

# *Passport into Schools*

## Linking sports with schools



A guide for sport and recreation clubs and associations in Western Australia.



Department of Sport and Recreation  
Government of Western Australia

## Introduction

In August 2003 the Department of Sport and Recreation WA conducted a Junior Sport and Education Forum with representatives from State sporting associations, schools and other key industry bodies to discuss how sport associations might more effectively engage schools in the delivery of sports programs.

The outcomes from this forum have been included in the guide as suggested strategies and best practice examples for initiating and maintaining partnerships between sports and schools.

The guide is primarily for sport development officers and addresses the following key areas:

- Different school sport systems in WA
- Physical Education Curriculum
- Strategies for Sports
- Case Studies
- PasSport Checklist

## School sport and physical education

In reality, each school has its own procedures, identity and ethos and should be treated on an individual basis. Below is some information about:

- The different School Sport systems;
- The Physical Education curriculum; and
- Some differences between secondary and primary physical education and sport that will help you to get started.

## The different school sport systems

### General

- Most schools have a Physical Education (PE) Coordinator or Head of Department (HOD) and a School Sports Coordinator or Head of Sport (HOS). Sometimes this will be the same person.

## 1. School Sport Western Australia

[www.schoolsportwa.com.au](http://www.schoolsportwa.com.au)

Telephone 9264 4879

Email [school.sport@det.wa.edu.au](mailto:school.sport@det.wa.edu.au)

- Information on how to become a registered sport is available from the website or Director of Sport;
- To become a recognised sport you are required to have a service agreement between the State sporting association and School Sport WA which clearly defines the roles and responsibilities of each organisation;

- Competitions are coordinated by a convener and organised by an approved sports committee;
- Any recognised school in Western Australia is a member of School Sport WA regardless of the sector;
- The extent of the sport programs at Department of Education and Training (DET) schools will vary considerably depending on the staff wishing to be involved and their location. Sport is not compulsory in DET schools;
- Sport in DET schools is undertaken within districts and zones/regions, unless they are special one day events, in which case they are graded carnivals;
- Schools can proceed from district, zone and regional championships to become State-wide winners; and
- Primary and secondary competitions are run separately.

## 2. Associated and Catholic Colleges of Western Australia (ACC)

[www.accsport.asn.au](http://www.accsport.asn.au)

Telephone 9212 9285

Email [acc@cathednet.wa.edu.au](mailto:acc@cathednet.wa.edu.au)

- This association consists of Catholic colleges and associated secondary schools;
- The sport programs at these schools may involve a wide range of sports and many coaches/umpires, some of whom may be teachers at the schools. The programs cater for all levels of ability and the cost of participation is generally included in school fees;
- Sport is not compulsory in most ACC schools; and

- Catholic primary schools do not have a central sport system and are not a part of the ACC. Some may participate in sports within their region, e.g. the Hills Inter-School Sports Association consists of 14 schools around the Swan View area but this varies depending on the area.

## 3. Association of Independent Schools

[www.ais.wa.edu.au](http://www.ais.wa.edu.au)

Telephone 9244 2788

Email [admin@ais.wa.edu.au](mailto:admin@ais.wa.edu.au)

- The Independent Girls' Schools Sports Association (IGSSA) is made up of eight independent girls' schools. The Public Schools Association (PSA) consists of seven independent boys' schools;
- Sport is not compulsory in IGSSA schools but is compulsory in most PSA schools;
- The sport programs at these schools are very extensive involving a wide range of sports and many coaches/umpires, some of whom may be teachers at the schools. The programs cater for all levels of ability and the cost of participation is included in school fees; and
- Independent primary schools participate in a variety of sporting organisations that have a different membership group to IGSSA and PSA.

## The physical education curriculum

An outcomes-focus in education is concerned with teachers addressing individual student needs and personal growth, rather than presenting the same set units with the same objectives to all students in the class. Teachers are required to determine where individual students are at in terms of skills, knowledge, understandings and values. They then plan and deliver programs that allow students the opportunity to display their ability and to progress against a developmentally sequenced set of outcomes.

The physical education (PE) program held in school time consists of units of work of varying lengths. Each unit involves one or more sporting contexts, e.g. netball or football. The sports covered may or may not coincide with the community sport seasons. Units are taught with an outcomes-focus and students' progress is assessed and monitored using a selection of the five outcomes from the Health and Physical Education (HPE) Learning Area, namely:

- Skills for physical activity
- Self management skills
- Interpersonal skills
- Knowledge and understanding
- Attitudes and values

An example of a program set out with an outcomes-focus is the CD-Rom 'Pass, Catch, Kick' produced by the Australian Rugby League Foundation.

## Some differences between secondary and primary physical education and sport

### Secondary Schools – Physical Education and Sport

- Schools may work on a Monday to Friday timetable or a rotating timetable, e.g. a six day rotating timetable where a Monday could also be a Day 1-6;
- The PE Coordinator or HOD is responsible for the PE curriculum taught in school time. This is usually determined in Term 4 for the following year;
- PE is compulsory in schools to Year 10. If PE classes are taken by all students in Year 11/12 they are often recreationally based;
- Year 11/12 PE Studies, which students may choose as a subject, is a Common Assessment Framework subject ([www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)). Part of the course is practical and students do one, two or three practical activities or sport units throughout the year. This subject stipulates a set of outcomes and each assessment task measures student performance on selected outcomes. A set of performance criteria supports each assessment task;
- The Sport Coordinator or Head of Sport organises the inter-school or extra-curricular sport program. This may be conducted after school, on weekends or before school. Sport may or may not be compulsory depending on the school; and

- The intra-school or inter-house sport program consists of a series of competitions and activities run between the students within the school and may be organised by the PE Coordinator, the Sport Coordinator or house/faction teachers.

## Primary Schools – Physical Education and Sport

- PE is a compulsory subject for all students. Sport out of school time is not compulsory;
- The majority of primary schools do not have a PE specialist teacher. General classroom teachers take PE and sport. If the school does have a PE specialist they will be responsible for the PE curriculum, intra-school and inter-school sport;
- The amount of sport available at each school will vary. Some sport programs are run in school time (e.g. Friday afternoons) and may also include a daily fitness program; and
- Junior School PE and sport programs focus largely on the development of fundamental movement skills. Further information may be obtained from:
  - ‘Sport It!’ Towards 2000. Teacher Resource Manual. Australian Sports Commission, 1994 (available in the Department of Sport and Recreation’s Information Centre)
  - ‘Motor Skills & Movement Station Lesson Plans for Young Children: Teaching, Remediation and Assessment. Joanne M. Landy and Keith R. Burrige, 2000, www.tuneuplifestyle.com Phone/Fax: (08) 9307 1015

## Establishing partnerships, some strategies to choose from

Each sport has its own specific circumstances and requirements that may be unique to that sport, for example team vs individual, single event vs regular fixtures, equipment and umpiring needs. Below is a list of possible strategies that may be used to increase the profile of your sport with the students at local schools. Carefully choose the strategies that you feel will best highlight the strengths, the requirements of your sport and the location of your target group.

### 1. Planning

It is important that sports organisations plan effectively to cater for potential student recruits before approaching schools to ensure a quality service and positive first-time experience for both the school and the new participants. Even with the best of intentions first-time impressions have a lasting effect on students and the school. Some things to consider are:

- From your knowledge of the school, ascertain the most appropriate method for making initial contact with the school (e.g. phone, fax, face to face contact, follow up email);
- Build a professional relationship by contacting schools in Term 4 to plan for involvement in the following year;
- Responsibilities and expectations of both the school and the sports organisation need to be clearly outlined prior to the first session

- (e.g. teacher to be present for the whole session and the sports organisations to provide a fun, active introduction to the sport);
  - Try to link with existing programs offered at schools;
  - Ensure you have the knowledge and capacity to cater for the age group (e.g. relevant programs, enough coaches and equipment, a focus on safety and a quality presenter able to motivate students);
  - All presenters should have a Working with Children Check if required, or alternative form of criminal record screening such as a National Police Certificate;
  - Make sure there are clubs within close proximity to the school for the students to access;
  - Ensure the program is of high quality and meets the schools needs; and
  - Make sure the local clubs and the sports organisation are clear regarding what they want to achieve from a partnership with schools and how they will go about building it. The club must also be able to cater for a potential increase in members.
- Contact the school to determine who is the right person to whom to direct correspondence, the HOD, HOS or both, the principal or a specific teacher interested in your sport. Try and find out the person's name and keep this on file for future reference together with address, phone, fax and email details;
  - Follow up written information with a personal phone call. The school may be receptive to a ten-minute appointment to discuss the program you are offering. If they are, try to find out some general information about the school before your appointment;
  - If a series of visits is organised, confirm the arrangements in writing. This may be done by email or fax;
  - It is important to be dressed in neat sports clothes and present yourself in a professional manner;
  - Ensure you highlight practices you will put in place to maximise students' safety e.g. modified rules and equipment;
  - Schools are always more interested in free services provided by professional organisations with high quality presenters;
  - Provide a range of competitive and non-competitive programs for schools. A greater social element in the presentation of sport programs and less of a focus on intense competition may benefit involvement of boys and girls at the junior level;
  - Work with the specialist PE teachers to provide assistance with the delivery of the PE program in class time to reduce teacher/pupil ratios;
  - Act as a mentor for non-specialist primary teachers to enhance their knowledge of your sport and provide them with easy-to-follow resources, such as a series of lesson plans that are developmentally appropriate;

## 2. Communication

First and foremost, sports organisations need to establish whether the individual school is interested and has the time required to create a partnership with community sport. Sports organisations should take the lead in the development of the partnership. Some things to consider are:

- Schools are very busy places and it can be difficult to contact the people with whom you wish to speak. Plan well ahead and try and make your involvement as easy as possible for all concerned;

- Develop a website for your sport. An example is the Touch West website [www.touchwest.com](http://www.touchwest.com);
  - Develop a CD-Rom of lesson plans that can be used in schools, e.g. Australian Rugby League Foundation “Pass, Catch, Kick”;
  - Utilise the school newsletter as a medium for promoting information to new and current members;
  - In primary schools without a PE specialist try to send your information to someone at the school who will do something with it (e.g. someone whom you know plays the sport, someone who has contacted you previously); and
  - Encourage a club to ‘adopt’ a school or visa versa. They could also ‘adopt’ a class, team or consider providing awards.
- and recreation based courses to seek their involvement in supporting Junior Sport Programs initiated by your sport;
- Run competitions for schools on their own school grounds; and
  - Train parents or family members as assistant coaches or umpires.

### ii. Your Most Valuable Resource — ‘The Kids’

- Form a junior member committee or a junior ambassador role at the local sporting club to liaise with local schools and to implement an action plan to increase the club’s junior membership numbers. Never underestimate the ability of children to solve a problem when they have ownership. Clubs could provide incentives (e.g. tickets to big games, sporting equipment for their efforts);
- Provide incentives for students not currently involved in any sporting activities to attempt to participate in local community events; and
- Watch local schools’ competitions for talent identification in your sport. Approach the students personally or through their school, to encourage them to join their local club.

## 3. Examples of good practice — school/community links

### i. Sharing Resources

- Hold registration days on school grounds. This event could coincide with planned carnival days, lunchtimes, PE week, special sporting events;
- Hold fixtures or training on school grounds directly after school or when facilities are available. Remember to check public liability insurance;
- Encourage equipment and facility sharing between clubs and schools;
- Advise on equipment purchases;
- Encourage joint acquisition of equipment between clubs and schools;
- Consider approaching TAFE colleges and universities that conduct teaching

### iii. A Variety of Services

- Offer incentives to schools, school teams or individuals for their continued positive support;
- Develop a register of club resources available to the school;
- Provide schools with a list of community sport contacts in your sport and keep this list up-to-date;

- Provide clubs with copies of quality teacher resources used in PE programs;
- Provide schools in the area of your club with an information booklet on the services your sport offers, calendar and plans for the year;
- Organise a lunchtime demonstration of your sport or activity at the time it is being taught in the PE program. On another occasion invite students who are keen to play to be involved in a demonstration with experienced players. This could also be done in a special event week, e.g. PE Week;
- Arrange to transport students to the club where they can be involved in games or training immediately after school; and
- Invite students to participate in 'Have a Go' days in the school holidays or prior to the start of the season.

## Other information to consider

- **Sports funding opportunities** — The main funding organisations are the Department of Sport and Recreation and Healthway. The 124 State Sporting Associations have information on how to apply for sponsorship. You can also contact the Manager, Healthway Sponsorship Advisory Service, phone (08) 9387 8100, email [hsas@wasportsfed.asn.au](mailto:hsas@wasportsfed.asn.au)
- **Student Outcome Resource** — a resource to help teachers to monitor and assess student levels of achievement in a wide range of sports and to plan and deliver quality programs that cater for the individual student. Each sport has been broken down into individual

skills and observation criteria are provided to assess student progress; these are connected to the Curriculum Framework.

Future Movement Education (FME)  
PO Box 514  
Hillarys WA 6923  
Telephone (08) 9307 2554  
Facsimile (08) 9307 7878

- When using school or outside facilities or developing a new program or competition, ensure you have all information necessary regarding public liability insurance.
- The DSR Information Centre has a variety of resources available for loan.

## Case studies

### Case study one

#### Sport:

Year 6 and 7 girls and boys volleyball

#### Program:

Inter-Primary Invitational, open to all students in the metropolitan area

- Introductory letter and survey sent May 2002 to all schools to determine interest and the preferred format of the competition. The main focus was for students to enjoy the game of volleyball and to mix with students from other schools;
- Second letter and information sent July 2002 to schools that replied to the first survey indicating the preferred format was a modified rules one-day event. The day was held at a central location, Beatty Park Reserve, at

a cost of \$3 per participant which included lunch. Schools were asked to complete a team nomination form indicating the number of teams they wished to enter;

- Third letter and information indicating the number of teams entered, copy of the by-laws for the competition and general arrangements sent October 2002; and
- Schools competing in the competition were also given the option of a series of clinics prior to the event.

#### **Benefits:**

The success of the program has enabled it to be placed on the School Sport WA Primary calendar and website;

- By coordinating the program with Mt Lawley Central TAFE, the students in the Sport Development Course were able to gain valuable experience in preparing, conducting and umpiring a volleyball round-robin tournament. Staff from the primary schools were asked to supervise and support students;
- The cost to the students was minimal due to the assistance from the TAFE students and food donations, and included insurance cover;
- The format of the competition was set according to the students' and schools' needs. The main aim was enjoyment for the participants as volleyball is a new sport to most Year 6/7 students;
- The modified rules, modified ball and court size, short game and one-day format, enabled students to have a positive first-time competition experience in a new sport; and
- Schools considered the scheduling of the one-day event towards the end of Term 4 favourably.

## **Case study two**

### **Sport:**

"Have a Go" Cricket Program for boys and girls

### **Program:**

- The "Have a Go" Program is a fun introduction to cricket for girls and boys aged 5–9 years. The program involves modified games, tabloids and skills, and includes about 7 to 10 sessions of one hour's duration in a school term.
- The Community Cricket Officer promotes this program during promotional talks at local primary schools. Information and registration forms are handed out to students, which they are asked to complete and bring with them on the first day. The promotional talks in schools are organised by making personal contact with schools (either the PE staff member, an interested teacher or the principal), following an introductory letter to the school.
- Each club involved appoints a "Have a Go" coordinator who is responsible for recruiting parents' assistance and ensuring the smooth running of the program.
- The Community Cricket Officer assists the clubs by coordinating the training of parent volunteer leaders during the first session. This allows the ratio of adult leaders to participants to be reduced to 1:5. It also helps to maintain the interest of the young players and develop their skills.
- There is a cost to the participants which involves the coaching sessions, "Have a Go" cricket bat and ball, a hat, a CD-Rom, insurance cover, posters and a certificate. Some of the registration fee is used to

pay the "Have a Go" club program coordinators.

**Benefits:**

- The participants and their families become directly involved with their local clubs;
- Involving the parents assists in motivating young players and focuses on family involvement;
- The Community Cricket Officer develops a professional and personal relationship with the contact person in the primary schools in their local area;
- The sessions focus on variety as well as skill and game awareness. The length of the sessions is short which is important if this is to be a positive, fun experience for this age group and not be too demanding on their family's time; and
- Community clubs take on the responsibility for the development of juniors in their sport with the assistance of the Community Cricket Officer.

for membership which involves a tee-shirt, insurance cover, activity sessions and participation in at least four triathlons; and

- Participants are recruited by the State Development Officer while visiting schools as well as offering involvement to those who participated in the Sanitarium Weet-Bix Kids TRYathlon.

**Benefits:**

Students are linked directly to community clubs in their area;

- Community clubs take responsibility for the development of juniors in their sport with the assistance of Triathlon WA and the coordination of Triathlon Australia;
- Students are initiated into the sport of triathlon through a shortened format appropriate to their age group; and
- Coaches at clubs are able to pass on valuable information to new participants to enhance their chances of a positive first-time experience.

## Case study three

**Sport:**

Triathlon for boys and girls

**Program:**

TRYstars Kids Triathlon Program

- TRYstars is an initiative of Triathlon Australia and the Australian Sports Commission to introduce girls and boys to the sport of Triathlon. The TRYstars program is for children aged 7–13 years. Four Triathlon WA clubs have been selected for this program. The clubs provide activities for juniors leading up to participation in four triathlons. There is a cost

## Passport checklist

- 1 Contact schools and determine best way to communicate with them (every school is different)
- 2 Be aware: Schools plan the following year's program in Term 4
- 3 Determine how your program fits into the school curriculum
- 4 Consider developing low- to no-cost programs
- 5 Send program information to the appropriate school contact and follow up with a phone call
- 6 Consider school/club links (are there clubs within the school's area?) Consider getting a local club representative to assist with a school program
- 7 Make sure you demonstrate a professional approach (e.g. written information, appropriate dress, your presentation and language)
- 8 Aim for enjoyment and high participation programs rather than competition
- 9 Remember school classes generally have 25 to 30 students, be prepared to handle large class sizes
- 3 Taking the lead! A guide for Club Presidents
- 4 The key to efficiency – the Club Secretary
- 5 Show me the money – a guide for the Treasurer
- 6 Take the 'in' out of ineffective – ten steps to running successful meetings
- 7 Effective club meetings – a guide for the chairperson
- 8 Lighten the load and delegate – help for the overworked committee member
- 9 You have the answers – solving club problems
- 10 Marketing and promoting your club
- 11 Sponsorship – seeking and servicing a sponsor
- 12 Establishing your club constitution and becoming incorporated
- 13 Risky business – a club guide to risk management
- 14 Clubs' guide to volunteer management
- 15 Member protection for clubs
- 16 How to be more inclusive of people from diverse backgrounds
- 17 Passport into schools – linking sports with schools
- 18 Youth sport – junior sport policy
- 19 Long-term involvement – junior sport policy

## Other Resources

This resource is part of the Club Development Scheme, which provides assistance to Western Australian sport and recreation clubs and organisations to become better managed, more sustainable and to provide good quality services to members and participants.

Other resources in the series include:

Clubhouse CD-ROM

- 1 Step by step... to starting a new club
- 2 Planning for your club – the future is in your hands
- 20 Getting young people involved – junior sport policy
- 21 Physical growth and maturation – junior sport policy
- 22 Sport pathways – junior sport policy
- 23 Forming links – junior sport policy
- 24 People making it happen – junior sport policy
- 25 Quality coaching – junior sport policy
- 26 Making sport safe – junior sport policy
- 27 The law and sport – junior sport policy
- 28 Top 20 tips for officials
- 29 Top 20 tips for successful coaching

