



Procedures for the organisation and management of school sport and physical activity

Introduction

This document contains school-based procedures for the organisation and management of sport and physical activity programs and aims to provide information about our school to students, staff, parents/carers and community stakeholders. These procedures reflect the ethos of our school and establish a framework and context for sport within our school community.

The procedures document includes information on safe conduct guidelines, resourcing implications, delivery and evaluation processes to support quality sport and planned physical activity programs. It has been prepared as a resource for Campbell House School and to all members of the Campbell House School community (teachers, administrators, parents and caregivers, volunteers).

Physical activity in NSW public schools

This document acknowledges that physical activity occurs in a number of ways in NSW public schools.

Physical activity is any movement of the body that results in some expenditure of energy and provides an opportunity for students to acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills.

Physical activity provides the most health-related benefits for students when performed at moderate to vigorous levels of intensity.

Note: Moderate intensity physical activities require some effort and noticeably accelerate the heart rate. Students are still able to talk while participating in the activities.

Vigorous intensity physical activities require a large amount of effort and a substantial increase in heart rate. These activities make students 'huff and puff'.

Mandatory planned physical activity, totalling 150 minutes per week, occurs through teaching and learning in Personal Development, Health and Physical Education (PDHPE) and school sport in years K-10. Additional physical activity can be planned or occur incidentally at other times of the school day such as at recess, lunch or in any other learning experiences.

Physical Education (PE) is part of the mandatory key learning area PDHPE. The NSW PDHPE syllabuses prescribe a sequence of learning for physical education from Kindergarten to Year 10.

School sport is an important part of the co-curriculum and a mandatory part of whole school planning. School sport offers students weekly planned opportunities to participate in physical activities according to their interests and abilities in a range of contexts and environments.

Schools can also elect to participate in the representative school sport pathway. The pathway offers a wide range of sports for students to participate in at local, state, national and international level through carnivals, knockouts and representative teams. Many schools incorporate into their weekly timetabled school sport opportunities for participation in representative school sport.

Rationale – school sport programs

School sport in NSW public schools contributes to the minimum 150 minutes of planned moderate with some vigorous physical activity required in K-10 schools across the school week. Schools are also encouraged to provide Year 11 and 12 students with weekly access to a minimum of 150 minutes of planned moderate to vigorous physical activity and sport.

Sport, as an aspect of the school curriculum, is an integral part of an individual's development that requires physical involvement in organised games or activities within an accepted set of rules. Sport is a valued and accepted part of a school's curriculum because it contributes to the development of the whole child. It provides a vehicle for a number of social, physical, emotional and moral learnings and is an important expression of our culture. Participation, enjoyment and skill development of all students are the corner-stones of school sport.

The social, cognitive and welfare outcomes of involvement in quality sport activities can assist whole school communities in:

- raising student achievement at all levels and all stages
- promoting wellbeing, positive relationships, equity and excellence
- creating and sustaining conditions for quality teaching and learning to thrive
- developing and delivering community expectations and government policy
- contributing to a 21st century education system at local and national levels
- developing students as citizens of the world
- encouraging healthy competition and responsible behaviours.

Significant international research and Australian government investigations indicate that students who experience positive, inclusive and rewarding school sport programs are more likely to exhibit:

- improved academic results
- National Professional Standards for Principals, Education Services Australia (Ministerial Council for Education, Early Childhood Development and Youth Affairs), July 2011
- self-esteem and resilience
- effective organisational, motivation and performance skills
- connectedness to school
- benefits of an active lifestyle well beyond the school environment.

As well as improving student performance and learning outcomes a quality sport program, implemented as part of a whole school plan, can have many benefits for all stakeholders. These include:

- improved student/teacher relationships
- higher concentration levels on classroom tasks following physical activity sessions
- more productive students with increased aspiration levels (especially amongst disadvantaged students)
- stronger links between school, home and the wider community
- decreased absenteeism
- appreciate the abilities and diversity of others
- developing an appreciation for fair play and being part of a team or group sharing the same experience.

Aims of school sport and physical activity

Campbell House School's sport and physical activity program aims to:

- encourage participation by all students in sporting activities commensurate with their physical, mental, social, emotional and skill development
- provide opportunity for playing a wide variety of sports within competitive and recreational environments
- develop the capacity to make reasoned decisions about ethical issues in sport that will lead to good player and spectator behaviour
- develop skill and fitness specific to particular sports so that all students can experience success through enjoyable participation
- develop and apply knowledge and understanding of sport as a significant cultural force in our society; the capabilities and limitations of the human body in the performance of sport; games, tactics, strategies, rules and umpiring; administration and coaching
- contribute, through participation, to the social, cognitive, physical, emotional and aesthetic aspects of the student's development
- develop a lifelong appreciation for physical activity and understand the health benefits these activities provide.

Policies affecting sport and physical activity at Campbell House School

Our procedures, as outlined in this document, for the organisation and management of school sport and physical activity programs support all relevant [NSW Department of Education policies](#).

The [Sport and Physical Activity Policy](#) provides schools direction in relation to the mandatory weekly requirements for student participation in sport and physical activity, including the identification of procedures and requirements, equipment specifications, venue requirements and safety procedures.

The [Policy and guidelines](#) section of the School sport website has additional advice and support as well as sample physical activity timetables. The [Sport Safety Guidelines](#) inform all school sport and physical activity programs and practices at Campbell House School.

In addition the following policies of Campbell House School are included in our organisation and management of sport and physical activity programs:

- Enrolment parental/carer permission to engage in PD/H/PE curriculum
- Permission notes
- Risk assessment following department guidelines for school sports including participating in swimming
- Awards and presentations

School sport – roles and responsibilities

Campbell House School has a responsibility to ensure that every student is presented with the opportunity to participate in quality sport and physical activity experiences to enhance their learning and development.

At Campbell House School sport operates as a whole school activity and is supported through a range of organisational details to successfully conduct carnivals, gala days and a weekly sport program often incorporating competitive and non-competitive elements.

Teachers play a major role, often with the support of other members of the school community with relevant qualifications, in the organisation and conduct of the school sport program.

The roles and responsibilities of our school sport program include participation, competition, safety, community linkages, communication with parents/carers, costs, professional learning, equipment and behaviour.

Management of sport and physical activity programs

Affiliation

Campbell House School is a member of the Hume School Sport Association and a part of the South West Sydney School Sport Association.

Leadership management of the school sport and physical activity program

Principal:

- Promote physical activity and its benefits for wellbeing

- Liaise with SAM to determine financial aspects of PD/H/PE program
- Lead AP and PD/H/PE or Sports co-ordinator/leaders to implement a high quality PD/H/PE programs.

Assistant Principals:

- Promote physical activity and its benefits for wellbeing
- Support PD/H/PE or Sports co-ordinator/leaders in creating and teaching scope and sequence, programs and assessment aligned to department of education curriculum requirements
- Ensure timetable reflects mandatory hours

PD/H/PE or Sports co-ordinator/leader:

- Organise, prepare and teach PD/H/PE lessons aligned to department curriculum requirements
- Create a scope and sequence for PD/H/PE and whole school sport lessons
- Create assessment to evaluate student performance
- Organise and communicate with parent/carers excursions and gala days
- Host gala days including athletics carnival
- Create risk management for excursions
- Promote physical activity and its benefits for wellbeing

Participation by staff

Teachers, coaches and any other members of the school community involved in the school sport program need to:

- prepare and conduct sessions based on sound coaching, safety and teaching principles
- encourage participation
- cater for varying levels of ability by providing every student with a 'fair go'
- provide equal encouragement to all students to allow them to acquire skills and develop confidence
- ensure the program is available to all students by catering for groups with specific needs and interests such as:
 - female students (if school is co-educational)
 - students with disabilities/impairments
 - Aboriginal and Torres Strait Islander students
 - students from non-English speaking backgrounds
 - students with exceptional sport talent
- set realistic standards and objectives for students
- ensure a safe and productive environment
- adopt the Campbell House, Hume, South Western Sydney codes of behaviour.
- ensure consequences of inappropriate behaviour are clearly understood and communicated through the school welfare/discipline system
- act as a good role model of sporting behaviour.

Teachers and any other members of the school community who take on a coaching responsibility are also encouraged to:

- become accredited with the National Coaching Accreditation Scheme (NCAS) through state sporting organisations
- engage in professional development and dialogue with appropriate teaching and coaching developments.

Behaviour

Teachers, students, parents and any other members of the school community involved in the school physical activity program need to:

- ensure they are aware that their behaviour is expected to be consistent with both the school's code and the Hume/South Western Sydney codes of behaviour and also promote the idea of 'fair play'. Learning about fair play helps young people develop an understanding of important values like respect, co-operation and teamwork.

Teachers, in conjunction with the school leadership team, need to:

- manage students who do not comply with the above codes of behaviour as set out in the school's student welfare and discipline policy.
- ensure that consequences for behaviour aligns to the schools welfare policy
- ensure the school promotes and teachers model sportsmanship and fair play.
- build the capacity of school leaders to support peers in managing behaviours during physical activity.

Organisation of carnivals

Students compete in the annual athletics carnival.

The carnival is located on the grounds of Hurlstone Agricultural High School. The venue is appropriate as it contains a marked field, throwing areas, long jump pit, and viewing platforms. The sports co-ordinator will liaise with Hurlstone Agricultural High School, create and communicate risk management plans, organise school resources including staffing, communicate with parent/carers, create and ensure permission notes and medical information is correct, and teach students sports/activities associated with athletics carnival prior to event.

Weekly school sport

Note: This section will vary depending on the school model utilised for organising school sport, e.g. scattered, traditional, integrated, vertical or any combination of these. Adapt the information below as needed.

At Campbell House School Years 7-12 have sport on once per week on and as a whole school each Wednesday.

At Campbell House School the intra and inter-school sport program includes seasonal sports and recreation activities, inter-school carnivals and representative sport. Various sports and competitions are conducted at school, local venues and between schools in the district/zone.

Gala days

The school also has Gala Days which are one-off sporting exchanges with other schools.

This is dependent on school availability and student progress throughout each year. There are no set Gala Days.

Competition

At Campbell House School provision is made for a healthy level of competition for all participants. Competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level that is appropriate for the age and experience of the students.

Teachers and any other members of the school community involved in the school physical activity program need to ensure all students participating in the sport program are aware that, although everyone likes to win, participating is equally as important.

Uniform

All students, regardless of their chosen activity are required to wear appropriate sport uniform to school on Wednesdays and their classes PD/H/PE scheduled class day. The Campbell House School Sport Uniform Policy is available from the school. Students who attend school in an unsatisfactory uniform will be required to engage in alternative physical education classes.

The Sport uniform consists of students following the department requirement and sun safety policy of enclosed shoes (sand shoes), hat, polo or t-shirts (no singlets), and pants or shorts of an appropriate length.

Representative sport

Students have the opportunity to gain representative selection in a number of individual and team sports throughout the year. School, zone, regional and state selection policies exist under the guidance of the New South Wales Primary Schools Sports Association and/or the NSW Combined High Schools Sports Association.

Students at Campbell House School are given information about trial dates for events and teams via school letters and parent/carer phone interviews.

Teachers are also supported to coach and/or officiate in the Representative School Sport Pathway.

Sport leadership

The sport leadership program at Campbell House School is organised in the following manner. Student leaders are chosen based on their demonstrated leadership abilities. Students completing Sport, Lifestyle and Recreation as part of their Higher School Certificate are often chosen to fulfil these roles. The school has three houses Wiradjuri, Dharug and Dharawal. Students are placed in houses depending on student cohorts.

Sport leaders are actively involved in:

- training and learning opportunities
- coaching and/or officiating
- carnival team organisation
- mentor support
- a time commitment from young leaders
- recognition for young leaders
- personal development programs.

Across the curriculum

At Campbell House School teachers are encouraged to incorporate physical activity across their classroom teaching and learning programs.

Examples include:

- taking a class around the school to find nouns instead of sitting at their desks
- while students are walking, the use of verbs is incorporated in the lesson
- using throwing and catching to investigate measurement and evaluation
- throwing a ball and measuring the distance of each throw and why a ball curves in the air
- using the mathematical process to mark out running tracks or school gardens.

Break times – recess and lunch

Break times in schools are very active times. Other than simple play, break times are a time for team training for various sports or organised play. Our school also has various types of physical activity clubs, organised inter-house and student versus teacher activities.

At Campbell House School we offer:

Ball games including basketball, cricket and handball

Outside of school hours

At Campbell House School physical activities are not conducted outside of school hours.

Evaluation and review

This section outlines how the procedures will be evaluated and reviewed and who is responsible.

Evaluation of sport

At Campbell House School the School Sport and Physical Activity program will be reviewed and evaluated every bi-annual year. An evaluation committee will be established to involve all stakeholders and measure outcomes against local indicators.

Campbell House School will use the following evaluation measures:

- attendance numbers on sport afternoons
- competency/confidence of staff to deliver sport sessions
- student survey of sport experiences
- cost/benefit analysis of activities
- government priorities
- community needs
- available resources
- adherence to DoE sport and physical activity policy
- teacher professional learning opportunities.

The committee will prepare a final report for the school leadership team to action.

Review of sport policies, management and procedures

A review of existing policies and practices relating to school sport with input from the whole school community will help to recognise areas of strength and identify aspects of the program that could be revitalised.

Evidence based decisions will achieve better outcomes which can be included in the school's management plan and accurately reflect community needs and requirements.

Campbell House School will review sport policies, management and procedures every bi-annual year. The review will use evaluation measurements to support any recommendations for change. Our school will explore a range of the following questions in the review:

- How does sport meet our school community needs?
- Where does sport fit within the school's curriculum?
- What does current research say about sport in schools?
- What are student perceptions of school sport and how does this impact on the implementation of sport?
- What resources are necessary to run school sport?

- How does sport impact on other activities in the school?
- What are DoE requirements regarding school sport?
- What are the options for structuring school sport and how do they impact on school organisation?
- Where are school sport policies and guidelines located on the DoE intranet?
- Do members of staff feel confident/competent about delivering quality sport sessions?
- How can staff improve their delivery of school sport?
- Are there accredited courses available to support new teachers?