

Review Report

Future Development of School Sport and Physical Activity

Presented to the Minister for Education and Training
and Minister for the Arts

by the

Ministerial Review Committee for School Sport and
Physical Activity

July 2007



Queensland Government
Department of Education, Training and the Arts

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Executive Summary

In March 2006, the Honourable Rod Welford MP, Minister for Education and the Arts (now Education, Training and the Arts) announced a Ministerial Review of School Sport and Physical Activity to provide direction for the future delivery of sport and physical activity in Queensland state schools.

The review examined a range of issues including the levels of participation in sport and activity in Queensland state schools and the types of activities and sports undertaken. Other issues included the potential barriers that could prevent students from participating in school sport and physical activity, community involvement in the delivery of sport and physical activity in schools, examples of good models in the delivery of school sport and activity in schools, and accident insurance cover for students engaged in sport and physical activity.

The Review Committee used information gathered throughout the review to develop recommendations for the Minister's consideration. These included a research and literature review, a survey of key stakeholders, a Health/Physical Education teachers' focus group; a sport and physical activity forum with presentations from health and physical education experts; and school visits.

The Review Committee was very impressed with the work already being done by many Queensland state schools to enable students to participate in sport and physical activity programs. A wide variety of examples of existing sport and physical activity programs were reported by schools. These programs were designed to develop students' physical skills and create interest and enjoyment in physical activity. It is clear that many schools also use a number of sporting organisations as part of their sport and physical activity programs.

The review sought feedback from all stakeholder groups about the factors they perceived as possible barriers preventing students from participating in school sport and physical activity programs. The most commonly perceived barriers included:

- cost of competing – travel, registration fees, uniforms
- availability of appropriate facilities
- distance to competition – distance between schools is too far for students to travel
- competing curriculum areas
- staff delivering physical activity programs requiring training or experience to build skills
- availability of staff or volunteers to run or assist with running activities
- student numbers in some schools are too low to form teams.

The majority of review stakeholders involved were asked to provide recommendations for the future development of sport and physical activity in state schools. The most common suggestions related to mandating time for physical activity and establishing accountability and monitoring systems, enhancing the skills and confidence of primary classroom teachers to enable them to conduct activities with their students, addressing issues of transport / distance to inter-school competition, more affordable participation and better planning and school and community use of resources and facilities.

The Review Committee formulated a range of recommendations from the information and data provided by review participants. The committee considered the data and stakeholders' views and formulated recommendations within the target areas of leadership, staff expertise, curriculum, community and partnerships.

Key Recommendations

The Ministerial Review Committee for School Sport and Physical Activity has made these key recommendations for the future development of school sport and physical activity in Queensland schools with the view of enhancing the health and wellbeing of Queensland students.

A. Leadership

Leadership is important to facilitate cultural change in school environments regarding the value of sport and physical activity and providing opportunities for children to be physically active. Students are more likely to become involved in physical activity if they enjoy the activities available, if the activities are well organised, and if students have strong role models and leadership in their chosen activity.

Recommendation 1

All principals are to annually report on their allocation of school sport and physical activity through the school improvement and accountability framework.

Recommendation 2

Schools are to ensure they work with junior sporting organisations to maximise the use of school and community facilities for the benefit of the broader community.

Recommendation 3

All schools are to develop a *Physical Activity Strategy* in consultation with their school community, to enhance students' physical activity.

B. Staff Expertise

A consistent message throughout the review was that teacher confidence is critical in more students becoming active. Anecdotal evidence suggests primary teachers' lack of confidence in conducting sport and/or physical activity programs directly impacts on student participation. There is a need to build teachers' confidence and skills to deliver physical activity programs.

Recommendation 4

Primary school physical education teachers are to take a leadership role in enhancing physical activity in their individual schools.

Recommendation 5

All state primary classroom teachers are to undertake professional development in the delivery of physical activity.

Recommendation 6

Education Queensland is to make the findings of Queensland Health's *Healthy Kids Queensland Survey 2006* available to schools to inform school practices.

Recommendation 7

Education Queensland is to develop support networks for teachers involved in the delivery of physical activity in schools.

C. Curriculum

Queensland is a large state with schools located in metropolitan, regional, rural and remote locations. Schools often have to develop local solutions to reduce barriers and increase students' participation in regular sport or physical activity. Variations in climate, the availability of resources and facilities and school populations and proximity can all impact on the types of programs offered to students. Schools need to develop programs that promote fun and enjoyment and enable students to develop the necessary skills to participate in sport and physical activity.

Recommendation 8

All primary schools are to allocate 30 minutes of physical activity per day as part of the school curriculum.

Recommendation 9

In addition to the current requirement that schools with more than 300 students must offer inter-school team sports, all state primary schools must offer opportunities for all students to participate in intra-school sport at least once a week.

D. Community

Schools are often ideal venues for a range of school or community-based activities. The range of school facilities can therefore be made available for use by community based groups. This enables the sharing of resources, builds the capacity of small sport and active recreation clubs to recruit members and expand their programs to include students and their families, and strengthens school / community partnerships.

Recommendation 10

Education Queensland is to undertake an audit of sporting facilities available in schools and local communities to inform the progression of the \$1 billion *Tomorrow's Schools* initiative.

Recommendation 11

Schools are to provide information to parents on school sport and physical activity programs available in the local area and link to the Department of Education, Training and the Arts website to access resources and information on physical activity, exercise and nutrition.

Recommendation 12

Education Queensland is to better inform parents of the Department's insurance policy in relation to student injuries sustained during school sport and physical activity programs.

E. Partnerships

A range of federal, state and local government initiatives and funding opportunities are available to provide sport and physical activity programs for school-age children.

Recommendation 13

Coordination between Education Queensland, Sport and Recreation Queensland and local and federal governments should be improved to make better use of available programs and funding.

1. Introduction

Purpose of the Review

To report to the Minister on opportunities to improve the level of health and fitness of students through the delivery of sport and physical activity programs in Queensland schools.

The Queensland Government is taking a holistic approach to solving the issue of overweight and obesity in children and young people. From the whole-of-Government Obesity Summit held in May 2006, to specific departmental programs such as Education Queensland's Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland Schools and the Eat Well Be Active Fit and Fuelled Regional Forums, the Queensland Government has developed and implemented a range of strategies to encourage children to make healthy choices about activity and nutrition.

The focus of the Review of School Sport and Physical Activity was to identify good delivery models for available sport and physical activity programs and how they complement and can best be integrated with the school curriculum and current school sport programs.

2. Terms of Reference

1. Examine current levels of student participation in physical education and school sport in Queensland schools.
2. Examine the present physical education and sport programs in our schools.
3. Examine the timetabling of these and associated programs to deliver the program effectively.
4. Identify teachers' current levels of participation in sport and physical activity programs and explore future options.
5. Identify current levels and types of community and private sector involvement in school sport and physical activity programs, (including sponsorship and delivery) and explore future opportunities.
6. Gauge current liaison between school and non-school sporting bodies and the level of support for sport and physical activity from state sporting organisations.
7. Examine the current policy and practice of accident insurance cover for students engaged in sport and physical activity and provide advice on future options.
8. Identify and document best practice examples of successful sport and activity programs in schools.
9. Identify any administrative, operational or curriculum barriers which would prevent the delivery of sport, physical education and physical activity programs in schools.
10. Identify any other barriers to the effective delivery of sport and physical activity programs in schools.

3. Methodology used

The methodology used to conduct the review was limited by the timeframe established and the available resources to conduct the review. The review methodology included:

- 1) Desktop research / literature review
- 2) Survey of key stakeholders
- 3) Physical Education Teacher focus group
- 4) School Sport and Physical Activity Forum
- 5) School visits.

4. Background Information

More than one in five children in Australia is now overweight or obese. These children often experience a range of health problems. Childhood obesity is also known to be a good predictor of obesity in adulthood, which in itself is a major risk factor for poor health.

In addition to commissioning this review of school sport and physical activity, the Queensland Government has implemented a range of strategies to address this issue. In 2006, Queensland Health commissioned the *Healthy Kids Queensland Survey* as part of the Queensland Government's ongoing commitment to promoting healthy weight, nutrition and physical activity for Queensland's children and young people. The results of this study provided important information on the prevalence of overweight and obesity, dietary intake and physical activity behaviour among Queensland children.

According to the *Healthy Kids Queensland Survey*:

- 19.5% of boys and 22.7% of girls aged five to 17 were overweight or obese.
- Overall, 21% of Queensland children aged five to 17 were overweight or obese.
- Comparison with national data from 1985 and 1995 shows that the prevalence of overweight and obesity for Queensland five to 17-year-olds has continued to increase; with most age groups the prevalence being twofold greater than national rates of 1985. However, the rate of increase appears to have slowed in Queensland since 1995.

Schools play an important role in helping children and young people learn about being healthy, as well as providing environments that promote healthy lifestyles. Healthy children are better able to learn, and higher educational achievement is strongly associated with better health.

Queensland Government initiatives to enhance healthy lifestyles

a. Whole-of-Government initiatives

Obesity Summit 2006

In May 2006 the Premier convened the Queensland Obesity Summit at Parliament House in Brisbane to explore ways the Queensland Government, businesses, community organisations, professional associations, families and individuals can work together

to help more Queenslanders achieve and maintain a healthy weight and lifestyle. The Summit was structured around four major themes:

- Early Years
- Healthy Eating
- Active Living
- Managing the Problem.

As a result of the Summit, the Premier announced a \$21 million package of initiatives to be delivered over three years for partnerships, grants, facilities and other resources to help fight obesity. Specific Obesity Summit initiatives include:

- Household self-help pack, social marketing campaign and online gateway to provide useful information about healthy eating and exercise
- Funding to extend the AMA Queensland Kids GP Campaign
- Community Partnership Grants Program
- Opening up school sport and recreation facilities
- Cycle transit centre in partnership with Brisbane City Council
- Better food choices in Queensland Health facilities
- Business partnerships awards
- Young athletes assistance program to help children and young people attend meets
- Healthy lifestyle programs for public sector workforce
- Develop partnerships with organisations such as the Australian Breastfeeding Association to promote healthy eating and exercise to young mothers.

A cross-departmental Eat Well Be Active Taskforce, chaired by the Department of Premier and Cabinet, has been working since the Summit to oversee implementation of the initiatives.

Further information on initiatives to be implemented by Queensland Government agencies as a result of the Obesity Summit can be found by visiting http://www.health.qld.gov.au/eatwellbeactive/obesity_summit.asp

Eat Well Be Active – Healthy Kids for Life strategy

The aim of this strategy is to achieve healthier weight in Queensland children and young people. This will be accomplished through the collective work of six government agencies, including the Department of Education, Training and the Arts, in progressing more than 100 initiatives encouraging Queensland children to make smart and healthy choices concerning physical activity and nutrition.

b. Department of Education, Training and the Arts initiatives

Health and Physical Education Key Learning Area (KLA)

Health and Physical Education (HPE) is one of eight Key Learning Areas (KLAs). The Years 1 – 10 Health and Physical Education Syllabus, developed by the Queensland Studies Authority (QSA), provides guidance to schools in the teaching of health and physical education. The syllabus is organised in three strands:

- promoting the health of individuals and communities
- developing concepts and skills for physical activity
- enhancing personal development.

Teachers use the syllabus to plan work units that focus on developing students' knowledge and skills relevant to their local context. This enables young people to make informed decisions about their health.

Intra- and inter-school sport are also valued activities in state schools and provide opportunities to put the knowledge and skills learned in HPE into practice.

Queensland School Sport

Queensland School Sport is managed by the Queensland School Sport Council. The council coordinates and fosters the development of representative school sport within state and non-state schools and state colleges affiliated with Queensland Secondary School Sport and Queensland Primary School Sport.

The Queensland School Sport Unit within Education Queensland facilitates representative school sport for children and schools within the state and non-state education systems. The unit supports the operations of the Queensland School Sport Council, its associated secondary, primary and sport specific committees, and the Queensland School Sport Foundation. It maintains links with state and national sport organisations and agencies as well as providing policy advice and advocacy for school sport to executive management and School Sport Australia.

Regional School Sports Officers are responsible for the operation and administration of the representative School Sport Program across Education Queensland Districts. The officers oversee all aspects of the program including human resourcing, financial control, stock control, travel, promotion and development of school sport and communication within the Department and with associated client groups. Each Regional School Sport Unit is governed by a Regional School Sport Board and operates within an Education Queensland District Office.

A Disability Sport Committee has been established to oversee the introduction, encouragement and inclusion of athletes with disabilities into school sport programs. This commences at the school, district and regional level through to state and national level. Athletes with disabilities are now afforded the same opportunities as their peers to participate in school sport at their level of ability and enthusiasm.

Safe and Healthy Schools initiatives

As part of its 2004 election commitments, the Queensland Government announced an \$11.1 million Safe and Healthy Schools Policy, with \$6.9 million allocated to Education Queensland to promote safety, physical activity and a healthier lifestyle in Queensland schools. These initiatives recognise the importance of students learning to get fit and healthy at school and also developing a lifelong appreciation of healthy lifestyle choices. Safe and Healthy Schools initiatives include:

a. Smart and Healthy Schools Grants

Between 2004 and 2006, \$1.5 million in Smart and Healthy Schools Grants was provided to state and non-state schools and clusters of schools to enhance opportunities for students to undertake physical activity and sport in school settings in partnership with other local community agencies.

b. Healthy Schools Vans

Healthy Schools Vans staff work with school personnel, tuckshops, parents and other key stakeholders to promote healthy eating and physical activity messages in school settings.

The Healthy Schools Vans were previously limited to three vans working across three Queensland regions (greater Brisbane, south coast and north Queensland), however they adopted a broader statewide focus in 2007. Healthy Schools Vans staff have a key role in the Eat Well Be Active – Fit and Fuelled Regional Forums.

c. *Active-Ate*

Active-Ate is a web-based resource developed to support the teaching of nutrition and physical activity in schools. The Active-Ate website contains examples of classroom activities and provides access to a range of nutrition and physical activity resources.

d. *CPR for LIFE in schools*

Since 2005, state schools have been required to provide Cardio-Pulmonary Resuscitation (CPR) skills training to all state school students before they leave Year 12.

e. *Inter-school Team Sport*

All state schools with an enrolment of more than 300 students are required to offer inter-school sport as part of the school sport program.

Smart Choices

Smart Choices – the Healthy Food and Drink Supply Strategy for Queensland Schools was developed to enhance the nutritional value of food and drinks supplied to students in schools. Smart Choices applies to all situations where food and drinks are supplied to students across the school environment including tuckshops, vending machines, fundraising activities and classroom rewards. From 1 January 2007, implementation of Smart Choices became mandatory in all state schools.

Eat Well Be Active – Fit and Fuelled Regional Forums

Throughout 2007, Education Queensland is conducting a series of free two-day Fit and Fuelled Regional Forums for primary classroom teachers, primary physical education specialists and secondary health and physical education teachers. The forums focus on increasing nutrition education and physical activity in schools within the context of the Year 1–10 Health and Physical Education Syllabus. They aim to increase the skills and confidence of teachers to deliver planned syllabus programs. They also provide an opportunity for school personnel to network with local government and non-government organisations that can support their school programs.

Specialist Health and/or Physical Education teachers

In addition to the Regional School Sports Officers responsible for the representative School Sport Program across Education Districts, Queensland state schools employ about 450 primary school Physical Education (PE) teachers, with about 930 Health and Physical Education (HPE) teachers in secondary schools. With their professional expertise and knowledge, these teachers are ideally placed within schools to help students achieve physical education learning outcomes.

c. Other Government Department initiatives

Education Queensland works closely with other Departments to enhance health and wellbeing for children and young people, including physical activity and sport. In particular, Education Queensland collaborates frequently with the Department of Local Government, Planning, Sport and Recreation and Queensland Health.

Department of Local Government, Planning, Sport and Recreation

The Department of Local Government, Planning, Sport and Recreation (DLGPSR) works proactively towards helping Queenslanders become more active. As the lead agency responsible for implementing the Queensland Government's sport and recreation policies, the Department of Local Government, Planning, Sport and Recreation works with sporting organisations, councils, schools, Indigenous organisations and the wider community to increase participation, develop better skills in the industry and create better places and opportunities for sport and recreation.

The Department of Local Government, Planning, Sport and Recreation encourages regular physical activity through sport and active recreation by:

- creating programs and resources to promote and deliver opportunities for community participation in physical activity
- offering funding programs that help local governments, Aboriginal and Torres Strait Islander councils and community organisations deliver sport and recreation facilities, skills development and participation programs
- developing community based programs and services aimed at getting people and communities active.

Information about DLGPSR's sport and recreation programs and services can be found at www.sportrec.qld.gov.au

Queensland Health

Queensland Health recognises that schools have an important role in ensuring increased participation in physical activity and considers that a comprehensive, integrated approach to working with schools is a key imperative to improve the health of Queensland children. Queensland Health supports schools in various ways to increase participation in physical activity, including supporting teacher professional development, promoting the development of supportive environments for physical activity, contributing to teaching and learning resources that lead to the achievement of learning outcomes, and linking schools to broader community resources, partners and services. Agreements to progress joint priorities, including physical activity, are outlined in the Queensland Health and Education Queensland Joint Work Plan.

The Queensland Health website located at www.health.qld.gov.au has further information about health and wellbeing for children and young people.

5. Current Insurance arrangements

The Review Committee examined the current policy and practice of accident insurance cover for students engaged in sport and physical activity in Queensland state schools.

Queensland State Schools – Education Queensland

- The Department holds combined insurance policy with the Queensland Government Insurance Fund (QGIF) which includes unlimited public liability, where a person is injured due to the Department's negligence.
- The Department has public liability cover for all approved school activities, however does not provide accident insurance arrangements. Personal Accident Insurance cover is the responsibility of the parents.
- Parents of students participating in regional and Queensland teams are notified that personal accident cover is their responsibility.

- The Department is liable to pay compensation for personal injury (including medical costs) for students injured at school or playing school sport only when injury has been caused by the negligence of the Department.
- Where a student is injured at school as a result of an accident or the Department is not negligent, all costs associated with the injury (including medical costs) are the responsibility of the parent or caregiver. Medicare and private health insurance may cover some of the costs depending on their private insurance arrangements.
- A number of sports incorporate inherent risks that parents and students accept as part of the sport. Not every injury is caused by negligence or a breach of duty of care. QGIF does not provide accident cover.
- It is unknown how many individual schools provide insurance advice to parents.

6. Academic Literature

The literature reviewed provides overwhelming support for increasing the daily physical activity levels of children and young people to provide them with greater opportunities for lifelong, sustainable involvement in physical activity (Jones-Palm & Palm, n.d.; Martin, n.d.; American Academy of Pediatrics, 2000; Action for Healthy Kids, 2003; Centers for Disease Control and Prevention, 2006).

Schools have a key role in providing students with opportunities to engage in regular physical activity to enable them to reach their health potential and maintain a balanced state of wellbeing (Ballard, Caldwell, Dunn, Hardison, Newkirk, Sanderson, Schneider, Thaxton-Vodicka & Thomas, 2005). Providing young people with the skills and confidence they need to be physically active requires activities to be programmed that are achievable and meaningful with emphasis on participation and involvement rather than excellence (Chau, 2007).

The benefits of children and young people participating in regular physical activity extend beyond the physiological effects (Kerr, 1996). Reducing obesity and the incidence of chronic diseases in adulthood and enhancing the cognitive, social, psychological and emotional spheres have all been attributed to regular physical activity (McKay, Reid, Tremblay & Pelletier, 1996; Pate, Baranowski, Dowda & Trost, 1996; Kidd, 1999; Linder, 1999; Sallis, McKenzie, Kolody, Lewis, Marshall & Rosengard, 1999; Dwyer, Sallis, Blizzard, Lazarus & Dean, 2001). For many children, schools provide their only opportunity to participate in sport or physical activity (Australian Bureau of Statistics, 2004).

Enjoying physical activity is a significant antecedent to sustaining participation throughout life. Students are less likely to participate in sufficient physical activity due to personal barriers such as the lack of enjoyment or fun. In addition, school physical activity programs connected to broader community engagement are much more likely to encourage continuing participation into adulthood. Developing links between school and community programs promotes lifelong sustainable involvement in physical activity (Chau, 2007).

The literature reviewed also provides many instances of best practice in relation to physical activity in school settings. A snapshot of these follows.

Exemplary programs existing in schools tend to reflect a whole-of-school commitment to physical activity programs. Brown and Brown (1996:19) conclude that 'long-term improvement in activity and fitness levels are more likely to result from an integrated whole school-community approach'. The promotion of physical activity will be most

effective when it is comprehensive, flexible and coordinated across the entire school environment. The whole-of-school approach offers opportunities to promote consistent messages about remaining physically active and to encourage teachers, parents, guardians and volunteers to be physically active role models and facilitators. In this way, physical activity can be included in as many school events as possible (The State of Queensland, 2006).

Certain groups of students are less likely to participate in sufficient physical activity (Chau, 2007). Developing inclusive programs that connect social, cultural and environmental spheres is an important aspect to encourage participation in physical activity (Booth, Owen, Bauman, Clavisi & Leslie, 2000; Lindstrom, Hanson & Ostergren, 2001; Mota, Almeida, Santos & Ribeiro, 2005; Kim, Subramanian, Gortmaker & Kawachi, 2006; Chau, 2007; Ferreira, van der Horst, Wendel-Vos, Kremers, van Lenthe & Burg, 2007). It is essential physical activity programs are culturally and gender sensitive to the values and traditions of participants and recognise the diversity of interests within a school community, including the different needs and range of abilities for students (American Academy of Pediatrics, 2000). An inclusive physical activity program ensures a diverse, developmentally-appropriate range of non-competitive, competitive, structured and unstructured activities are offered (Gebel, King, Bauman, Vita, Gill, Rigby, and Capon, 2005).

Best practice physical activity programs are therefore those in which schools are committed to an inclusive, comprehensive, developmentally-appropriate, flexible and coordinated approach to physical activity across the entire school environment. They provide a range of physically active options taking into account the diverse range of interests and abilities within their school community and value physically active role models.

7. Survey of key stakeholders

The Review of School Sport and Physical Activity included surveys of key stakeholder groups. The groups surveyed were:

- a random sample of state schools, including primary schools, secondary schools and special schools
- a random sample of state schools in Indigenous communities
- a random sample of special schools
- all Regional School Sport Officers
- all State Sporting Organisations
- all School Sport Committees.

Other stakeholders also had the opportunity of completing a survey questionnaire.

Data was gathered from approximately 270 surveys.

In the collation of data, state schools in Indigenous communities and special schools have been reported discretely. It was decided to report special schools separately due to differences in class structures and types of physical activities undertaken. Special schools were therefore provided with a modified version of the main state school survey.

Table 1: Survey Participants

Stakeholder group	Number selected to participate in the survey	Number who responded
State schools	73	71
State schools in Indigenous communities	29	25
Special schools	17	14
Regional School Sport Officers	12	11
State Sporting Organisations	106	18
School Sport Committees	36	14

The survey questioned stakeholders about various aspects of sport and physical activity in schools, including levels of activity (school survey only), perceived barriers to participation, examples of good practice and school – community cooperation.

Schools were asked to nominate a suitable representative to answer survey questions about sport and physical activity for the school as a whole. Survey respondents included health and/or physical education teachers, heads of department and principals.

Definitions used in the survey were:

Intra-school and physical activity	Intra-school sport and physical activity relates to the sports played within the school between individual students or teams of students, and the physical activity programs that may be in place for those students not participating in a recognised sport. Physical activity may include activities that develop gross motor skills, and various games played as part of an organised physical activity or physical education program.
Inter-school sport	Inter-school sport relates to specific sports played by individual students or teams of students against other schools.

School surveys

Randomly selected state primary, state secondary and special schools in metropolitan, provincial and rural sports regions were asked to participate in the review and complete the sport and physical activity surveys over a two-week period.

Findings

Surveys were completed for three distinct school types: state schools (primary and secondary), special schools, and state schools located in Indigenous communities. Schools were asked to provide data on the participation rate of students by year level. The year level structure did not apply for special schools as their classroom structure is more aligned to the three levels of junior school, middle school, and senior school. Results from special schools are reported separately.

Schools were asked about their students' involvement in sport and physical activity for a two-week collection period of Monday 8 May to Friday 16 May 2006. Sports and physical activity included the Health and Physical Education program, inter-school sport, intra-school sports and planned physical activity programs. Schools were asked for the number of students who had participated in these activities for two hours or more per week, one to two hours per week and less than one hour per week, for the nominated two week period.

A nominated survey respondent provided data about the physical activities of all students in their school. This method was chosen to reduce the time required for school staff to complete the survey, but it is possible that these results may have been different if every teacher or student had been surveyed individually.

The **state schools** that participated in this section of the survey had a total enrolment of almost 30,000 students. The results indicate that most state school students (84%) had one or more hours of planned sport or physical activity per week in the nominated two-week period.

Table 2: Student activity levels, survey of state schools
Percentage of students in the selected schools

	Amount of planned physical activity or sport per week		
	Less than 1 hour	1–2 hours	2 or more hours
Primary: Years 1–3	21%	52%	27%
Primary: Years 4–7	10%	32%	58%
Secondary: Years 8–10	12%	29%	59%
Secondary: Years 11–12	32%	28%	40%
All students	16%	35%	49%

Some 25 state schools in Indigenous communities participated in the survey. The results indicate that in these schools, 82% of students had one or more hours of planned sport or physical activity per week in the nominated two-week period.

Table 3: Student activity levels, survey of state schools in Indigenous Communities
Percentage of students in the selected schools

	Amount of planned physical activity or sport per week		
	Less than 1 hour	1–2 hours	2 or more hours
Primary: Years 1–3	29%	49%	22%
Primary: Years 4–7	12%	40%	48%
Secondary: Years 8–10	13%	12%	75%
Secondary: Years 11–12	28%	43%	29%
All students	19%	39%	42%

Special schools were asked about their students' involvement in sport and physical activity for the two-week collection period. The survey questionnaires were modified to meet the different activity levels in special schools. In the special schools that participated in the survey, 76% of students had one or more hours of planned sport or physical activity per week in the nominated two-week period.

Table 4: Student activity levels, survey of special schools
Percentage of students in the selected schools

	Amount of planned physical activity or sport per week		
	Less than 1 hour	1–2 hours	2 or more hours
Junior schools	23%	18%	59%
Intermediate schools	28%	14%	58%
Senior schools	23%	13%	64%
All students	24%	16%	60%

Types of sports

Schools were asked about the types of *inter-school sports and competitions* they were involved in for the 2006 school year.

- The 66 state schools that responded to this section of the survey listed a total of 38 different types of inter-school sports and competitions. Of these, the inter-school sports played by the largest numbers of schools were athletics (48 schools), football – soccer (47 schools) and netball (44 schools).

- The 22 state schools in Indigenous communities that responded to this section of the survey listed a total of 14 different types of inter-school sports and competitions. Of these, the inter-school sports played by the largest number of Indigenous community schools were athletics (15 schools), rugby league (15 schools) and basketball (11 schools).
- The 11 special schools that responded to this section of the survey listed five different inter-school sports that are played by their students – athletics, equestrian, football – soccer, sport ability and swimming.

Schools were also asked about the types of *intra-school sports and planned physical activity* programs in which students participated during the 2006 school year. The schools that participated in the survey provided an indication of the wide range of sports and activities available to students.

- State schools listed some 89 different intra-school sports and physical activities. The most commonly played were track and field (43 schools), swimming (40 schools) and football – soccer (36 schools).
- The state schools in Indigenous communities listed some 36 different types of intra-school sport and physical activity. The most commonly played were touch football (14 schools), track and field (13 schools) and football – soccer (12 schools).
- The special schools listed some 31 different types of intra-school sport and physical activity. The most common were walking programs (10 schools), gross motor activities (nine schools), keep-fit or gym programs (eight schools) and ten-pin bowling (eight schools).

Teaching of sport and physical activity in the school

Health and Physical Education (HPE) is a key learning area within the curriculum and provides the opportunity for students to develop the necessary skills for successful participation in sport and physical activity. Intra- and inter-school sport programs are also significant activities in Queensland state schools.

School sport and physical activity programs are delivered by Health/Physical Education (H/PE) teachers and by other teaching staff, especially primary classroom teachers. These school programs are often complimented by the involvement of representatives from a range of state and local sporting organisations.

At the 67 state schools that responded to this section of the survey, sport and physical activity was delivered by 109 H/PE teachers who were based in that school and by 24 'itinerant' H/PE teachers who visit a number of schools. In addition, some 776 non-H/PE teachers delivered sport and physical activity programs. The non-H/PE teachers involved in delivering sport and physical activity programs made up about 43% of the teaching staff in those schools.

At the 25 state schools in Indigenous communities that responded to this section of the survey, sport and physical activity were delivered by 15 H/PE teachers who were based in that school and by six 'itinerant' H/PE teachers. In addition, some 126 non-H/PE teachers delivered sports and activity programs. The non-H/PE teachers involved in delivering sport and physical activity programs made up about 33% of the teaching staff in those schools.

Involvement of community organisations

The schools surveyed nominated 192 examples where community sport and recreation organisations were involved in supporting the provision of sport and physical activity programs in 2006. The types of involvement of these organisations are listed below. It must be noted that in some cases, organisations may be counted as part of more than one of the below categories:

- 89 examples where schools use the organisation's grounds and facilities
- 78 examples where organisations came to schools to conduct sport and physical activity programs
- 11 examples where organisations supplied volunteers as officials and umpires for competition
- six examples where organisations provided sponsorship to schools
- 16 examples where organisations provided other types of support to schools.

Barriers to school sport and physical activity

Queensland's geographical nature means schools are situated in a diverse range of environments, from metropolitan and regional centres to rural and remote locations. In order to overcome the potential barriers of climate, distance, the availability of resources and the size of school populations, schools develop local solutions to increasing students' participation in regular sport or physical activity.

All stakeholder groups were asked about the issues they perceived as potential barriers preventing students from participating in school sport and physical activity programs.

State schools

School respondents were provided with a list of possible barriers to student participation, and asked to indicate the five most important barriers.

The issues perceived as potential barriers by the 67 state schools that responded to this section of the survey are listed in Table 5.

Table 5: Most important perceived barriers to student participation, survey of state schools

Barrier	Number of schools indicating this was one of the five most important barriers
Cost of competing – travel, registration fees, uniforms	46
Availability of appropriate facilities – no facilities or existing facilities do not meet needs	32
Distance to competition – distance between schools is too far for students to travel	30
There are other competing curriculum areas	26
Staff lack experience, confidence or skills in delivering physical activity programs, or are unwilling to conduct activity	26
Non-availability of staff or volunteers to run or assist with running activities	25

The issues perceived as potential barriers by eight or more of the 24 Indigenous community schools that responded to this section of the survey are listed in Table 6. Some 11 Indigenous community schools stated that distance to competition was the most important barrier, and this was clearly the most common response.

Table 6: Most important perceived barriers to student participation, survey of state schools in Indigenous communities

Barrier	Number of schools indicating this was one of the five most important barriers
Distance to competition – distance between schools is too far for students to travel	19
Availability of appropriate facilities – no facilities or existing facilities do not meet needs	16
Cost of competing – travel, registration fees, uniforms	16
Climate – weather is too hot, too wet to participate	12
Non-availability of staff or volunteers to run or assist with running activities	9
Student numbers are too low to form teams	8

The perceived barriers nominated by five or more of the 13 special schools that responded to this section of the survey are listed in Table 7.

Table 7: Most important perceived barriers to student participation, survey of special schools

Barrier	Number of schools indicating this was one of the five most important barriers
Non-availability of staff or volunteers to run or assist with running activities	7
Students' inability to participate due to physical, emotional, or health condition	6
Student numbers too low to form teams	5
Non-availability of staff with PE and sports expertise	5

The barriers to participation identified by Regional School Sport Officers, State Sporting Organisations and School Sport Committees were analysed to identify common themes. These were also compared with the barriers to participation identified by participants of the School Sport and Physical Activity Forum held in July 2006. Analysis identified five common barriers:

Financial Barriers: All respondent groups identified financing sports and physical activity as a barrier to participation. Issues included: costs related to participation, purchasing and maintaining equipment, venue hire and accessing facilities, paying for specialists (e.g. trainers, coaches), school administration costs (e.g. teachers, administrations), and travel costs.

Workforce Barriers: Issues relating to the workforce capacity to deliver sport and physical activity were also identified by all respondent groups. Issues included: lack of skills and qualifications leading to a possible lack of confidence in general classroom teachers to deliver sport and physical activity programs, lack of training in the delivery of physical activity programs for pre-service teachers, workforce demographics, the role of delivering physical education is seen to be limited to PE teachers, impacts of staff changes on sports and physical activity programs, and the extra pressure placed on itinerant physical education teachers due to the challenges of travel and working across schools.

Time Barriers: Most respondent groups (three of four) noted availability of time within the school curriculum as a barrier to participation in delivery of physical activity and sports programs. Issues included: lack of time to devote to sport and physical activity, competing priorities within the school program and for school staff, and time involved in preparing for school sport and physical activities.

Resource Barriers: All respondent groups identified issues relating to resources that presented barriers to participation. These focused primarily on the availability and accessibility of: specialised facilities, equipment and expert sporting professionals (e.g. officials, coaches).

Cultural Barriers: Responses from Regional School Sport Officers and forum participants both highlighted cultural barriers to participation. These included: the views of some principals and administrators that school sport lacked value when compared to other learning areas, some students' unwillingness to participate, an elitist attitude in some circles that may prevent all students from participating, and a lack of reporting accountability meaning sport is not always a priority.

Good practice in sport and physical activity programs

State schools

There are many Queensland state schools demonstrating good practice in sport and other activities designed to boost students' levels of physical activity. The survey identified a number of examples of elements of good practice programs in the selected state schools.

Embedding sport and physical activity programs into the school curriculum was the most common method used by schools to promote school sport and physical activity. For example: school physical education programs included as part of class activity, integration of theoretical and practical components of physical education, compulsory health and physical education subjects, daily health and fitness activities, perceptual motor and gross motor programs, fun participation-focused rotation activities.

Respondents also identified their regular sports programs as examples of good practice.

Other good practice elements identified by schools were:

- developing social skills and building peer relationships
- focusing on participation rather than competition when organising inter-school sport competitions, including specific competitions for small schools.

State schools in Indigenous communities

A number of schools located in Indigenous communities nominated elements of good practice within their school community.

Embedding sport and physical activity into the school curriculum was evident in some programs. The examples of good practice also tended to involve regular participation in sport or physical activity, including programs involving inter-island carnivals or general sports rotations. Implementing specific programs such as Auskick were also identified as good practice.

Other good practice elements identified by schools in Indigenous communities were:

- organising inter-school (and inter-island) sport programs
- supporting parental and community involvement
- focusing on participation rather than competition.

Special Schools

Elements of good practice identified by special schools aimed for inclusive outcomes for students, focusing on a variety of skills and activities that can be adapted to meet student needs. Several programs suggested are highly specialised, for example hydrotherapy.

Other good practice elements identified by special schools were:

- building student confidence, enjoyment and skill development
- supporting all students to participate and compete by adapting activities and modifying rules
- involving community sports organisations.

Regional School Sport Officers

Regional School Sport Officers provided elements of programs they considered good practice in their region. Examples of the identified programs included:

- regular or weekly inter-school fixtures in a range of sports
- opportunities for varied participation, e.g. all students can participate, round robin competitions, allowing students to choose the form of their involvement (coach, officiating etc.)
- programs for students with disabilities, or in rural and remote areas or in small schools
- community involvement and links with local sports clubs
- training or accreditation programs for teachers, senior students or parents.

School Sport Committees

School Sport Committees provided elements of programs they considered to be good practice.

Key elements of these programs were:

- programs to support students with a disability
- courses and accreditation opportunities for teachers.

Other consultation processes

The review committee also conducted other forums to engage a range of stakeholders. These included a School Sport and Physical Activity Stakeholder Forum, an H/PE Teacher Focus Group and a number of school visits. Findings from these forums are detailed below.

School Sport and Physical Activity Forum

A School Sport and Physical Activity stakeholder forum was conducted on Friday 21 July 2006. Stakeholders included representatives from tertiary education institutions; government departments; state sporting organisations; disability sporting groups; the non-state education sector; sport and education peak bodies; Members of Parliament; and Education Queensland.

The forum's purpose was to bring academics, industry experts and interested groups together to present their views about the provision of school sport and physical activity, to identify issues and barriers to participation, to suggest ways of increasing participation and to consider the future development of school sport and physical activity in state schools.

The forum provided an opportunity for academics and industry experts to present information to participants about the delivery, barriers and benefits of sport and physical activity for school children, which provided the basis for focus group discussions.

The topics presented by the academics provided the basis for discussion and debate among participants. This debate was successful in providing data and statistics regarding participation by students and teachers in the delivery of health and physical education programs within school environments.

More than 40 people attended the full-day forum and were keen to be involved in developing the future direction for school sport in Queensland.

Findings

The forum ended with stakeholders identifying the key changes they believe were required to increase the amount of physical activity in state schools. The small group discussions resulted in the following suggestions:

- **Mandate** – schools have to move towards a defined number of hours of physical activity in the school curriculum and provide appropriate monitoring
- **School improvement agenda** – inclusion of physical activity in the school improvement agenda as part of the school improvement and accountability framework
- **Cultural change** – through the school system and strategic processes. Change has to be ingrained through leadership, valuing physical activity, and ownership by schools
- **Resources** – allocate and secure human and physical resources through appropriate funding and other initiatives and to meet accountability requirements
- **Inclusive staffing model** – allocate a key teacher role for physical activity, demonstrate leadership and increase the capacity for schools to perform duties by providing professional support and development, provide a mentoring model, enabling PE teachers with teaching roles some flexibility to take on additional mentoring roles
- **Daily physical activity** – advocate the introduction of basic physical activity programs on a daily basis
- **Teacher confidence** – build on the confidence of teachers to engage in physical activity and physical education outside mandated activities
- **Teacher registration** – as a condition of teacher registration, advocate for a certain amount of professional development, with physical activity and physical education classes as a core component
- **Local solutions** – develop local solutions relevant to each school
- **School audits** – need to audit schools in relation to their issues regarding the delivery of increased physical activity and physical education and identify ways to address the areas of resources, infrastructure, number of teachers etc.
- **Finding the balance** – schools need to have a balance of both sport and physical activity programs with participation by all students
- **Modelling** – students enjoy sport and physical activity when it is played well, as they will emulate role models and participate in these activities
- **Support systems** – coordination of support mechanisms at the state and local level to assist schools and communities in conducting physical activity programs for school children
- **Market share** – need to develop strong sporting programs to stop the flow of state school students to the private sector. The most reported reason for transferring is because of the sport offered in the private schools.

Health/Physical Education Teacher Focus Group

A focus group of approximately 30 Health/Physical Education teachers was conducted at the 2006 ACHPER Queensland conference on Friday 23 June 2006. The focus group identified the issues and barriers they faced in providing school sport and physical activity programs. This was an effective method of gathering information from this target group, as teachers from various locations throughout the state were strongly represented, and the topic was of great interest to them as professionals and specialist teachers.

Findings

The focus group identified their perception of the top four barriers to participation by students in sport and physical activity. These were:

- Insufficient HPE in schools
- Lack of funding, facilities, and transport
- Lack of professional development/knowledge/confidence
- Legal liability – risk management

Strategies to address these barriers included:

- Providing primary classroom teachers with the skills and confidence to take physical education classes
- Sharing facilities between other Government Departments and schools
- Centralising and planning the future development and funding of major community facilities (e.g. halls, pools etc.) to ensure they are near schools, and to prevent duplication of facilities close to schools whose existing facilities can be shared with the community
- Consulting with stakeholders, such as Department of Local Government, Planning, Sport and Recreation to achieve better planning and development of facilities
- Ensuring community organisations have input into school sport and physical activity programs

Suggestions for future action

Regional Sport Officers, School Sport Committees and State Sporting Organisations were asked for their suggestions on strategies to enhance students' participation in sport and physical activity.

The most common suggestions provided by Regional School Sport Officers were:

- mandating sport and physical activity in schools
- mandating school reporting on delivery of sport and physical activity
- funding to increase numbers of HPE teachers.

The most common suggestions provided by School Sport Committees were:

- programs and improved professional development for school staff
- increased funding for facilities.

The most common suggestions provided by State Sporting Organisations were:

- mandating sport and physical activity in schools and
- increasing funding.

Other stakeholders suggested:

- daily physical activity time
- improved training for school staff
- providing opportunities for pre-service teachers to participate in sports programs.

School Visits

Members of the Review Committee visited three schools to meet with staff involved in the delivery of sport and physical education programs. The three schools visited were identified because they were considered by the Review Committee to provide good practice models for the delivery of sport and physical activity programs for their students and provided opportunities for all students to be involved in physical activity.

Tullawong State High School

Tullawong State High School has a student population of 1408 and is situated on the western outskirts of Caboolture, 60 kilometres north of Brisbane. The school community highly values sport and physical activity and encourages all students to participate.

Some of the examples of school sport and physical activity programs and strategies Tullawong uses to promote participation included:

- Multi-disciplinary units are offered where HPE theory is integrated into subjects such as maths, English, science, art etc. ‘Let the Games Begin’ was an example of holistic approach where students learnt what it meant to be a good sport, and how to design sporting fields as part of their Maths program.
- Compulsory inter-school sport is played on Wednesday afternoons.
- It is mandatory for all Years 8, 9, and 10 students to do physical education as a subject and spend 140 minutes each week doing HPE.

Ferny Hills State School

Ferny Hills State School has a student population of 616 and has a commitment to sport and physical activity that is inclusive of all children. The following information was provided as examples of the school’s involvement in sport and physical activity:

- The school is one of 23 schools within the North West Sport District and has 10 soccer teams, 3 rugby league teams and a beach volleyball team.
- The school leadership has built the sport program over the last seven to eight years and the school has a culture of participation.
- Year P–3 students are regularly involved in motor skill development programs.
- The school is involved in the Greater Brisbane Schools competition which has more than 2000 students competing across the competition each weekend.
- A gymnastic club operates in the school hall for up to 300 children from 4 p.m. to 7 p.m. each day. Many of the school students attend this program.

Aspley State High School

Aspley State High School facilitates a cluster school sport program in collaboration with teachers from three other local high schools. The cluster school sport program provides participation opportunities in physical activity for all 630 students in Year 8 at these schools.

The schools involved in the cluster are Aspley State High School; Bracken Ridge State High School; Earnshaw State High School and Sandgate State High School. The four sports played include:

1. Oztag – boys and girls played at Bracken Ridge
2. Netball – girls only played at Sandgate
3. 9 a-side Australian Football – boys only played at O’Callaghan Park
4. Soccer – boys and girls played at Aspley.

A shared bus system was developed with the aim of providing cost-effective transport, simplified collection processes, and a centralised ordering and payment system to reduce school organisational workload.

Other organisational priorities were implemented such as the use of community facilities and sporting association expertise and support in Australian Football; use of student expertise for umpiring and coaching; a map and draw for each venue so that any teacher who was to supervise the activity knew what was happening and could organise students; and a community set of equipment for use by all schools.

8. Key Recommendations

A. Leadership

Leadership is important to facilitate cultural change in school environments regarding the value of sport and physical activity and providing opportunities for children to be physically active. Students are more likely to become involved in physical activity if they enjoy the activities available, if the activities are well organised, and if students have strong role models and leadership in their chosen activity.

Recommendation 1

All principals are to annually report on their allocation of school sport and physical activity through the school improvement and accountability framework.

Recommendation 2

Schools are to ensure they work with junior sporting organisations to maximise the use of school and community facilities for the benefit of the broader community.

Recommendation 3

All schools are to develop a *Physical Activity Strategy* in consultation with their school community, to enhance students' physical activity.

B. Staff Expertise

A consistent message throughout the review was that teacher confidence is critical in more students becoming active. Anecdotal evidence suggests primary teachers' lack of confidence in conducting sport and/or physical activity programs directly impacts on student participation. There is a need to build teachers' confidence and skills to deliver physical activity programs.

Recommendation 4

Primary school physical education teachers are to take a leadership role in enhancing improving physical activity in their individual schools.

Recommendation 5

All state primary classroom teachers are to undertake professional development in the delivery of physical activity.

Recommendation 6

Education Queensland is to make the findings of Queensland Health's *Healthy Kids Queensland Survey 2006* available to schools to inform school practices.

Recommendation 7

Education Queensland is to develop support networks for teachers involved in the delivery of physical activity in schools.

C. Curriculum

Queensland is a large state with schools located in metropolitan, regional, rural and remote locations. Schools often have to develop local solutions to reduce barriers and increase students' participation in regular sport or physical activity. Variations in climate, the availability of resources and facilities and school populations and proximity can all impact on the types of programs offered to students. Schools need to develop programs that promote fun and enjoyment and enable students to develop the necessary skills to participate in sport and physical activity.

Recommendation 8

All primary schools are to allocate 30 minutes of physical activity per day as part of the school curriculum.

Recommendation 9

In addition to the current requirement that schools with more than 300 students must offer inter-school team sports, all state primary schools must offer opportunities for all students to participate in intra-school sport at least once a week.

D. Community

Schools are often ideal venues for a range of school or community-based activities. The range of school facilities can therefore be made available for use by community based groups. This enables the sharing of resources, builds the capacity of small sport and active recreation clubs to recruit members and expand their programs to include students and their families, and strengthens school / community partnerships.

Recommendation 10

Education Queensland is to undertake an audit of sporting facilities available in schools and local communities to inform the progression of the \$1 billion *Tomorrow's Schools* initiative.

Recommendation 11

Schools are to provide information to parents on school sport and physical activity programs available in the local area and link to the Department of Education, Training and the Arts website to access resources and information on physical activity, exercise and nutrition.

Recommendation 12

Education Queensland is to better inform parents of the Department's insurance policy in relation to student injuries sustained during school sport and physical activity programs.

E. Partnerships

A range of federal, state and local government initiatives and funding opportunities are available to provide sport and physical activity programs for school-age children.

Recommendation 13

Coordination between Education Queensland, Sport and Recreation Queensland and local and federal governments should be improved to make better use of available programs and funding.

Acknowledgments

The School Sport and Physical Activity Ministerial Review Committee acknowledges the contribution of the following individuals, schools and organisations who provided valuable input and contributed to the completion of this review:

School Sport and Physical Activity Forum Participants

Alan Druery	Senate Member, Australian Catholic University; Chair Queensland Chapter
Allan Edwards	Senior Lecturer, Griffith University
Barbara Barkley	Chief Executive Officer, Women Sport Queensland
Caroline Brookes	Vice-President, Australian Council for Health, Physical Education and Recreation (ACPER)
Craig Matheson	Executive Director, Sport, Recreation and Racing
Damian Barker	Chair, Queensland Rugby Football Schools Union
David Keating	Executive Officer, ACHPER Queensland
Doune Macdonald	Head of School, Human Movement Studies, University of Queensland
Ian Herbert	Director, School Transport and Community Transport, Queensland Transport
Jacky Dawson	Manager, Health Outcomes, Health Outcomes Team, Curriculum Branch – Department of Education, Training and the Arts
James Skinner	Senior Lecturer, Sport and Physical Education, Griffith University
Kathy Sheppard	Support Teacher, Emerald State High School
Kylie Armstrong	Executive Officer, Griffith Institute for Health and Medical Research
Mich Tomson	Queensland President, ACHPER; Lecturer, Health and Physical Education, Griffith University; Convenor, Primary HPE Specialisation
Nick Williams	Policy Adviser to the Minister for Local Government, Planning and Sport
Peter Cummiskey	Executive Director, Sports Federation of Queensland
Roslyn Hafey	State Executive Member, Queensland Council of Parents and Citizens Associations (QCPCA) North West
Sue Fleming	Project Officer Sports Ability, Disability Services Support Unit; Queensland School Sport Disability Sport Committee; Chair Disability Sport Committee

Steve Ryan	President, Queensland Teachers Union (QTU)
Chris Bransdon	Project Officer, Sport Development, Metropolitan East School Sport, Education Queensland
Roger Gosney	Coordinator, School Services, Translink
Debra Mainwaring Betts	Lecturer, Australian Catholic University
Chris Eveans	Principal, Birkdale State School and Queensland Association of State School Principals (QASSP)
Richard Tinning	Professor in Pedagogy, School of Human Movement Studies – the University of Queensland
Jane Taylor	Statewide Coordinator/Project Officer, MindMatters, Australian Principals' Association Professional Development Council
Debra Tape	Operations Manager, Queensland Business Industry Council
Alex Baumann	Executive Director, Queensland Academy of Sport
Cathy Wilson	Chief Executive Officer, Life Stream Foundation
Stephen Butler	Chief Executive Officer, Fitness Queensland
Ian Ferguson	President, Queensland Association of State High School Principals
David Robertson	Director Operations, The Association of Independent Schools of Queensland Inc.
Damian O'Sullivan	Senior Project Officer, Physical Activity, Queensland Health
Cameron Williams	Teacher representative, Pacific Secondary Sport District
Steve Mabb	Head of Department – Physical Education, Tullawong State High School
David Bartholomaeus	Sports Development Officer, Sporting Wheelies and Disabled Association
Kylie Brannelly	Executive Officer, Queensland Children's Activities Network Inc.
Rebecca Abbott	Post-doctoral research fellow presenting with Dr Macdonald, School of Human Movement Studies
Lorraine Douglas-Smith	Chief Executive Officer, Queensland School Bus Alliance
Glen Robertson	Deputy Principal, Ferny Hills State School
Terri Page	State Manager Queensland, Australian Sports Commission; Active After-School Communities
Jeff Wood	Principal Policy Officer, Department of Local Government, Planning, Sport and Recreation
Dianne Farmer	Principal Policy Officer, Department of Local Government, Planning, Sport and Recreation

Thanks to the following schools that completed the surveys and provided valuable information about student participation, barriers to participation, and good practice examples.

Alexandra Hills State High School
Barkly Highway State School
Beaudesert State High School
Beaudesert State School
Bedourie State School
Beenleigh Special School
Beenleigh State High School
Bell State School
Biddeston State School
Birdsville State School
Boulia State School
Bowenville State School
Brookstead State School
Camooweal State School
Capalaba State College
Centenary Heights State High
Cleveland District State High School
Clifford Park Special School
Coolangatta Special School
Dajarra State School
Dalby South State School
Dalby State School
Darling Point Special School
Darlington State School
Doomadgee State School
Dutton Park State School
Eight Mile Plains State School
Flagstone State School
Gleneagle State School
Greenslopes State School
Happy Valley State School
Harristown State High School
Healy State School
Hillview State School
Holland Park State School
Hope Vale State School
Innisfail Inclusive Education Centre
Jimboomba State School
Jimbour State School
Jondaryan State School
Junction Park State School
Kowanyama State School
Kulpi State School

Kumbari Avenue Special School
Laravale State School
Lockyer District State High School
Logan City Special School
MacGregor State School
Mansfield State High School
Marshall Road State School
Mornington Island State School
Mount Gravatt East State School
Mount Gravatt Special School
Mount Gravatt State School
Mount Gravatt West Special School
Mount Isa Central State School
Mount Isa Special School
Mount Petrie State School
Mount Tyson State School
Mudgeeraba Special School
Narbethong State Special School
Normanton State School
Old Yarranlea State School
Redland District Special School
Rochedale South State School
Rochedale State School
Seville Road State School
Shailer Park State High School
Southbrook Central State School
Sunset State School
Tamrookum State School
Toowoomba State High School
Townsville Community Learning Centre
– A State Special School
Town View State School
Upper Mount Gravatt State School
Urandangi State School
Veresdale Scrub State School
Victoria Point State High School
Wellers Hill State School
Wellington Point State High School
West End State School
Windaroo Valley State High School
Wishart State School
Woodhill State School
Woorabinda State School

Thanks to the following Regional School Sport Officers (RSSO) who completed surveys and provided information about participation, barriers, linkages, good practice, and suggestions for the future development of school sport and physical activity:

Wayne Beeston – Darling Downs	Des Guy and John Masters – Metro East
Mark Tibbles and Ron Mackay – Metro North	Brendan Smith and Murray Rogers – Metro West
David Bright – North West	Rob Armstrong – North Queensland
David Andrews and Jo Butland – Peninsula	Julie Henderson – South Coast
Justin Lane – Wide Bay	Mark West – Sunshine Coast
Phil Coleman – South West	

Thanks to the following Queensland School Sport Committees that contributed information about participation, good practice, and suggestions for the future development of school sport and physical activity:

Disability Sport Committee	Queensland Primary School Football
Queensland Primary School Hockey	Queensland Rugby Football Schools Union
Queensland School Sport Triathlon	Queensland School Squash
Queensland Secondary School Athletics Committee	Queensland School Softball
Queensland Secondary Schools Volleyball	Secondary School Tennis
Queensland School Golf	Queensland Secondary School Surfing
Queensland Primary School Track and Field	Queensland School Orienteering Committee

Thanks to the State Sporting Organisations and affiliates for their participation and information about links between schools and sporting organisations, and how these can be improved in the future:

Australian Underwater Federation Qld Inc. (AUFQ)	Dept of Communities – Duke of Edinburgh Awards
Gridiron Queensland	Gymnastics Queensland
Indoor Cricket Queensland	Life Stream Foundation
Netball Queensland	Queensland Badminton Association
Queensland Cricket	Queensland Futsal Association Inc.
Queensland Lacrosse Association	Queensland Little Athletics Association
Queensland Rugby League	Surf Lifesaving Queensland
Tennis Queensland	Triathlon Queensland

Thanks to the National Heart Foundation (Queensland Branch) for its contribution to the review.

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