

# Improving School Sport and Physical Education in your School

Every  
child,  
every  
opportunity

go  
for  
your  
life™



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## Message from the Minister



One of the most significant responsibilities we have as a government and as educators is to give young Victorians a strong foundation on which to build a full and active life.

Physical activity for children has been linked to positive self-esteem, skill development, skeletal and cardiovascular health, and general healthy development. It is now widely established that childhood is the best time to establish positive attitudes and behaviour relating to physical activity and a healthy lifestyle.

Young people spend a significant amount of time at school and therefore school environments need to be supportive of students being physically active. School sport and physical education programs are an important part of a comprehensive approach to providing this support.

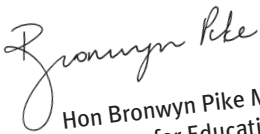
The Victorian Government has strengthened its support for healthy lifestyles through the 'Go for your life' initiative which promotes both healthy eating and increased levels of physical activity of all Victorians.

Within the Department, the *Blueprint for Education and Early Childhood Development* describes the Government's intent in providing the best possible opportunities for every child in Victoria to 'thrive, learn and grow'.

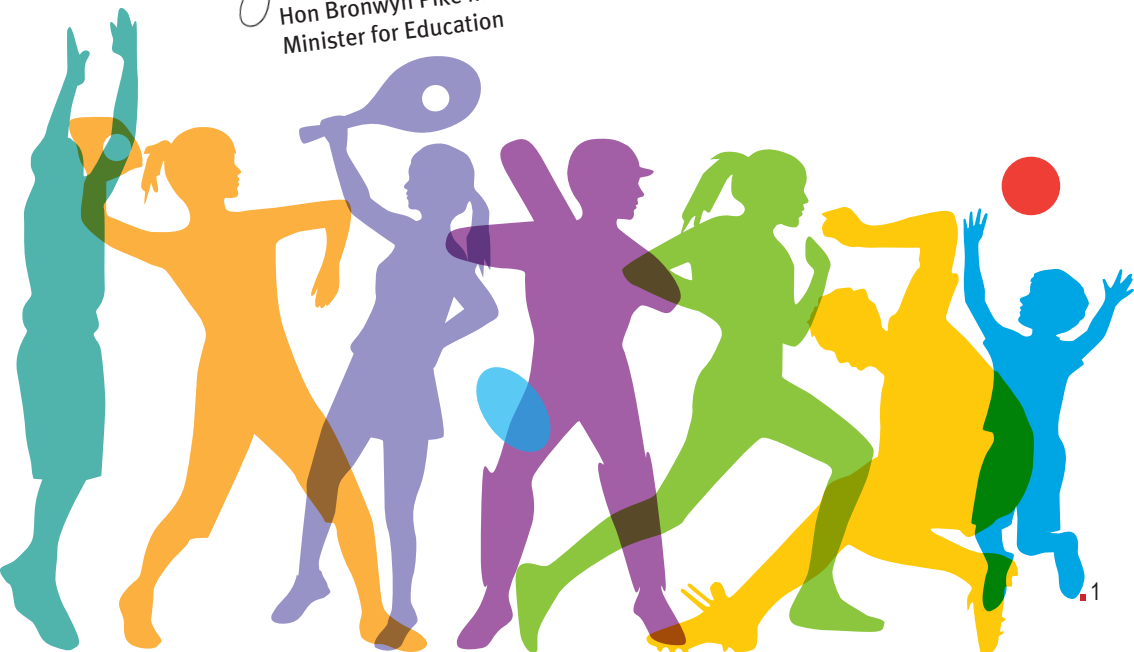
Having healthy and active students in our schools will help us meet this challenge. This is why all schools continue to be required to meet the mandate for school sport and physical education programs offered to their students.

This brochure can be used as a reference point for developing your school sport and physical education programs and seeking additional support and resources.

I commend the opportunities that these programs offer your school community to meet the needs of young Victorians. I recognise the contributions that schools and their communities make to these programs and offer my encouragement to develop more of these opportunities for students.

A handwritten signature in black ink that reads "Bronwyn Pike".

Hon Bronwyn Pike MP  
Minister for Education





# School Sport

*‘Children deserve the best possible start in life. We know that giving children the best possible health, development and learning foundations will benefit individuals and families as well as our community and economy ...’*

This *Blueprint* statement describes the Government’s intent in providing the best possible opportunities for every child in Victoria to ‘thrive, learn and grow’. School sport is a key aspect of this intent and as part of a broad curriculum it offers young Victorians this opportunity by fostering their learning and development.

School sport gives all students the opportunity to continue their physical, social and personal skills education through sporting competition at school and with other schools at local, state, national and international levels. It is most appropriately provided in conjunction with a sport or physical education education program.

The Department of Education and Early Childhood Development (DEECD) places a high priority on physical activity as a key component for the development of healthy learners. School sport is recognised as essential to:

- ensure an increase in the participation rate of young people in physical activity
- raise young people’s levels of physical competency
- redress young people’s declining health and fitness levels.

To support these outcomes DEECD requires schools to offer their students a minimum amount of time each week to be involved in school sport.

In primary schools:

- Years 4–6: three hours per week of physical education and sport with a minimum provision of 50 per cent for physical education.

In secondary schools:

- Years 7–10: 100 minutes per week for physical education and 100 minutes per week for sport.



# Why have school sport?

School sport offers the school community opportunities to build a strong identity and culture of excellence. Traditional values of respect, fairness, responsibility and resilience are developed as part of students' participation. School sport is often a partnership between the school and local community organisations, which work together to develop students' abilities and foster student aspirations for interesting and rewarding lives.

## Improved academic performance

School sport and physical education improve students' concentration, memory, behaviour and academic performance. Schools can lift the performance and outcomes for their students by offering programs designed to maximise participation, enjoyment and personal reward. High-performing schools utilise school sport and physical education programs to help motivate students and support learners in their academic work.

This position is supported by growing evidence that sport and physical education have positive influences on student academic achievement. Physical activity has been demonstrated to have a positive effect on concentration, memory and classroom behaviour. Students who have increased time participating in sport and physical education have increased academic performance as a result.<sup>1</sup>

In addition, studies of the benefits of school sport and physical education has shown that as a result of investing in these activities the schools themselves become 'happier, healthier and more successful; pupils have greater confidence and self-esteem.'<sup>2</sup>

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1 François Trudeau and Roy J Shephard, 2008, 'Physical education, school physical activity, school sports and academic performance', in *International Journal of Behavioural Nutrition and Physical Activity*, vol. 5 no. 10.

2 Qualifications and Curriculum Development Agency (UK), 2007, *PE and School Report (PESS)*, at <http://www.qcda.gov.uk/14968.aspx>

## Different types of school sport

School sport can involve competition within a school or between schools. Students can compete within their own school in a regular weekly program. This type of intra-school program can be a rich learning experience, including basic skills, rules, preparation, umpiring and tactics; and it is linked to the Victorian Essential Learning Standards (VELS) as part of sport education.


Schools can also offer their students all the benefits of intra-school sport with the added challenge of competition against students from other schools – inter-school competition. Participation in inter-school sport enables the school community to develop and promote a strong identity and brings the school and local sporting communities together. Students are encouraged to develop new skills and pursue excellence in their own performance.

Students who excel in sporting endeavours also have opportunities to participate in state representative teams at national School Sport Australia events. These opportunities offer students access to specialised coaching and expertise that supports development of their performance capabilities by competing against students from across Australia. They allow students to continue to learn at national competition level and offer an educational pathway into elite sport participation.

## What does a good school sport program look like?

Quality school sport programs deliver the mandated hours for school sport in a weekly sporting competition as outlined in the *Government Schools Reference Guide*. These programs:

- have been developed in sequence and in increments to enable the gradual acquisition and application of skills
- have high levels of activity, with all students engaged in the activity through inclusive strategies and with opportunities to experience success
- give opportunities to develop social competencies and problem-solving skills
- foster resilience and appreciation of achievements
- are safe and conducted by trained staff
- are challenging as an enrichment activity for those who are more highly skilled
- are enjoyable
- generate a level of wellbeing, encompassing fitness and enjoyment of physical activity
- build an ongoing interest in sporting pursuits, which may lead to lifelong involvement in one or more sports or recreational activities.



Schools collaborate across local and regional areas in a variety of organisational models to participate in regular competitions that culminate in state championships. Schools involved in these partnerships have greater access to facilities, venues, expertise and staff professional development.

Partnerships are a key feature of a successful school sport program. Schools with a strong sport program collaborate with parents and their local community, council and local businesses. Strong school sports programs feature partnerships with local and state sporting bodies, sporting clinics, 'come and try' days and specialised coaching.

### How can we strengthen our school sports program?

There are several avenues to help strengthen your school's sport program and so improve learning outcomes for students:

- Victorian Primary Schools' Sports Association (VPSSA) and the Victorian Secondary Schools' Sports Association (VSSSA) have a full calendar of activities to support school sport. They organise sporting programs catering for over 400,000 students every year. Since 1904, thousands of volunteers have worked with Victorian government schools to provide opportunities for students to develop, be challenged and mature into excellence. A quality school sport program should link to one of these programs and offer students alternative pathways into community or elite sport.
- DEECD has a range of online resources to support school sport activities, including information linking to the Victorian Essential Learning Standards (VELS).
- Australian Council for Health, Physical Education and Recreation (ACHPER) offers an extensive range of resources and other support to teachers of health, physical education and sport in schools.
- Teachers can attend professional development programs run by state sporting associations in basic coaching. These programs will assist teachers and community volunteers to offer safe and enjoyable sport activities to your students.
- School Sport Victoria (SSV) provides information and links to participation opportunities, including with state sporting associations.





## What is the Department of Education and Early Childhood Development doing to assist?

The Department is undertaking a range of activities to support current and future requirements to help schools offer high-quality school sport to their students. This includes:

- Convening the Victorian School Sport Council which brings together key government agencies to inform broad policy and operations impacting on school sport.
- Resourcing *Review of the Structure of School Sport in Victoria* in 2008/09 to determine the most appropriate way to support school sport into the future. The review recommendations covering communication, partnerships, workforce recognition and governance were all accepted. The Department, in conjunction with the primary and secondary school sport associations, is now implementing those recommendations.
- Resourcing School Sport Victoria (SSV), which oversees activities across the state.
- Supporting the development of online materials to improve communication administration and delivery of school sport.
- Funding ACHPER to provide free professional development programs to teachers.

## For more information

School Sport Victoria:

[www.education.vic.gov.au/studentlearning/programs/schoolsportvic](http://www.education.vic.gov.au/studentlearning/programs/schoolsportvic)

Telephone 9488 9466

Victorian Primary Schools' Sports Association (VPSSA):

[www.vpssa.org.au](http://www.vpssa.org.au)

Victorian Secondary Schools' Sports Association (VSSSA):

[www.vsssa.org.au](http://www.vsssa.org.au)

DEECD resources:

[www.education.vic.gov.au/studentlearning/programs/schoolsportvic/health/default.htm](http://www.education.vic.gov.au/studentlearning/programs/schoolsportvic/health/default.htm)

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

[www.achper.vic.edu.au/](http://www.achper.vic.edu.au/)

# Physical Education

Physical Education is a sequential, developmentally appropriate educational experience that engages students in learning and understanding movement activities that are personally and socially meaningful, with the goal of promoting healthy living. When provided with an appropriate Physical Education curriculum, instruction and learning experiences, students develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activity throughout their lives.

## Why have physical education?

Physical education empowers students to develop positive attitudes towards physical and lifelong habits of participation. It engages them in the ongoing development of the knowledge, understanding, skills and values to participate in healthy physical activity.

Physical education should:

- inform and guide students to engage in educational experiences that help them learn 'through, about, and during' movement activities
- equip students for lifelong participation in physical activity, through the development of movement skills and movement competence, health-related fitness and sport
- teach students that movement skills, sport and physical activity can play an important part in everyone's life
- make students aware that everyone has the ability to participate in a healthy and active lifestyle.



A large, light purple silhouette of a person holding a megaphone, positioned in the upper right quadrant of the page. The person's head is turned to the left, and the megaphone is held up to their mouth. The silhouette is semi-transparent, allowing the text to be visible through it.

## What does a good physical education program look like?

A quality physical education program provides students with:

- ample opportunity to develop movement competence, knowledge and confidence to engage in a broad range of movement experiences at school and in the community
- physical education classes that include moderate to vigorous movement activities most of the time
- opportunities for cognitive, social and emotional development through and during movement activities
- movement experiences that reflect and support the broader education goals of the school
- opportunities to explore responsible and social behaviour in all movement activity settings
- curriculum that leads to learning experiences that are safe, enjoyable, and which encourage regular participation in movement activity
- committed and well-trained teachers, who undertake professional learning experiences to develop and refine their teaching skills
- inclusive participation through the implementation of a variety of teaching approaches that cater for individual student learning styles
- opportunities to meet DEECD's mandated times for physical education and school sport.

## What are sustainable physical education programs?

To be sustainable physical education programs must:

- use the The Victorian Essential Learning Standards (VELS) Movement and Physical Activity dimension standards as the basis for curriculum development and integrate planning and assessment with links to other domains and dimensions of the VELS
- include ongoing, authentic assessment as an integrated part of the learning process
- use the Health and Physical Education Assessment maps to support the ongoing, formal assessment of student development.

## What curriculum standards apply?

### *VELS Physical, Personal and Social Learning Strand*

The VELS is the Prep to Year 10 curriculum and standards policy for all Victorian schools. Physical education comes under the VELS Physical, Personal and Social Learning Strand. It ensures that students develop as people who take increasing responsibility for:

- their own physical wellbeing
- their own learning
- their own relationships with others
- their role in the local, national and global community.

### *Health and Physical Education Domain*

The Health and Physical Education Domain aims to provide students with the knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. The domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

### *Dimensions*

- Movement and physical activity (from level 1): This dimension 'focuses on the important role that physical activity, sport and recreation needs to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness'.
- Health knowledge and promotion (from level 3): This dimension focuses on 'The Health knowledge and promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan'.



## How can we strengthen our physical education program?

There are many avenues to strengthen your school physical education program:

- The Australian Council for Health, Physical Education and Recreation Inc. (ACHPER) is the peak professional association representing professionals working in the fields of health, physical education, human movement studies, sport, recreation, dance and community fitness. It is a member-based, not-for-profit organisation with a highly credible national profile.
- ACHPER is supported by the DEECD to provide professional learning opportunities and resources for Years P–10 teachers, as well as support to teachers of health, physical education and sport in schools. All three courses are free to all government school teachers. Schools may request professional learning programs in their region.  
Courses offered:
  - *Revitalising Your Physical Education Program Using the Principles of Learning and Teaching Prep–Year 10 (PHASE)*
  - *Program Planning, Assessment and Reporting Prep–10 (PHASE)*
  - *Primary Course for Beginning Teachers (PHASE)*
- The DEECD website, including the Health and Physical Education Domain, provides a wide range of free resources, including sample programs, templates, and VELS audit and assessment tools relevant to teaching P–10 physical education.  
Resources include:
  - *Fundamental Motor Skills: A Manual and Activities Resource for Teachers*
  - *PHASE Policy Program and Planning Level 1–4*
  - *Teaching Health and Physical Education Levels 1–4*
  - *Auditing your Health and Physical Education Years 7–10*
- The Student Learning area of DEECD website supports schools with information on assessment, curriculum planning, Principles of Learning and Teaching (POLT) and VELS.
- Health and Physical Education Assessment Maps have been developed by the Victorian Curriculum and Assessment Authority (VCAA) as a tool to help teachers assess student work using VELS.

## For more information

The Health and Physical Education Domain:  
[www.education.vic.gov.au/studentlearning/teachingresources/health/default.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/health/default.htm)

[www.education.vic.gov.au/studentlearning/teachingresources/health/assessment.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/health/assessment.htm)

VELS and Assessment Maps:  
[www.vels.vcaa.vic.edu.au](http://www.vels.vcaa.vic.edu.au)

Student learning and information on assessment, curriculum planning, Principles of Learning and Teaching (POLT), and VELS:  
[www.education.vic.gov.au/studentlearning/](http://www.education.vic.gov.au/studentlearning/)

ACHPER Victoria's professional learning resources:  
[www.achper.vic.edu.au](http://www.achper.vic.edu.au)

ACHPER's State Sporting Associations: *Sports Directory* (2nd edition):  
[www.achper.vic.edu.au/links-and-contacts/sports-directory.html](http://www.achper.vic.edu.au/links-and-contacts/sports-directory.html)



The background features three overlapping silhouettes: a green runner in profile at the top, a purple runner in profile at the bottom, and a yellow silhouette of a person sitting on the left. The text is overlaid on these silhouettes.

## Mandated time allocation

The mandated time allocations for physical and sport education for all students in Years P–10 in government schools are as follows:

### Primary schools:

- Years P–3: 20 to 30 minutes of physical education a day.
- Years 4–6: three hours per week of physical education and sport with a minimum provision of 50 per cent for physical education.

### Secondary schools:

- Years 7–10: 100 minutes per week for physical education and 100 minutes per week for sport.

