should be encouraged to attend school prepared for physical activity, schools could give consideration to running an "active girls week", and mixed sporting teams should be trialled. Physical education teachers, in liaison with the school's equal opportunity coordinator, may need to meet with parents to discuss ways to involve girls from particular ethnic backgrounds in physical education and sport. The experience of a number of schools has shown that such an approach is usually successful.

In the case of disabled students, the Victorian Disabled Sports Advisory Committee has provided some suggestions for schools. It is important that these students have an opportunity to participate in sports at school, as otherwise they may never develop the confidence or the expectation of participation in sport in the community. It is equally important for disabled students to avoid the twin evils of obesity and poor health. By focusing on students at lunchtimes, teachers can observe what they are able to do by way of physically activity rather than "second guessing". Many intellectually disabled students may be able bodied and indeed show prowess in sport. Disabled students often benefit from involvement in modified sports, and should if possible have the opportunity to play some role in PSE sessions, such as umpire or referee. Disabled students may also benefit from single-sex classes, as disabled girls in particular are doubly disadvantaged.

There are a number of sporting organisations that support disabled athletes and offer seven different Level 1 coaching accreditations (see appendix). Teachers of disabled students are encouraged to consider undertaking a coaching accreditation in this area, and are invited to contact the organisations for further assistance.

## 10.4 Teacher and Program Resources

### RECOMMENDATION 4

*That as a matter of urgency, high-quality teacher and program resource materials for physical and sport education be identified and developed.*

The committee recognises that in a climate where generalist teachers are asked to take on new and broader areas of the curriculum as is the case particularly in primary physical education and secondary school sport, it is vital that well-written, easily accessible, user-friendly resources be available in addition to opportunities for professional development.

Work is currently being undertaken on an audit of curriculum materials suitable for primary and secondary school settings that can be used both for curriculum development and to assist teachers with lesson preparation. In many areas of the PSE program, there is an abundance of materials, however teachers are not always aware of them, or may need the assistance of a professional development program to teach the area appropriately. A bibliography of essential and recommended resources will be published in late 1993. Key documents have been listed in the appendix.

It is likely that a service agreement will be developed with ACHPER to publish and disseminate these materials. (The notion of the service agreement that forms the basis of a number of implementation strategies is described in Section 15.) Where no appropriate materials are available, new high-quality curriculum materials will be developed, possibly with the support of sponsorship from outside agencies. The DSE in liaison with Sport and Recreation Victoria will also work with sporting organisations to identify or, where appropriate, develop materials to support the various sports. This work will be coordinated by the Physical and Sport Education Project Team (refer to Recommendation 17).

## 10.5 PSE Pathways through the VCE

### RECOMMENDATION 5

*That the Directorate of School Education support the development and promotion of VCE physical and sport education student programs designed to open up pathways for further study and work.*

Credit transfer arrangements aim to provide recognition for work already undertaken by students moving from the secondary into the tertiary sector. Where units of work demanded as part of tertiary courses are seen to have been completed by students undertaking VCE, students may apply for credit that exempts them from repeating the task. This may result in their spending a shorter period of time (e.g. eighteen months rather than two years) to complete a tertiary qualification.

Work has already been commenced to develop pathways in sports management and related fields, and credit transfer arrangements for students undertaking VCE physical education and other VCE subjects such as outdoor education, business management, information technology, commerce in society and mathematics. These will articulate into a range of sports administration, recreational studies and fitness instruction courses leading to careers in the sport and fitness industry.

Work requirements in the VCE study of Physical Education (and perhaps Outdoor Education), may be constructed to assist with the delivery and development of PSE in the P-10 years within the school, and in other schools in the local area.

# 11

# Training and Support of Teachers

## 11.1 Training and Retraining of Teachers

### RECOMMENDATION 6

*That a budget allocation be provided in each of the 1993–94 and 1994–95 financial years for the training and retraining of teachers in physical and sport education. (Training and retraining includes physical education, general coaching and specific sport coaching accreditation.)*

Ongoing professional development is important to maintaining and developing the skills of every professional group. In teaching it is critical. The committee recognises that ACHPER has for many years offered a substantial professional development program in PSE, covering a number of the areas canvassed in this report. The committee encourages the continuation of the ACHPER professional development program, and its further development, particularly in nonmetropolitan areas.

In addition to providing professional development funds through the DSE budget, the DSE will seek funds through DEET from the National Professional Development Program to support a major initiative in retraining and reskilling teachers in physical and sport education.

The emphasis of professional development activities in the short term will be on developing teachers with specialist skills in PSE. The committee believes that the trained physical education teacher has a pivotal role in developing and delivering quality PSE programs at all levels of schooling. Quality delivery of PSE at P-3 is regarded as matter of urgency and has the highest priority. Research indicates that the health, participation levels in physical activity and sport and the general fitness of students who do not develop the basic skills in the early primary are at risk. The issue of quality

programs in PSE should be addressed by schools providing models of good practice in the First Steps Pilot (P-3) Program.

The committee has been informed of the need to provide access for generalist teachers to a professional development program that can be undertaken over time in sessions of approximately two hours. The committee believes that an appropriate agency, either ACHPER or a tertiary institution, should, as part of a service agreement, be invited to develop a suitable sequential program that would meet the needs of generalist primary teachers and focus particularly on the instructional techniques applicable to fundamental motor-skill development.

The committee also recognises that successful sport programs in schools are dependent on trained staff. With this in mind it encourages schools to support teachers and members of the school community to undertake the introductory Level 0 coaching qualifications with a view to upgrading over time to Level 1 or even Level 2. Individual schools and groups of schools within a local area, should identify teachers who currently hold Level 0, Level 1 and Level 2 coaching qualifications and develop targets to broaden the base of this expertise over the period 1994-96 to ensure an ongoing commitment to and support of the sport program at both intra- and interschool level.

The Level 0 course is a coaching/orientation program that is appropriate for teachers, parents and senior students. It is of 4-6 hours duration and aims to give participants a first exposure to coaching information and duties. Content is directed at children's sport and covers basic skills, group organisation, planning, child development, safety aspects and so on. Level 0 coaching is available in a range of sports.

The Level 1 course is of approximately 14 hours duration, and requires some experience as a practising coach (30 hours or one season) and addresses both coaching principles and sport-specific theory and practice. More advanced courses comprise 60 and 100 hours and demand further prior experience in coaching.

It is expected that the Directorate of School Education will provide access to coaching qualifications for teachers through service agreements with key sporting and professional organisations.

In order to appropriately target teachers for professional development

programs, the committee recommends that the DSE undertake an audit of all physical education-trained teachers currently in the system, and identify those not currently teaching PSE who may need retraining. This task should be undertaken as a matter of urgency.

A teacher audit was undertaken by the LOTE area earlier in 1993. The audit was achieved through a survey, sent from the DSE to all government schools and requesting details about teachers currently teaching programs in primary and secondary schools, qualified teachers not currently teaching the subject but willing to do so and support staff who could assist. Schools were also asked about the numbers of students undertaking LOTE programs at each year level, including programs provided by external agencies. The final section of the survey sought information about the school's future plans for LOTE, including plans for offering LOTE where it was not currently provided, and included a request for a projection of staffing needs to service the program(s) until 1996. The committee believes that a similar approach could be adopted to inform and support the phasing in of PSE by 1996.

Nevertheless, the committee believes that even if all specialist trained physical education teachers in primary schools were to teach the subject in 1994, there will still be insufficient teachers to fully cover the curriculum required of primary schools. To assist with staffing, additional generalist primary teachers will receive training in the physical education area either through a short program delivered through a tertiary institution or through a series of sessions delivered in a school within the local area by trained physical education teachers.

Delivery of the training programs described in this section of the report is likely to be provided under a series of service agreements with appropriate groups and institutions.

## 11.2 Delivery of Training and Retraining of Teachers

### RECOMMENDATION 7

*That the Directorate of School Education identifies institutions and organisations to provide highest quality PSE training and retraining courses for teachers.*

# Pre-service Training

The Directorate of School Education will liaise with Heads of Departments in teacher-training institutions and with Sport and Recreation Victoria to develop appropriate training and retraining programs in PSE.

Agreement will be developed about what constitutes a quality pre-service training course for teachers. Many of the submissions received by the committee indicated that there had been a marked decrease in face-to-face teaching time in tertiary institutions, that the balance of practical and theoretical skills has been significantly altered to favour the theoretical and that teaching practice for primary teachers did not necessarily include physical education classes. This was also borne out in the Senate Standing Committee Report. These issues need to be examined and redressed.

The committee believes that, in the first instance, the content of existing training courses should be reviewed as a matter of priority and consideration be given to making physical education a compulsory strand of primary teacher training. A list of the current tertiary courses applicable to teacher training is provided in the appendix. The committee also believes that consideration should be given to ensuring that in the future registration of every primary teacher includes evidence of training in physical education.

## Retraining

The retraining area has three specific components:

*Refresher courses* for teachers who have been trained to teach physical education, but who have not been teaching the subject recently.

*Short courses* (perhaps six to ten 2-hour sessions) to provide generalist teachers in primary schools with basic training in the teaching of physical education.

*Coaching accreditation* at Level 0 and Level 1 for teachers, appropriate senior students and members of the school community.

The committee expects that the courses will be developed in liaison with tertiary institutions and with other key groups such as sporting associations and ACHPER.

# 12

# School Sport

## 12.1 The Statewide Development of School Sport

### RECOMMENDATION 8

*That the Directorate of School Education strengthen intra- and interschool sport by targeting specified sports for particular statewide development, resourcing and support as part of a policy framework for the improved delivery of school sport.*

In order to redress the decline of sport in schools, the committee recommended a number of core sports that would become the focus for strategic support and planning within the DSE over the next few years. These nominated sports have been developed for both primary and secondary schools.

There are some 110 sporting associations currently registered in Victoria (see appendix, section 16.4), thirty-three orientation coaching courses at Level 0 and ninety-three accreditations for seventy-nine sporting organisations at Level 1. Some sports such as gymnastics, itself an essential component of the Physical Education program, currently have six different accredited coaching courses focusing on different areas of the sport such as rhythmic, artistic, general, kindergym, etc. In addition, there are seven disability-specific coaching accreditations. The DSE is not able to support all of the possible sports and must in the short term choose to focus its resources on those sports that are best suited to provide for the educational needs of all students.

It is envisaged that support for the nominated list of sports would include provision of Level 0 and Level 1 coaching training and teacher-training opportunities, the organisation of competition at interschool level by the VPSSA and the VSSSA in conjunction with appropriate sporting organisations, and the development of resource materials. The DSE will, with the assistance of Sport and Recreation Victoria, negotiate service agreements with sporting organisations using complementarity of interest

as a basis to ensure that the designated sports are given the best possible support. The proposed Sports People in Schools program (see Recommendation 10) will also provide a resource to schools. Schools would be expected to give priority to the promotion and support of the sports designated for particular statewide development.

This is not to suggest that schools cannot offer other sports that are particularly appropriate to their students. What is being proposed is in fact a "core plus" model. Community sporting organisations have strong followings in some areas and have already developed programs in some schools to support particular sports. Examples include lacrosse in the Eltham and Williamstown areas, wrestling in Footscray and rugby union in Brighton. Further, the geographical location of other schools provides access to sports not so easily available elsewhere in Victoria, e.g. surfing at Barwon South Western Region coastal schools, skiing in the North East and rowing in Geelong. These links should be maintained and extended.

Groups of schools will be encouraged to develop a plan for the delivery of physical education and sport. This may include planning local and even interdistrict competition, perhaps with the support of the sporting association and their sports development officers, or local clubs.

The sports listed in the left hand box have been nominated as the core sports for particular statewide development for the period 1994–96. There will be ongoing monitoring and review of the core-plus approach over this period with a view to the possible inclusion of other sports in the future.

When determining the lists of sports to be the focus for support within the government school system, a number of criteria were taken into account. The committee had lengthy discussions about which sports should be included. In the

case of golf, for example, some members of the committee believed that there was an insufficient aerobic component, and that while the skills of

#### **PRIMARY SCHOOLS**

*Australian Rules Football*  
*Basketball*  
*Cricket*  
*Hockey*  
*Netball*  
*Soccer*  
*Softball/Tee Ball/Rounders*  
*Swimming*  
*Tennis/Bat Tennis*  
*Track and Field/Cross-country*  
*Volleyball*

#### **SECONDARY SCHOOLS**

*Australian Rules Football*  
*Badminton*  
*Baseball*  
*Basketball*  
*Cricket*  
*Golf*  
*Hockey*  
*Netball*  
*Soccer*  
*Softball*  
*Swimming*  
*Table Tennis*  
*Tennis*  
*Track and Field/Cross-country*  
*Volleyball*

golf could be undertaken in the school grounds, students had to travel elsewhere to play the sport, and green fees and equipment could be prohibitively expensive. On the other hand, it was argued that golf had a significant profile among young people, was an extremely popular sport among Australians of both sexes, had the capacity to become a "life sport" and provided access to those who had neither the speed nor agility required by many of the other sports selected. This insight into the committee's discussions should indicate that no sport was expected to be able to meet all of the criteria applied:

#### CRITERIA CONSIDERED WHEN CHOOSING SPORTS

- *Can the sport be organised within the school environment?*
- *Can the sport be played throughout Victoria?*
- *Does the sport contribute to health and wellbeing, particularly in terms of aerobic capacity?*
- *Does the sport allow continued participation and competition beyond school?*
- *Does the sport have a significant status as part of the Australian culture?*
- *Does the sport have a significant following/participation rate among young people?*
- *Does the sport allow for the participation of both girls and boys?*
- *Does the sport provide opportunities to play in a team?*
- *Does the sport encourage the development of a "personal best"?*
- *Is the sport part of the National Coaching Accreditation Scheme and does it provide teacher professional development opportunities?*
- *Does the sport offer significant resources to recruit and develop new players?*
- *Does the sport have the status of a major game? (Olympic/Commonwealth Games/international sports)*
- *Is the sport a major program at the Australian Institute of Sport/Victorian Institute of Sport?*
- *Does the sport promote the basic skills of—*
  - (i) running*
  - (ii) kicking*
  - (iii) throwing/catching*
  - (iv) jumping/tumbling*
  - (v) swimming/water safety*
  - (vi) hitting/striking*
  - (vii) balance*

The Directorate of School Education will adopt the Victorian Junior Sports Policy as a reference point for policy development and physical and sport education initiatives within the DSE and schools.

## VISION FOR A SCHOOL SPORT PROGRAM IN 1996

- *The program is linked to and supported by an excellent physical education program.*
- *The expertise of physical education teachers is utilised to support training of other staff.*
- *Students value and enjoy the opportunity to be involved in physical and sport education.*
- *The school offers a selection of core sports, with additional sports chosen for their local community focus on a term-by-term basis.*
- *There is well-understood access to a professional development program for teachers, including skill development, curriculum planning and coaching training.*
- *There is an interschool sport program that fosters participation by as many students as possible.*
- *The school has developed relationships with local sporting clubs.*
- *In primary schools, there is selection of programs such as Sport It! to enrich the curriculum and to assist with the teaching of fundamental motor skills.*
- *In secondary schools, students have the opportunity for involvement in the Aussie Sport Sportsfun and CAPS programs.*

## 12.2 Resourcing Arrangements for School Sport

### RECOMMENDATION 9

*That current resourcing arrangements to support intra- and interschool sport be maintained until the end of 1994.*

The committee believes that the current level of VPSSA and VSSSA resourcing should be maintained until the end of 1994. However, as is occurring in all areas of the DSE, the duty statements of the positions provided by the DSE for the VPSSA and the VSSSA will be reviewed. It is expected that the positions will become part of the Physical and Sport Education Project Team and will be advertised in late 1993 to reflect the implementation needs of the review and be consistent with the DSE restructure. A key role for the PSE Project Team will be the development of a strategy to deliver a program of interschool sport in the "core sport" areas with a particular focus on maximising student participation and working with the relevant sporting organisations, as well as supporting clusters of schools to develop local plans.

# 13

## Special Initiatives

### 13.1 Sports People in Schools Program

#### RECOMMENDATION 10

*That a Sports People in Schools program be initiated in conjunction with Sport and Recreation Victoria.*

The committee believes that the successful Artists-in-Schools model that is jointly funded by Arts Victoria and the Department of School Education provides a way forward in physical and sport education. This program offers students the opportunity of working with adults who are practitioners in the area. This valuable role model not only provides ideas for programming and activities but also tends to demystify an area to which children have little access. Just as students tend to see artists as geniuses waiting for inspiration to strike, they possibly have an equally unrealistic conception of the lives of elite sportspersons and coaches. In the Artist-in-Schools program, the realities of hard work, planning and practice become evident as students work with the visiting artist over time. Through the process, the skills and work of artists become more accessible to students. The committee believes that a similar effect would occur with sports people and coaches as their commitment to training, planning for competition and work to meet contractual demands became apparent to students.

A proposal will be developed for the Sports People in Schools program for implementation in 1994 focusing on the role of the sportsperson or coach while visiting the school, some suggestions of the types of projects that might be undertaken by schools, the duration of the association with the school, possible cluster models and an indication of ways in which schools might get started on such a project.

### 13.2 PSE Awards

#### RECOMMENDATION 11

*That school and student achievements in physical and sport education be recognised by the Directorate of School Education through the initiation of an appropriate awards program.*

The committee discussed the notion of awards at some length on a number of occasions. It examined the materials developed by the Australian Sports Commission for the Schools Olympic Link program (Barcelona 1992) and managed through Sport and Recreation Victoria in association with the DSE. Successful schools were able to develop programs that both demonstrated clear links with the Olympic Games but also involved wide student participation and further enhanced the school's PSE curriculum. Programs undertaken by schools included components of research and planning, community involvement, cultural activities, club recruitment, skill development, leadership and training experience, conducting events and sporting excursions and coaching. The committee believes that aspects of the program should be incorporated into future awards programs.

There was a general belief that Directorate of School Education awards programs should highlight exemplary programs rather than individual student performances. Acknowledgement of students who excel in sporting achievements already occurs in most schools. However, it was recognised that it might be appropriate to consider extending the existing Premier's Awards to include sporting excellence.

The committee felt that organisations that provide exemplary support for schools could also be acknowledged publicly through an awards system. The PSE Project Team will, as part of its role, have the responsibility for further investigating and implementing appropriate awards programs.

## 13.3 PSE Exemplary Schools

### RECOMMENDATION 12

*That exemplary physical and sport education schools be promoted by recognising and supporting approximately twelve schools demonstrating a commitment to the provision of high-quality physical and sport education programs.*

The committee believes that there is a need to support and promote exemplary practice in the delivery of physical education and sport in government schools. One means of doing this is for the DSE, prior to the commencement of 1994, to designate a number of schools as being PSE

exemplary schools and to use these schools as models of the best practice in the promotion of proficiency and participation in PSE. The exemplary schools, which would include a balance of primary/secondary and metropolitan/country schools, would become a focus for PSE within that particular area, although over time it is envisaged that further exemplary schools would be identified in all areas of the state. The skills and expertise that these schools develop in curriculum design, programming, sport, links with the community and utilising/sharing expertise would become a resource to other schools in the area.

The committee discussed a number of options, including the sports school model operating in NSW. At Westfields Sports High School in Sydney's west, outstanding sportspersons from Sydney and NSW are selected to enter the school and are offered the opportunity to complete their secondary education in an environment that supports their sporting aspirations. The school has strong links with the Australian Institute of Sport and the University of Western Sydney, where Westfields' students have priority entry into courses in sports science. A flexible school day has been organised to meet the different needs of students. Many of the staff have special qualifications in various sports, including being former and current state and national coaches, managers and players. The school employs its own doctor, physiotherapist and sports scientist. Students undertake a range of sporting programs and are provided with opportunities to attend regular coaching commitments and competition, in addition to studying comprehensive general curriculum.

Another model was identified in Wodonga, where the Acrobatic Community Arts School caters for students in years 3–10 who are members of the Flying Fruit Fly Circus. The students undertake a substantial training program focusing on fitness, flexibility and strength, in addition to a circus skills component that covers tumbling, aerial work, stilts, juggling and contortion, in addition to a regular primary and secondary curriculum run in conjunction with the Wodonga schools.

While the committee applauds the work of these schools, it has decided in the first instance to focus on schools that provide exemplary programs in physical and sport education as one component of a high-quality general curriculum. The committee is aware that some of the exemplary schools in

Victoria may take on some characteristics of the Westfields model over time. There will be continuing discussion about other PSE school models that might be piloted in the future.

The schools chosen for the PSE Exemplary Schools Program will have the provision of a high-quality physical and sport education program that meets the needs of all students—girls, NESB students, the disabled and also students who excel—as a priority in their school charter. They will also document their good practice, and share their experience with other schools.

In primary schools, physical education and sport will be timetabled or the schools will have a strategy to phase the provision of physical education and sport in years P–6. Similarly, secondary colleges will timetable physical education and sport in years 7–10 or have a strategy plan to do so. VCE physical education classes will be provided in years 11 and 12, and the school will be committed to implement credit transfer arrangements involving physical and sport education.

The PSE programs in the exemplary schools will maximise use of both the school and the local community facilities and there will be strong links developed between the school and community organisations. The schools will develop models that will maximise student participation in sport, including interschool sport. They will also undertake testing and monitoring of student fitness levels.

In order to maintain and further develop their excellent programs, the schools will be keen to take up new initiatives in the PSE area and will show a commitment to staff training and retraining in the physical and sport education area including promoting training for coaching accreditation.

## 13.4 Principal/Teacher Fitness

### RECOMMENDATION 13

*That the importance of fitness and wellbeing amongst principals and teachers be recognised by the DSE establishing a Fit to Manage/Teach pilot project for 1994.*

Teachers and principals who experience and value the benefits of fitness and a healthy lifestyle and understand the need for regular physical activity in everyone's life provide good role models for students, perform better in

their jobs and are better placed to offer enthusiastic support for physical education and sport in the school. It is not only a good employee practice to ensure that teachers and principals are supported to sustain healthy lifestyle, it is also a means for gaining their support for ensuring that students are provided with programs of regular and well-planned physical activity.

Ideally schools will develop a whole-school approach to fitness, working on teacher fitness alongside student participation in sport, particularly intraschool sport. Corporate concerns about the health of teachers, particularly principals and older, less-active teachers need to be addressed. This may involve negotiation of special rates with local private gyms and swimming pools, building up fitness equipment within the schools or the development of particular programs targeting teachers and principals.

Initially, the programs will develop greater awareness and positive support for principals to focus on their total wellbeing. Some valuable work in identifying models for such a program has been undertaken. The committee suggests that Workforce Management be asked to develop a brief incorporating the materials from this working party to develop a pilot project focusing in the first instance on principals, and later on principals with their staff, targeting health and fitness in the workplace. Program materials should be developed from the pilot so that programs can readily be extended to other schools.

# 14

# Local Planning and Coordination

## 14.1 Planning at a Local Level

### RECOMMENDATION 14

*That groups of schools be required to develop a policy and plan for the delivery of a quality physical and sport education program in all schools within the local area.*

It is expected that in future schools will relate closely together for planning purposes. The committee believes that the most effective planning mechanism for schools would be the development of a local plan, particularly when considering timetabled sport, specialist teacher resources, Level 0 and Level 1 coaching training, shared facilities and resources, maximising the use of community facilities, seeking sponsorship, offering professional development and monitoring outcomes. A focus on the local area is particularly important for improved community liaison, particularly with local sporting clubs. Further, local planning will assist in developing and maintaining continuity between programs offered at the primary and secondary levels.

Groups of schools may provide additional support for intra- and interschool sport in sports that have strong support in the local community. Some examples identified by the committee include European handball at Reservoir and Preston and korfbal at Warragul.

It is expected that schools will develop a mechanism for monitoring the area PSE plan, allocating staff to the PSE program on a local basis where resources are shared, developing service agreements with local community bodies, assisting with awards and in negotiating access to local government facilities.

The *National Junior Sport Policy* further encourages community organisations to provide coaching assistance to local school teams, to loan sporting equipment to schools and to integrate their sporting competition programs with those of schools.

## VISION FOR LOCAL PLANNING AND COORDINATION IN 1996

- *A mandatory physical education program is being delivered in all primary schools that ensures that fundamental motor skills are developed.*
- *All students undertake an accredited water safety program and 95 per cent of year 6 students have obtained a Level 5 Aquapass.*
- *Physical education teachers in the area are providing some professional development for generalist primary teachers involved in delivering PSE programs.*
- *Parents and community members are supported and encouraged to assist with the PSE program at the school and local level.*
- *Fitness testing of students occurs on a regular basis, and schools within the area have established targets for improvement.*
- *All schools have timetabled sport in years 4–10.*
- *Four core sports are chosen in each term for intra- and interschool sport in both primary and secondary schools.*
- *Three or more sports have been specially chosen for local development.*
- *An increasing number of teachers in each school have gained Level 0 and Level 1 coaching accreditation.*
- *A Coach-in-Schools program is operating in one school in the district and the benefits being shared through teacher networks.*
- *Mutually beneficial arrangements have been developed with the relevant community sporting organisations.*
- *The principals in the district are working with their staff to improve the fitness of teachers.*

## 14.2 Community/School Joint-Use Facilities

### RECOMMENDATION 15

*That schools in a local area should facilitate the development of community/school joint use of facilities arrangements.*

The committee believes that groups of schools should work in cooperation to undertake an audit of community facilities prior to the development of their local PSE plan. This will inform planning and indicate the areas where resources need to be upgraded or developed, and where resources appear to be underutilised. The committee refers readers to the *United Nations Charter of Physical Education and Sport* (1978), which states in Article 5 (5.2):

*"It is incumbent on governments, public authorities, schools and appropriate private agencies, at all levels to join forces and plan together so as to provide and make optimum use of installations, facilities and equipment for physical education and sport."*

This view is also supported in the *National Junior Sport Policy*. The Australian Sports Commission regards it as critical that close links are established between schools and the community. "These links reduce wastage and inefficiencies caused by duplication and underutilisation of resources... Close links will also provide for a smooth transition between schools and community sporting organisations."

# 15

# Implementation Strategy

## 15.1 Overview

The review committee has produced this report in a relatively short period of time. It has been greatly assisted by the work of a number of individuals and associations that share its concern to improve the physical wellbeing of our young people. Much has been achieved in a few months. However, the committee recognises that a multifaceted implementation strategy will need to be put in place to ensure that the recommendations of the review committee are taken forward into action.

Key elements of the strategy include cooperation between schools at a local level and the development of local plans for the delivery of PSE, the VBOS accreditation of the PSE course, the development of PSE teaching resources, the delivery of training and professional development programs (including coaching accreditation), the promotion of PSE through the awards and exemplary schools program, the mandating of physical education and sport on the P-10 timetable and the establishment of a project team to oversee the implementation of the recommendations in this report.

## 15.2 Promotion

### RECOMMENDATION 16

*That the Minister for Education, the Directorate of School Education, the Minister for Sport, Recreation and Racing and Sport and Recreation Victoria jointly support a promotion strategy for physical and sport education in schools.*

It is important to promote the successes schools have in the delivery of physical and sport education. It will be highlighted in an ongoing way

through events such as Education Week, Physical Education Week, International Women's Day and Junior Sports Week over the next eighteen months. The PSE Project Team, in liaison with Sport and Recreation Victoria and groups such as ACHPER, will have responsibility to develop a strategy to promote PSE throughout Victoria. Good practice in schools will also be highlighted through the PSE section of *Victorian School Education News*.

In addition, the Directorate of School Education will work with the Departments of Health and Sport and Recreation Victoria to undertake a joint promotion campaign for physical and sport education in the electronic and print media. The committee suggests that the DSE explore making links with Vic Health, consider involving high-profile sporting identities and investigate mounting a television campaign similar to "Maths multiplies your chances" but based on benefits of lifelong fitness.

One means of promoting PSE in schools is the Aussie Sport program developed by the Australian Sports Commission. This program is available to schools in all states and territories, has a philosophy of "sport for all", "fair play" and "fair go". It promotes sport as an important component in a healthy lifestyle and aims to improve the place of sports education in the curriculum. It aims to redress the dropout rate of juniors in sport while providing greater opportunities for young people to experience a wide range of sporting activities. It encourages greater community participation and responsibility for enhancing sports delivery. These objectives are achieved through a range of programs that target children from three to twenty years.

The campaign can effectively complement the physical and sport education curriculum in Victorian schools by supplementing existing programs. It is well recognised by all staff working in the Aussie Sport Unit that physical education is broad based and contains many physical and personal skill development components. The Aussie Sport campaign is not as broadly based as physical education nor is it directed at the same level as sport education. It cannot and should not be used as a substitute for either physical education or sport in schools.

Being both school based and community club based, the Aussie Sport campaign will continue to complement components of the school physical education curriculum and be a valuable asset to teachers implementing

the physical and sport education program in schools.

Schools are encouraged to consider the range of programs available under the Aussie Sport umbrella (see appendix 16.1) that would enhance and extend their offering in the PSE curriculum. For example, primary schools may focus on Sport It! to assist with development of fundamental motor skills, while secondary schools may see the benefits of integrating a program such as CAPS into their curriculum and providing recognition for students who develop coaching and umpiring skills.

## 15.3 PSE Project Team

### RECOMMENDATION 17

*That a project team be established within the Directorate of School Education to manage implementation of the recommendations of the Physical and Sport Education Review.*

The PSE Project Team will be established by the DSE prior to 1994, and will have responsibility for the implementation of the recommendations of the PSE review and a monitoring and evaluation role. It will have responsibility for the development and implementation of the proposed Sports People in Schools program, supporting PSE exemplary schools and district planning, the management of school sport, liaison with the Board of Studies and the development of service agreements with appropriate organisations.

One of the strategies the DSE will use to support schools in the delivery of high-quality PSE curriculum is through service agreements developed in conjunction with professional, tertiary and sporting bodies which are able to offer curriculum or professional development to schools. The service agreement, which might be developed at school, district, or statewide level, will ensure that the needs of both the school and the service provider are met and that clear outcomes and indicators of success can be identified. Service agreements will contain the following components:

- The nature of the agreement (e.g. to provide particular professional development activities or to provide support for school sport by a sporting organisation).
- The period of the agreement (e.g. a particular financial/calendar year).
- The extent of the DSE provision (e.g. financial input from DSE).

- Services to be provided by the organisation (e.g. program service name and budget, including a description of the service, performance indicators and targets, the target group, special features such as the use of DSE venues, evaluation and reporting requirements).
- Liaison (i.e. identified personnel from the DSE and the group, with a timeline for development/delivery).
- Termination options.

The PSE Project Team will be drawn together from staff within the DSE under a manager. Staff currently working in the area of PSE will form part of the PSE Project Team.

## 15.4 Monitoring Implementation

### RECOMMENDATION 18

*That a strategy be set up to monitor implementation of the review recommendations.*

The Directorate of School Education will set up processes to liaise with heads of department in tertiary institutions offering physical education courses with a view to exploring ways in which research projects might be initiated over 1994 and 1995 to focus on the implementation of the review committee's recommendations. Initial discussions will be commenced by the review committee during Term 3 1993 to determine parameters of research projects by the end of 1993.

## 15.5 Review

### RECOMMENDATION 19

*That the Directorate of School Education conduct a system-wide evaluation on the implementation of the Physical and Sport Education Review before the end of 1995.*

The DSE will develop specifications for the conduct of the evaluation including terms of reference, methodology and reporting procedures.

The evaluation of schools' programs will include a focus on the access and participation of girls, disabled students, and NESB students to physical and sport education.

## 16.1 Human Resources

Human resources are vital to the implementation of the review recommendations. The committee was gratified by the support of many practising physical education teachers who, through the submission process, at public meetings and by making personal contact with members of the committee, announced their readiness to move forward with the recommendations of the committee and take physical and sport education "into the future". The committee views trained and enthusiastic physical education teachers as the key resource in supporting the revitalisation of physical and sport education in Victoria.

The following groups provide a range of services to assist teachers in curriculum development, teaching and learning strategies, skill development and access to expertise. It is expected that the Physical and Sport Education Project Team will maintain an overview of the activities of these groups and monitor implementation of the recommendations.

### **Australian Council for Health, Physical Education and Recreation (ACHPER)**

ACHPER is a national subject association for those who work or study in the areas of physical education, sport, health education, fitness and related areas. With over 1500 members in Victoria, the ACHPER Victorian branch is the largest of all the state branches, and one of the largest subject associations in Victoria. ACHPER provides professional development programs, consultancy support and curriculum materials.

The Directorate of School Education has supported ACHPER by providing a 0.5 extension education officer since 1991. Sport, Recreation and Racing has recognised ACHPER as a service organisation since 1985 and provided \$12,500 salary subsidy for the executive director position. The ACHPER office, currently located at Oakleigh East Primary School, employs a full-time executive director, a 0.5 secretary and the 0.5

extension education officer. In addition a large number of teachers and tertiary educators provide voluntary support.

## **Sports Development Officers**

Sports development officers are employed by a number of sporting organisations through Sport and Recreation Victoria. Their role is to increase the number of juniors playing their sport and to increase the number of sport-specific skills in their junior members. They aim to raise the profile of their sport in schools so that it becomes part of the school PSE program, and to provide a role model for the children interested in their sport. Further, they aim to train teachers how to teach their sport specific skills and ways to introduce the game by modified activities.

Sports development officers provide a valuable professional development role by offering Level 0 coaching courses and other training and are moving out of the delivery of one-off clinics, which tend by some schools to be used as “fillers” in the physical education program. The activities of the sports development officers do not substitute for a high-quality physical education program in a school and should not be seen as de facto physical education consultants. They have an important role to play in highlighting ways in which students can move from school sport into community sport. Development and enhancement of links between schools and the wider community will become more critical as schools develop increasing autonomy.

## **Country Education Project**

Resources are provided to remote communities in Victoria from the Commonwealth Government and managed by the Country Education Project. Through its area committees, the CEP supports a wide range of curriculum and community-based activities in remote country Victoria. A number of these projects fall within the area of PSE and include support/subsidy for bus travel so that school teams can attend interschool sporting activities, water safety and swimming programs including the mobile swimming pool, camps, Aussie Sport activities, support for VCE physical education field trips, bike education and support for programs in specific sports including basketball, netball and soccer.

# Aussie Sport Campaign

The Aussie Sport Unit has sixteen full- and part-time staff in metropolitan and regional Victoria within the Sport and Recreation structure. There are two full-time staff with statewide responsibilities employed from within the Directorate of School Education. Together they are responsible to increase the quantity, quality and range of sporting experiences available to young Victorians by influencing the planning, policy, programs and services of key sports delivery agencies and other groups impacting on the development and provision of junior sports activities and organisations.

The education staff run professional development programs for teachers, community members, and tertiary students, coordinate Aussie Sport expos, develop appropriate resources, have representation on committees of key agencies, input into curriculum development, assist with the professional development of sport development officers and work to improve school and club links.



# Helping Communities Develop Junior sport

## Sportstart:

- a program which aims to assist parents and care givers by encouraging them to play with 3 - 12 year olds. The activities are designed to be implemented in the home and promote skill development through play.



## Sport It!:

- a fundamental motor skill development program for primary school children which is sponsored by Pizza Hut Australia and the Australian Sports Commission.



## Ready Set Go!:

- adapts adult sports to appropriate and challenging sport environments for young children. This program is sponsored by Kellogg (AUST).



## Sport Search:

- a computer package which can be used in secondary school to give students feedback on sporting activities to which they may be suited.



## The Active Girls Campaign:

- a participation campaign which targets adolescent girls and is co-ordinated by the Australian Sports Commission's Women and Sport Unit and supported by AUSSIE SPORT.



## All Sports:

- an after school/weekend program involving local sports clubs & secondary school students who are recruited to conduct a range of AUSSIE SPORT activities at local community centres.



## Sportsfun:

- an after school leadership program involving secondary school students who help primary school participants develop skills in a variety of modified sports.



## CAPS:

### (Challenge, Achievement and Pathways in Sport)

- a sport based leadership program for 14 to 20 year-olds. The scheme offers young people the opportunity to develop proficiency and new skills in a variety of areas that sport has to offer including administration, coaching, sports health refereeing/umpiring and management.

## 16.2 Other Resources

As discussed under Recommendation 4, access to quality written resources is a critical factor in ensuring that teachers are able to provide an excellent curriculum for students. The list below comprises resources for both primary and secondary schools. It is not an exhaustive list, and contains only those items that the committee has been advised are essential.

### Primary Schools

This resource list has been supplied through the Resources Working Party and collated by ACHPER. Enquiries about any texts on this list that prove difficult to obtain, should be directed to ACHPER.

#### CURRICULUM DEVELOPMENT

- *A Ministerial Statement on New Directions in Physical Education and a Manual for Schools; New Directions in Physical Education*, Education Department, Victoria, 1982
- *The Organisation of Daily Physical Education*, Department of Education, South Australia, 1981
- *Improving Physical Education in Primary Schools*, R. Tinning, ACHPER, 1987
- *Do You Have an Effective Schools Based Sport Program?*, Australian Sports Commission, 1992
- *Victorian Primary Schools Sports Association Manual*, VPSSA, 1993

#### BALL HANDLING

- *Daily Physical Education*, ACHPER 1982
- *Sport It!*, Australian Sports Commission, 1992

#### GYMNASTICS

- *Gymkit*, G. McKail, L. Petit and C. Leadbetter, 1990
- *Aussie Gymfun*, G. Schembri, 1991
- *Gym Skills*, Youth Sports Resource Manual for Secondary Schools and Clubs, G. Schembri, Australian Gymnastic Federation (undated)
- *Daily Physical Education Manuals*, ACHPER, 1982

#### MAJOR GAMES (SPORT)

- *Daily Physical Education Manuals*, ACHPER, 1982
- *Ready, Set, Go*, Teachers Resource Package, sponsored by Kelloggs, 1992
- *Aussie Sport: Resource Directory*. Gayle Rogers and Doug Sandiford, 1993
- *Victorian Primary Schools Sports Association Manual*. VPSSA, 1993

#### MINOR GAMES

- *Dandy Games for Kids*, B. Neighbour, Department of Education, NSW (undated)
- *Dandy Games for Big Kids—Year 3 to 12*, B. Neighbour, New Zealand Department of Education (undated)

#### ATHLETICS

- *An Introductory Athletics Unit for Teachers*, Athletics Victoria (undated)
- *Athletics Towards 2000*, Australian Athletics Union, 1986

## DANCE

- *Daily Physical Education Manuals*, ACHPER, 1982
- *Anyone Can Dance*, G. Powell, 1993

## FITNESS

- *Daily Physical Education*, Levels 1 to 7, ACHPER, 1982
- *Huff'n'puff Resources*, Ian Todd, Leongatha Support Centre, 1982

## AQUATICS

- *The Teaching of Swimming and Water Safety*, AustSwim, 1993
- *Aquapak*, Royal Life Saving Society, 1987
- *Fun, Skills and Confidence* (video), Royal Life Saving Society.
- *Swimming and Lifesaving Manual*, Royal Life Saving Society, second edition, 1987

## OUTDOOR EDUCATION

- *Outdoor Education at School*, G. Powell, 1987
- *The Personal Development Framework P-10*, Ministry of Education, Victoria, 1989
- *Safety in Outdoor Adventure Activities* (and amendments), Education Department, Victoria, 1982 onwards
- *Silver Bullets*, Karl Rohnke, 1984
- *Bushwalking and Mountaineering Leadership*, Department of Sport and Recreation 1986
- The Gould League of Victoria (based at 67 High Street, Prahran), the Victorian Association for Environmental Education (based at 217 Church Street, Richmond) and the Department of Conservation and Natural Resources (240 Victoria Parade, East Melbourne) have a wide range of resources that relate to this area.

## REMEDIAL

- *Physical Education for Poorly Co-ordinated Children*, B. Watson, 1990
- *Remedial Physical Education—The School Program*, Education Department, Victoria (undated)

# Secondary Schools

## MINOR GAMES/INTRODUCTORY ACTIVITIES

- *Daily Physical Education*, Level 7, ACHPER, 1982
- *Physical Education Survival Kit*, J. Bernau, 1982
- *96 Great Games*, NZAHPER (undated)
- *Games Book*, Department of Education, NSW (undated but prior to 1970)
- *Life. Be In It. Games Manual*, 1985

## OUTDOOR EDUCATION

- *Bushwalking and Mountaineering Leadership*, Department of Sport and Recreation, 1986
- *Safety in Adventure Activities* (and amendments), Education Department, Victoria, 1982 onwards
- *School Information Manual*, DSE, 1991

## FITNESS

- *The Fitness Leader's Handbook*, G. Egger and N. Champion, 1990
- *The Australian Schools Fitness Test*, ACHPER, 1985
- *Better Coaching Advanced Coach's Manual*, F. Pyke, 1991
- *Australian Fitness Norms Manual for Fitness Assessors* (ages 18-78 years), C. Gore, 1992
- *Jump Rope for Heart: A Resource Manual for Teachers*, National Heart Foundation, 1993

## GYMNASTICS

- *Aussie Gym Fun*, G. Schembri, 1991
- *Introducing Gymnastics*, G. Schembri, 1983

## CURRICULUM

- *The Personal Development Framework P-10*, Ministry of Education, Victoria, 1989
- *Safety in Adventure Activities* (and amendments), Education Department, Victoria, 1982 onwards

## ATHLETICS

- *An Introductory Athletics Unit for Teachers*, Athletics Victoria (undated)
- *Mars 5 Star Achievement Award Program*, Athletics Australia (undated)
- *Ready Set Go: Athletic Skills and Fun Activities for the 7-14 Year Age Group*, P. Le Rossignol and K. Hawkins, 1988

## THEORY

- *Body Owners Manual*, A. Worsley and W. Coonan, 1986
- *Inside and Out* (text and student workbook), ACHPER, 1992
- *A Resource Directory for Physical Education, Sport, Outdoor Education and Recreation*, M. Ingoldby, 1993

## TRADITIONAL MAJOR GAMES

- *Aussie Sport coaching manuals*, ACHPER and national sporting associations (publication dates various)
- *Aussie Sport Resource Directory*, G. Rogers and D. Sandiford, 1993

## AQUATICS

- *The Teaching of Swimming and Water Safety*, AustSwim, 1993
- *Swimming and Lifesaving Manual*, Royal Life Saving Society, second edition, 1987

## DANCE

- *Modern Dance: Building and Teaching Lessons*, A. Lockhart and E. Pease, 1982
- *Body Talk* (dance video kit), Focus, 1992
- *Open the Door to Dance*, M. Walker (date unavailable)
- *International Bush Dancing*, Shenanigans (date unavailable)
- *Dance Moves: Improvisation to Dance*, D. Spurgeon, 1991

# 16.3 Physical Education and Sport Courses in Victoria 1993

## Primary Teaching

- BALLARAT UNIVERSITY COLLEGE  
Bachelor of Education (Primary)—4 years (can major in Physical Education)
- DEAKIN UNIVERSITY (BURWOOD)  
Bachelor of Applied Science (Human Movement)/Bachelor of Teaching—4 years
- UNIVERSITY OF MELBOURNE  
Bachelor of Education—4 years (can major in Physical Education/Outdoor Education)
- LA TROBE UNIVERSITY COLLEGE OF NORTHERN VICTORIA  
Bachelor of Teaching—3 years (can major in Physical Education)
- DEAKIN UNIVERSITY (WARRNAMBOOL)  
Bachelor of Teaching/Bachelor of Arts—4 years (can major in Physical Education)

Other tertiary courses where there is a physical education component.

- AUSTRALIAN CATHOLIC UNIVERSITY (OAKLEIGH, ASCOT VALE, BALLARAT)  
Bachelor of Teaching—3/4 years
- DEAKIN UNIVERSITY (BURWOOD)  
Bachelor of Applied Science (Sports Coaching and Administration) — 4 years
- RMIT (COBURG)  
Bachelor of Teaching—3 years (can major in Physical Education)  
Bachelor of Education—4th year
- MONASH UNIVERSITY (FRANKSTON)  
Bachelor of Teaching—3 years (can major in Physical Education)  
Bachelor of Education 4th year
- MONASH UNIVERSITY (GIPPSLAND)  
Bachelor of Teaching—3 years (can major in Physical Education)  
Bachelor of Education—4th year

## Secondary Teaching:

- BALLARAT UNIVERSITY COLLEGE  
Bachelor of Physical Education—4 years  
Bachelor of Applied Science (Human Movement Studies)—3 years
- VICTORIA UNIVERSITY COLLEGE (FOOTSCRAY)  
Bachelor of Applied Science (PE)—4 years
- ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY ( BUNDOORA)  
Bachelor of Applied Science (PE)—4 years  
Bachelor of Applied Science (Human Movement Studies)—3 years
- DEAKIN UNIVERSITY (RUSDEN)  
Bachelor of Applied Science (Human Movement)/Bachelor of Teaching—4 years

In addition, a number of TAFE colleges, including Box Hill, Frankston and Western Metropolitan, offer qualifications that provide opportunities for further study and vocational training in the PSE area.

## 16.4 Registered Sporting Organisations in Victoria

*Associations marked with an asterisk (\*) have a sport development officer.*

Amputees Association of Victoria Inc.	(03) 478 3696
Archery Society of Victoria	(03) 883 7453
Ashihara (Australian) Karate	(03) 383 2244
*Athletics Victoria	(03) 428 8049, (03) 428 8195
Aussie Masters Swimming Victorian Branch Inc.	(03) 691 3725
Australian Motor Cycle Trail Riders' Association (Vic)	(03) 758 7530
Australian Taekwondo Association (Vic Branch)	(03) 634 2187
Aust/Vic Biathlon Association Inc.	(057) 73 2311
*Australian Aikido Association	(03) 528 1456
Australian Federation of AM Roller Sports Vic. Chapter	(03) 478 7167
Australian Karate Federation (Vic.)	(03) 888 8790
Australian National Kung Fu Federation (Vic)	(03) 706 8988
Australian Power Boat Association (Vic Council)	(03) 728 3330
Australian Special Olympics Victorian Branch Inc.	(03) 497 2324
*Australian Surf Riders Association Vic. Branch	(052) 61 2907
Australian Swimming Coaches Association Vic. Branch	(03) 802 6035
*Australian Underwater Federation Vic. Branch	(03) 830 1289
*Bocce Federation of Victoria	(03) 860 2233
Callisthenics Victoria Inc.	(03) 862 3668
Confederation of Australian Motor Sport	(03) 889 2327
Dialysis and Transplant Association of Victoria	(03) 439 3526
Equestrian Federation of Australian Vic Branch Inc.	(03) 376 1966
Gaelic Athletic Association of Victoria	(03) 798 2752
*Handball Federation of Victoria	(03) 699 2902
*Hockey Victoria Inc.	(03) 329 5600
Indoor Cricket Victoria Inc.	(03) 878 1666
International Federation of Body Builders	(054) 42 1599
Judo Federation of Australia	(03) 807 0508
*Lacrosse Victoria Inc.	(03) 569 9655
Ladies Trugo Association of Vic.	(03) 354 2084
Martial Arts Board	(03) 666 4200

Motor Cycling Australia (Vic.)	(03) 428 6676
NBL Players Association	(03) 867 5850
*Netball Victoria	(03) 329 7766
OZ Tennis—The Australian Tennis Foundation	(03) 510 9165
Pony Club of Victoria	(03) 596 4778
Professional Boxing Control Board of Victoria	(03) 666 4200
Professional Squash Coaches Association of Victoria	(03) 817 3919
Riding for Disabled Association of Victoria	(03) 372 2126
*Royal Life Saving Society	(03) 658 5822
Royal Victorian Bowls Association Inc.	(03) 699 8188
Ski Touring Association of Victoria	(03) 457 5432
Sporting Shooters Association	(03) 547 1974
Sports Federation Foundation	(03) 326 8044
*Surf Lifesaving Association of Australia	(03) 634 8201
*Swimming Victoria	(03) 650 4695
Ten Pin Bowling Association of Vic. Inc.	(03) 478 8478
Tennis Coaches Association of Vic. Inc.	(03) 584 9237
*Tennis Victoria	(03) 655 1285
*Triathlon Association of Victoria Inc.	(03) 803 8637
VFL Players Association	(03) 867 5850
*Vic. Metropolitan Football League	(03) 654 1244
Vicdance Inc.	(03) 481 2982
Vicsrapid	(03) 696 7907
Victoria Power Lifting Association Inc.	(03) 589 5480
Victorian Amateur Boxing Association	(03) 523 0719
Victorian Amateur Boxing League Inc.	(059) 68 5612
Victorian Amateur Fencing Association	(03) 397 8113
Victorian Amateur Football Association	(03) 531 8333
Victorian Amateur Judo Union Inc.	(03) 383 2244
Victorian Amateur Modern Pentathlon Association Inc.	(03) 242 4000
Victorian Amateur Pistol Association	(03) 398 5351
Victorian Amateur Trampoline Association	(03) 579 1570
Victorian Angling and Casting Council	(03) 458 2172
*Victorian Athletic League	(03) 529 5985
*Victorian Badminton Association Inc.	(03) 867 4522

*Victorian Baseball Association Inc.	(03) 360 0766
*Victorian Basketball Association Inc.	(03) 867 5022
Victorian Baton Twirling Association Inc.	(03) 785 3481
*Victorian Bicycle Motor Cross Association Inc.	(03) 763 0058
Victorian Billiards and Snooker Association	(03) 646 7100
Victorian Blind Sports Association	(03) 822 8876
Victorian Boomerang Throwing Association	(03) 305 3643
*Victorian Canoe Association Inc.—Kew	(03) 816 9411
*Victorian Canoe Association Inc.—Viewbank	(03) 459 2251
Victorian Clay Target Association Inc.	(03) 782 1626
Victorian Country Carpet Bowls Association	(054) 42 1004
Victorian Country Football League	(03) 654 1244
*Victorian Cricket Association	(03) 878 1666
Victorian Croquet Association Inc.	(03) 596 7672
Victorian Cross-Country League	(03) 244 8641
*Victorian Cycling Federation Inc.	(03) 328 4391
Victorian Cycling League	(03) 318 2005
Victorian Darts Council	(03) 306 4464
*Victorian Diving Association Inc.	(03) 434 5207
Victorian Eight Ball Association Inc.	(03) 762 8588
Victorian Electric Wheelchair Sports Association Inc.	(03) 561 1966
Victorian Field and Game Association Inc.	(052) 23 2686
Victorian Football Association	(03) 654 3555
Victorian Football Dev. Foundation	(03) 653 7856
*Victorian Golf Association	(03) 889 6731
Victorian Golf League Associates	(03) 802 2780
*Victorian Gridiron Football League	(03) 751 1722
*Victorian Gymnastic Association	(03) 650 3877
Victorian Handball Association	(03) 337 5591
Victorian Hangliding Association	(03) 397 2612
*Victorian Hockey Association	(03) 329 5600
Victorian Ice Hockey Association	(03) 706 0064
Victorian Ice Racing Association	(03) 558 1847
Victorian Ice Skating Association	(03) 585 0141
Victorian Indoor Bias Bowl Association	(03) 363 1184

*Victorian Indoor Soccer Association Inc.	(03) 384 1672
Victorian Ju Jitsuans Association	(03) 370 9666
Victorian Karting Association	(054) 49 6362
Victorian Kendo Renmei Inc.	(03) 521 0168
*Victorian Korfball Association Inc.	(03) 879 1573
*Victorian Ladies Golf Union Inc.	(03) 523 8511
Victorian Ladies' Bowling Association	(03) 866 5378
*Victorian Little Athletics Association Inc.	(03) 419 4933
Victorian Marathon Club Melbourne Inc.	(03) 499 3069
*Victorian Marching Association Inc.	(03) 763 6396
Victorian Men's Netball League	(03) 758 7191
*Victorian Orienteering Association	(03) 565 7218
Victorian Parachute Council	(03) 688 4554
Victorian Polo Association	(03) 576 0391
Victorian Polocrosse Association	(052) 67 2364
Victorian Racquetball Association Inc.	(03) 867 8444
Victorian Rifle Association	(03) 318 5732
Victorian Rogaining Association Inc.	(03) 557 3513
Victorian Rowing Association	(03) 654 1154
*Victorian Rugby League Inc.	(03) 866 3955
*Victorian Rugby Union Inc.	(03) 654 3744
*Victorian Ski Association	(03) 699 3292
Victorian Small Bore and Air Rifle Association	(03) 729 7548
Victorian Soaring Association	(03) 328 2536
*Victorian Soccer Federation	(03) 537 2533, (03) 537 2680
*Victorian Softball Association	(03) 360 0817
Victorian Sports Association of the Deaf	(03) 654 4145
*Victorian Squash Federation	(03) 867 8444
Victorian Squash Institute	(03) 468 2355
Victorian Synchronised Swimming Committee	(052) 21 5201
*Victorian Table Tennis Association Inc.	(03) 866 1387
*Victorian Touch Association	(03) 654 2866
Victorian Trugo Association	(03) 807 7404
*Victorian Water Polo Inc.	(03) 819 0370
Victorian Water Ski Association	(03) 531 1388

*Victorian Weight Lifting Association	(03) 882 0608
Victorian Women's Basketball Association	(03) 311 4526
*Victorian Women's Cricket Association	(03) 654 5511
Victorian Women's Football League	(03) 387 6469
Victorian Women's Hockey Association Inc.	(03) 326 5019
Victorian Women's Lacrosse Association	(03) 397 1957
Victorian Women's Soccer Federation	(03) 870 7744
Victorian Wrestling Association	(03) 785 0129
*Victorian Yachting Council	(03) 597 0066
*Volleyball Victoria Inc.	(03) 885 1919
*Wheelchair Sports Victoria	(03) 329 5088

In addition there are sports development officers representing the following groups:

AFL	(03) 653 7856
Aussie Sport	(03) 358 0888
Federation of Amateur Rollers Skaters	(052) 751 6070
Jump Rope for Heart	(03) 329 8511
National Australian Football Council	(03) 650 4977
VicSport	(03) 820 0255
VicSwim	(03) 651 3046
Victorian Country Basketball Association	(054) 41 1128
Victorian Disabled Sports Advisory Committee	(03) 666 4339
Victorian Fencing Association	(03) 504 7554
VPSSA and VSSSA	(03) 429 2333

## 16.5 Sports Data

The information on the following pages has been developed by Sport and Recreation Victoria, and serves to provide a range of data (accurate as at June 1993) about many of the most commonly played sports. It is recognised that some sports are more difficult to resource than others.

### Interpreting the Chart

#### 1. Sport

As listed

## 2. Resources.

This refers to resource availability to assist with development of the sport in the school system, and includes the elements of personnel, financial resources and local support. On the scale 1 = limited, rising to 5 = excellent.

## 3. Access 1

This refers to the ease of access for students or individuals to develop skills in the sport, and takes into account the facilities that would be needed to do this. On the scale 1 = limited, rising to 5 = excellent.

## 4. Access 2

This refers to the ease of access to playing the sport competitively. On the scale 1 = limited, rising to 5 = excellent.

## 5. Registered Players

This refers to the number of registered players of the sport in Victoria and has been adapted from a series of statistics provided by Sport and Recreation Victoria. Figures were not available for all sports.

## 6. Participation

This refers to the number of regular participants in the sport in Victoria expressed as a percentage of the population. The figures which were interpreted from the ABS Household Survey in 1989 were not available for all sports.

## 7. Attendance

This refers to the percentage of Victorians who attend competition in the sport as spectators. The figures which were interpreted from the ABS Household Survey in 1989 were not available for all sports.

## 8. Television

This refers to the percentage of Victorians who watch the sport on television. The figures which were interpreted from the ABS Household Survey in 1989 were not available for all sports.

## 9. AIS

This field indicates whether or not the sport is on the program of the Australian Institute of Sport.

## 10. VIS

This field indicates whether or not the sport is on the program of the Victorian Institute of Sport.

# Participation in and Access to Sports

SPORT	RESOURCES	ACCESS 1	ACCESS 2	REGISTERED PLAYERS
Athletics	3.5	4	4	25,000
Badminton	4	4	3	12,500
Baseball	4	5	2	13,500
Basketball	5	5	5	105,000
Canoeing	2	2	1	450
Cricket	4.5	5	5	104,000
Cycling	2.5	3	3	2,000
Diving	2.5	3	1	250
Football	5	5	4.5	100,000
Golf	4.5	3	4	125,000
Gymnastics	4	4	2	10,600
Hockey	3.5	5	4	15,500
Indoor Cricket	3	4	3	no data
Lacrosse	3	4	2	2,000
Lawn Bowls	4	4	5	95,000
Netball	5	5	5	115,000
Rowing	1	1	1	3,000
Rugby Union	2	4	2	2,250
Soccer	4	5	4	22,000+
Softball	4	5	5	9,500
Sprint Canoeing	1	1	1	-
Squash	4.5	4	4	28,500
Swimming	4	5	3	14,600
Table Tennis	4	5	3	16,100
Ten Pin Bowling	2	2	3	23,500
Tennis	5	4	4	109,000
Volleyball	3	5	2	7,500
Water Polo	2.5	3	2	1,600
Weightlifting	2	5	1	600
Yachting	2	3	1	25,000

PARTICIPATION	ATTENDANCE	TELEVISION	AIS	VIS
2.6%	5%	31%	yes	yes
1.7%	-	-	-	yes
-	5%	17%	yes	-
4.2%	11%	37%	yes	-
-	-	-	yes	yes
3.3%	18%	54%	yes	yes
-	4%	18%	yes	yes
-	-	-	yes	-
4%	19%	42%	-	yes
11%	6%	34%	yes	yes
-	-	33%	yes	yes
1%	-	17%	yes	yes
3.3%	-	-	-	-
-	-	-	-	yes
3.5%	-	-	-	-
4.8%	9%	19%	yes	yes
-	-	11%	yes	yes
-	7%	32%	yes	-
1.7%	8%	28%	yes	yes
-	-	-	yes	-
-	-	10%	yes	yes
5.7%	-	-	yes	yes
0.8%	6%	33%	yes	yes
2.7%	-	-	-	yes
4.2%	-	-	-	-
10.2%	10%	47%	yes	yes
1.6%	-	10%	yes	-
-	-	-	yes	-
-	-	10%	-	yes
-	-	-	-	-

# 16.6 Submissions Received

## School Responses

Some schools provided a number of separate responses to the committee

Balwyn High School	James Cook Primary School
Baringup Primary School	Jeparit Primary School
Belle Vue Primary School	John Paul College
Belmont High School	Kealba Secondary College
Benalla High School	Keilor Downs Secondary College
Bentleigh West Primary School	Kennington Primary School
Berwick Secondary College	Kingswood Primary School
Bimbadeen Heights Primary School	Kismet Park Primary School
Blackburn High School	Laburnum Primary School
Bonbeach Primary School	Langwarrin Secondary College
Box Forest Secondary College	Leongatha Secondary College
Brighton Secondary College	Lorne School P-12
Brunswick Primary School	Lyndale Secondary College
Cobram Secondary College	Mac.Robertson Girls' High School
Collingwood Secondary College	Maranatha Christian School
Coomoora Primary School	Maribyrnong Secondary College
Crib Point Primary School	Melbourne High School
Deer Park Secondary College	Melton Secondary College
Essendon–East Keilor District Secondary College	Monbulk Primary School
Forest Hill Secondary College	Mortlake Secondary College
Frankston High School	Mount View Primary School
Gisborne Secondary College	Mt Clear Secondary College
Gladstone Park High School	Murrumbeena Primary School
Greenwood Secondary College	Nathalia Secondary College
Grovedale West Primary School	Nilma North Primary School
Hastings Primary School	Norwood High School
Hobson's Bay Secondary College	Nunawading Primary School
Horsham Technical School	Parklands Primary School
	Patterson River Secondary College

Portland Primary School  
Rangebank Primary School  
Reservoir District Secondary  
College  
Reservoir East Primary School  
Rosebud Primary School  
Rosewood Downs Primary School  
Rowville Primary School  
Shepparton High School  
Strathmore Secondary College  
Swan Hill Secondary College

The Basin Primary School  
Thomastown Secondary College  
Upwey High School  
Waldau Primary School  
Wangaratta High School  
Wantirna Secondary College  
Wellington Secondary College  
Werribee Secondary College  
Whittlesea Secondary College  
Yea High School  
Yooralla Special School

## **Institutional Responses**

ACHPER  
Aussie Sport  
Australian Catholic University  
Ballarat University College  
Board of Studies (NSW)  
Catholic Education Office, Diocese  
of Sandhurst  
Catholic Education Office  
Country Education Project  
Geelong SSSA  
GNE Region  
Heart Foundation (Jump Rope for  
Heart Program)  
Life. Be In It., Waverley  
MACWAG  
Project Adventure Australia  
Royal Life Saving Society  
Shepparton District Equal  
Opportunity Network  
Smith and Nephew  
Sport and Recreation Victoria

The University of Melbourne  
The Victorian Little Athletics  
Association  
Vic Roads  
VicSport  
VicSwim  
Victorian Disabled Sports Advisory  
Committee  
Victoria University  
Victorian Cricket Association  
Victorian Football Development  
Foundation  
Victorian Gymnastic Association  
Victorian Tennis Association  
VPSSA  
VSSSA (Northern Zone)  
VSSSA (Southern Zone)  
VSSSA (Western Zone)  
VSSSA  
VSSSA (Eastern Zone)  
Workout Sports Management

# Individual Responses

Fay Bryan

Mal Crooke

Alison Curry

Margaret Glide

Deanne Henry

Ange Kenos

Margaret Pope

J. Park Shiel

Garry Snowden

Kristine Walters

## 16.7 Consultation Process

The first meeting of the review committee was held on 17 March 1993. At this meeting the committee established thirteen working parties to develop advice on physical and sport education curriculum; teacher training and support; the concept of physical and sport education focused schools; the formalisation of cross-credit arrangements with tertiary institutions for VCE programs in the area of physical education, sport and recreation; the concept and feasibility of establishing a corporate fitness program for employees of the DSE; the extent and quality of teacher support materials; the needs of particular groups (particularly girls and the disabled); ways to improve coordination between school and community initiatives in physical and sport education; and, the establishment of an awards program focused on school and individual achievement in physical education and sport. The working parties submitted their reports by late May and their findings have informed the final recommendations and report.

The committee also called for submissions from schools and from the broader community and sponsored or participated in a variety of discussion forums. Over 150 submissions were received by the committee (see appendix).

During June, an issues paper was developed canvassing the concerns raised in the submissions, and a number of public and invitational meetings were held in metropolitan and country Victoria to discuss the issues identified and the strategies that the committee believed would assist in resolving them. A number of written responses to the issues paper were received and assisted the committee in shaping the final report.

Further detailed discussions were also held between members of the committee and key groups that are currently providing support to PSE curriculum in Victoria. The draft Review Report was circulated amongst members of the committee prior to the final edit, and underwent further substantial refinement. The final report was completed in early August, and forwarded to the Minister for Education and the Minister for Sport, Recreation and Racing.

## 16.8 Acronyms Used in the Report

ABS	Australian Bureau of Statistics
ACHPER	Australian Council for Health, Physical Education and Recreation
AIS	Australian Institute of Sport
AST	Advanced Skills Teacher
CDSM	Course Development Support Material
CEP	Country Education Project
DEET	Department of Employment, Education and Training
DSE	Directorate of School Education
HIPS	Health in Primary Schools
LOTE	Languages Other Than English
NESB	Non English Speaking Background
NSW	New South Wales
PE	Physical Education
PSE	Physical and Sport Education
P-2	Preparatory to Year Two
TAFE	Technical and Further Education
VBOS	Victorian Board of Studies
VCE	Victorian Certificate of Education
VIS	Victorian Institute of Sport
VPSSA	Victorian Primary Schools Sports Association
VSSSA	Victorian Secondary Schools Sports Association

## 16.9 Bibliography

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