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**Physical activity : strategies for school communities : based on strategies developed during the Be Active School & Community Project 1995-1998**

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# PHYSICAL ACTIVITY: Strategies for School Communities



BASED ON STRATEGIES  
DEVELOPED DURING THE

BE ACTIVE  
SCHOOL

COMMUNITY  
PROJECT

1995 - 1999

Report by:

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A. Watt  
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S. Sharp



EDUCATION  
DEPARTMENT  
OF  
WESTERN  
AUSTRALIA

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The contributions of the hundreds of teachers, parents and community organisation representatives are greatly appreciated by the Management Committee responsible for the BASC Project.

**BASC Management Committee (1995-1998):**

|   |   |
|---|---|
| <b>John Garnaut<br/>1995-1997</b>       | Chair and Superintendent, Health and Physical Education, Education Department of Western Australia            |
| <b>Jon Gibson<br/>1998</b>              | Chair and Senior Curriculum Officer, Health and Physical Education, Education Department of Western Australia |
| <b>Kim Richards<br/>1995-1998</b>       | Project Officer - Secondary Schools - BASC  |
| <b>Andrew Watt<br/>1995-1998</b>        | Project Officer - Primary Schools - BASC  |
| <b>Meredith Eddington<br/>1995-1998</b> | President, Australian Council for Health, Physical Education and Recreation, WA                               |
| <b>Graeme Quelch<br/>1998</b>           | President, Australian Council for Health, Physical Education and Recreation, WA                               |
| <b>Doug Harris<br/>1995-1998</b>        | Representing the Western Australian PE Teachers' Association  |
| <b>Phil Badock<br/>1995-1998</b>        | Representing the WA Ministry of Sport & Recreation  |
| <b>Debra Bow<br/>1995-1998</b>          | National Heart Foundation - Sponsor   |
| <b>Bill Ongley<br/>1995-1998</b>        | Healthway   |
| <b>Ken Alexander<br/>1995-1998</b>      | Sport and Physical Activity Research Centre, Edith Cowan University   |
| <b>Sue Sharp<br/>1997-1998</b>          | Sport and Physical Activity Research Centre, Edith Cowan University   |

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 Research Centre and is based on the full report:  
 Alexander, K., Richards, K. and Sharp, S. (1999) -  
 Be Active School and Community Project Final Report 1995-1998.  
 Perth: Sport and Physical Activity Research Centre, Edith Cowan University.

For copies of the project evaluation contact SPARC, Edith Cowan University,  
 Telephone: 08 9370 6810  
 A full resource kit based on these strategies will be available at the end of 1999.  
 For full details contact: The Executive Officer  
 ACHPER WA Branch Inc  
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 CLAREMONT WA 6010  
 Telephone: 08 9383 7708 Facsimile: 08 9387 8018  
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## BACKGROUND TO THE BASC PROJECT

The Be Active School and Community Project (BASC) operated in approximately 30 WA primary and secondary schools each year from August 1995 until December 1998 (three years). BASC was a Healthway funded project, promoting the National Heart Foundation's Be Active Everyday message. Under the direction of a Management Committee, two project officers worked with the broad aim of increasing the physical activity rates of children at school and in the local community.

Each BASC school worked, with the support of two Project Officers, one servicing primary schools and the other, secondary, to:

- enhance the quality of the school physical education program;
- improve the pathways and/or the links between school physical activity programs and community based physical activity programs; and
- promote the value of physical activity and related programs to the school and the wider community.

The BASC Model incorporates:

*"An ongoing cyclical process that teachers, in collaboration with local community member use to, review, devise and implement long term plans to improve and monitor the effectiveness of a school physical education program in promoting student learning in the health and physical education learning area, (particularly a value for regular physical activity for all students as expressed by their physical activity rate both in and out of school hours").*

School Community Links refers to:

*"The planned interaction of school and community personnel in the delivery of quality physical activity programs that move all students along clear physical activity pathways from school health and physical education into community based physical activity programs".*

# HOW TO USE THIS STRATEGY DOCUMENT:

This strategy document is designed to facilitate the communication of key recommendations and successful strategies developed from the BASC Project.

This document contains:

- **KEY STRATEGIES FOR SCHOOL AND COMMUNITY PERSONNEL**

*Strategies* information is designed to allow easy access to successful strategies developed through the BASC project to enhance school community links and to increase the physical activity rates of children. Information may be reproduced to facilitate advocacy for enhancing physical activity programs and developing school community links.

- **RECOMMENDATIONS FOR KEY STAKEHOLDERS**

*Recommendations* are designed to be reproduced as overheads for use in the advocacy and promotion of physical activity and school community links for your organisation.

Note: A full report of the BASC project and its evaluation is available from the Sport and Physical Activity Centre (SPARC), Edith Cowan University.

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# STRATEGIES:

TO  
INCREASE  
THE  
PHYSICAL ACTIVITY RATE  
OF  
INACTIVE STUDENTS  
IN AND OUT OF SCHOOL

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## STRATEGIES TO INCREASE THE PHYSICAL ACTIVITY RATE OF INACTIVE STUDENTS IN AND OUT OF SCHOOL

This section outlines some of the successful strategies implemented in BASC schools to enhance the physical activity rates of INACTIVE STUDENTS. These strategies are interdependent and schools need to select strategies that are best suited to their school context. All strategies are based on the following principles of school programming:

1. Collaborative planning and implementation of programs by the school and community.
2. Increasing the level of student responsibility in the physical education program.
3. Linking the Health and Physical Education programs to identify students at risk (a lifestyle focus).
4. Applying Immersion models to Physical Education. (see strategy 11)

### STRATEGY 1:

Identify the needs and interests of students at risk.

1. Through a series of activities as part of the health education curriculum.
2. By establishing a focus group of active and inactive students with the aim of identifying their attitudes to physical education.

### STRATEGY 2:

Provide leadership opportunities for students as part of the Physical Education (PE) program.

1. Give students opportunities to provide direction for self and others in terms of content and activities which will involve inactive students.

### STRATEGY 3:

Provide opportunity for choice in the school PE program.

1. Allow students opportunities to negotiate the curriculum by entering some sort of contractual agreement that requires students to address their needs in physical activity.

### STRATEGY 4:

Provide access to equipment and space free of intimidation from others.

1. This may require a set space being allocated at set times in the school yard during recess and lunch times for at risk students to use equipment.

### STRATEGY 5:

Provide activities that teach/encourage students to identify and access community support networks that will support inactive students' needs.

### STRATEGY 6:

Shift the focus in the PE program away from competitive sport to fun/social/non-competitive physical activities.

Make greater use of outdoor education and recreation type activities in the PE program for all students. These may enhance self esteem through the use of trust, problem solving and initiative games.

**STRATEGY 7:**

Provide opportunity for involvement in sports/activities that have been traditionally gender specific.

**STRATEGY 8:**

Encourage community programs (or part of) to operate on the school grounds during lunch and after school.

1. For example YMCA programs, Sporting Clubs (local Tennis club).

**STRATEGY 9:**

Normalise the PE program.

1. Provide a balanced representation of role models that are of various body types from the local and wider community.
2. Focus on developing a positive attitude to PE and physical activity in students before attempting to enhance movement skills.

**STRATEGY 10:**

Make students feel comfortable about coming to PE.

1. This may involve catering for needs in the change rooms, adjusting uniform policy, student grouping and appropriate selection of activities suited to the needs of inactive students.

**STRATEGY 11:**

Encourage community groups to establish a 'half way house' approach to physical activity programs by coming to the school to deliver some of their programs.

1. Provide opportunities for inactive students to get involved in non threatening activities in coordinated after school programs held on the school grounds by community groups such as the YMCA and/or local sport.
2. Regular participants could then be encouraged to move into more structured forms of physical activity at other venues.

**STRATEGY 12:**

Plan for all Health and PE lessons to consistently promote the need for students to reflect on the quality of their lifestyles and the impact that this has on their health.

1. Students keep a journal, formally link the teaching of Health and PE through deliberately planned programs such as the HELP Model. (The HELP model is a program which integrates Health and PE in schools).

# **STRATEGIES:**

**TO  
ENHANCE  
PHYSICAL ACTIVITY RATES  
&  
DEVELOP  
SCHOOL COMMUNITY LINKS**

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## STRATEGIES TO ENHANCE PHYSICAL ACTIVITY RATES & DEVELOP SCHOOL COMMUNITY LINKS

This section outlines some of the successful strategies that have been implemented by BASC schools. It is important to note that all strategies outlined are based on one or more of the following principles of school programming:

### 1. Collaborative Planning and Implementation of Programs by the School and Community

The PE program links with a local club/association activity.

A Cross Sectoral Committee writes and implements strategic plans for junior sport and recreation. (See strategy 4)

### 2. Increased Levels of Student Responsibility in the Physical Education Program and in the Community

Sportsfun and CAPS (see strategy 2 below)

Sport Education (see strategy 3 below)

Student Physical Activity Ambassadors

### 3. Health and Physical Education Programs Link to Identify Students at Risk - Lifestyle Focus

Integrating the teaching of Health and Physical Education. (see strategy 5 below)

Student Focus Groups (eg. addressing the needs of inactive girls - see strategy 6 below)

### 4. Immersion Models are Applied to Physical Education

Four Steps to a Community Link for Students (see strategy 9 below)

Community Sport and Recreation have a high profile in the Physical Education Program (eg. Expo Days/Summer Carnival/registration and training on school grounds - see strategy 10 below)

Establish a Halfway House (see strategy 11 below)

## FORMAL CURRICULUM STRATEGIES

Student performance in these models is monitored and contributes toward final assessment in the physical education program.

### STRATEGY 1:

Students are required to complete a diary/log of their physical activity as a formal part of their assessment in physical education. For example, when a program of tennis is being taught as part of the PE program:

1. Students are required to organise themselves into groups or individually visit the local tennis club and participate in social tennis/informal games organised by the local club.
2. The teacher must liaise with all clubs that students may contact and negotiate their visit.
3. Students receive marks for their effort in completing the task.



### STRATEGY 2:

Integrate the Challenge and Achievement through Pathways in Sport (CAPS) program into the PE program.

1. Students are required to maintain a diary and plan their involvement in activities out of school hours.
2. These activities include playing a sport, coaching, umpiring, sports administration and health and safety programs.
3. Students progress through three steps and receive recognition from the Australian Sports Commission and/or Ministry of Sport and Recreation as they meet the requirements of the program.

### STRATEGY 3:

The Sportsfun program encourages students to demonstrate participation and peer leadership skills in one or more sports activities.

1. Secondary students coordinate and implement after school or in-school training programs for primary students with the support of the school and/or local clubs.
2. Students may form teams as a result of their experiences in the training programs and enter these teams in a local competition.
3. Peer leaders involved in the program may complete a Level O coaching course as part of the PE program.

### STRATEGY 4:

The school collaboratively plans and implements a program with a local club/association to provide continuity and meaningful experiences for students in both PE and after school activity.

1. The PE lessons can promote the 'what' and 'where' of specific physical activities that are being offered in the community. For example, the school could plan a program in dance, gymnastics, canoeing or a specific sport which complements and links with community programs by way of timing and/or skills and activities taught in school and the community.

### STRATEGY 5:

Identify specific target groups by conducting a needs analysis in health and physical education classes.

1. The needs analysis could identify the extent to which a student leads a healthy lifestyle by collecting information about rest, activity and nutritional patterns.
2. Students, parents, teachers and the local community work to collaboratively address the health related needs of individual students.
3. Students negotiate the Health and PE curriculum, planning group and individual programs address identified needs.



### **STRATEGY 6:**

Students at Risk are identified (eg, students who are inactive during school and after school hours.)

1. Representatives of this group are invited to be members of a steering committee.
2. Other members might include teachers, parents, gifted and talented and mainstream students.
3. Time is allocated in school PE for the students on the steering committee to meet and work at addressing the concerns.
4. The steering committee identifies the nature of the risk then plans and implements strategies to address the problem.

### **STRATEGY 7:**

Provide a list of students identified as at risk (eg, low physical activity levels) to the students' respective teacher(s).

1. Encourage these teachers to focus on identifying and implementing strategies (formal and informal) that meet the needs of individual students.
2. A reward/recognition scheme could be offered for both teacher and student for achievement.

### **STRATEGY 8:**

Implement a program from an external organisation such as the National Heart Foundations' 'Jump Rope For Heart' as a part of the PE program.

## **INFORMAL CURRICULUM STRATEGIES**

Student performance in these strategies does not formally contribute toward assessment in the physical education program. However, some of these strategies may be formally used to monitor student progress at the discretion of the teacher/school.

### **STRATEGY 9:**

A four step immersion model. The crucial factors being a school and/or community representative available and implementation just prior or on registration day. For example:

1. Organise a lunchtime demonstration of a particular sport/activity that is being taught in the PE program. Demonstration to be conducted by a local club/association representatives.
2. Repeat step one with lunch time demonstration allowing interested students to participate in games/activities.
3. Provide an opportunity for students to participate in similar lunch time activities directly after school.
4. Arrange to transport interested students to the local club by school bus (or other) in the company of a teacher(s). Students participate in activities similar to school based activities at the local club directly after school.

### STRATEGY 10:

A halfway house approach. This provides the opportunity for students to be involved in free play or drop in sport at lunch time or after school.

1. Base the free play on a popular sporting activity in the local area.
2. Have a community representative available as a contact for the sport.
3. Time the events to coincide with registration days.

### STRATEGY 11:

Conduct a "Sport Expo" or "Have a Go Day" on the school grounds at or about the change of season. For example:

1. Ask local club and/or association representatives to conduct an interactive activity station.
2. All students and invited parents will rotate through a variety of physical activity stations.
3. Each station will provide a brief physical activity experience, background information and a contact in the community.
4. The PE program will provide experience in some or all of the activities provided at the Expo.

### STRATEGY 12:

Invite clubs to hold registration days and/or train on the school grounds directly after school. The PE program promotes these clubs by scheduling lesson content so that it coincides with the after school training/registration days for the activity in question.

### STRATEGY 13:

Part/all of the PE program is taught by accessing community facilities/programs. The community based programs and/or facilities are promoted during school time to students.

### STRATEGY 14:

Promote the establishment of school based clubs through the PE program. For example:

1. Parents and students coach teams that train after school using school facilities/equipment.
2. Teams are registered and participate in the local association.
3. The PE program can encourage teams to link with the sport development officers for further support after school.

### STRATEGIES:

#### STRATEGY 15:

Appoint students as Sports Ambassadors to act on behalf of the clubs they represent on weekends.

1. Encourage Ambassadors to promote club events and act as a point of contact for interested students.
2. Ambassadors to have access to a notice board on school grounds. A photo and contact home room number could be listed on the notice board so other students can easily contact the Sports Ambassador.
3. Local clubs and associations could issue Ambassadors with bags/stickers/tickets to state or league games as an incentive for successfully promoting the sport/club at school to other students.

#### STRATEGY 16:

Make available equipment for students to access at lunch/recess/before or after school.

1. Students are responsible for lending the equipment to their peers and will maintain all records. Such records may assist staff in determining the interest and activity levels of students.
2. Encourage students to formalise their play by structuring their own competitions during lunch/recess/before or after school.
3. These competitions could link to PE lessons if students expressed sufficient interest. (eg, Sport Education season extends into the lunch hour)

#### STRATEGY 17:

School and/or a local club may appoint a Community Liaison or Promotions Officer to:

1. Promote strategies and/or initiatives targeting the physical activity rate of students.
2. Provide a planning link to the school/club.

#### STRATEGY 18:

Students monitor their physical activity rates each morning by entering the level of activity in their school diary.

1. Points are awarded to achievement of the accumulated recommended times.
2. Form/Tutorial teachers monitor progress and results are tabulated at the end of week by student leaders.
3. Rewards/recognition is provided to students who have demonstrated improvement. (eg, a monetary contribution toward their involvement in some form of regular physical activity out of school hours.)

# **STRATEGIES:**

**TO  
ASSIST  
SPORT DEVELOPMENT OFFICERS,  
SPORT & RECREATION ASSOCIATIONS  
& CLUBS  
LINK WITH LOCAL SCHOOLS**

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## STRATEGIES TO ASSIST SPORT DEVELOPMENT OFFICERS, SPORT & RECREATION ASSOCIATIONS & CLUBS LINK WITH LOCAL SCHOOLS

This section outlines some successful strategies implemented by Sport Development Officers, associations and clubs to link their programs with local schools. These strategies are based on the following principles of program development:

1. **MONITORING AND PLANNING**
2. **IMPLEMENTATION OF PROGRAMS**
3. **RESOURCING OF PROGRAMS**
4. **PROMOTION OF PROGRAMS**

### 1. MONITORING AND PLANNING

*To facilitate collaborative planning between local clubs and/or sport associations/ organisations can:*

1. Identify the needs of target groups through market research. (eg, Student focus group discussions, surveys).
2. Collaborate with school staff to develop programs and policies aimed at sharing resources and promoting the physical activity rates that address the needs of students, the school, local clubs and associations.
3. Form a Junior Consultative Committee to act as a reference group in any planning process at the club level. Students should be strongly represented on this committee.
4. Provide a School Liaison Officer whose role is to serve as a direct link between school and club-based activity and develop a strategic plan that addresses issues relevant to junior membership. The school and the Junior Consultative Committee could be involved in this planning.
5. Plan with schools to adopt any of the available programs from MSR. For example, The Challenge and Achievement Through Pathways In Sport (CAPS) program linking 14 - 16 year old students with local sports clubs through participation, umpiring, coaching, sports health, team management and administration. Some other MSR program examples are Sportsfun and the Volunteer Involvement Program.
6. Sport Development Officers and relevant associations liaise with schools to plan complementary training. These physical activity programs are designed to encourage students to transfer what they learn at school to local clubs and vice versa (eg, carnivals, accredited courses, special training sessions).
7. Work with schools to coordinate the timing of community sport and recreation activity seasons so that they complement school programs.
8. Plan to involve school teams in some or all of the season's fixtures during the school week or on weekends.
9. Work with school representatives to develop and trial a strategy for linking inactive children to selected after school activities.
10. Work with schools to keep up to date with current issues and trends in practice, (eg. the Australian Sports Commission's Sport Education Program - SEPEP). MSR representatives could coordinate this practice, through school development days, to involve the wider community and school staff.

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## 2. IMPLEMENTATION OF PROGRAMS

*To facilitate this outcome local clubs and/or sport associations can:*

1. Nominate student representatives to act as Ambassadors for their club at school, serving as a link for new student enrolments and as a medium for information exchange between clubs and schools.
2. Coordinate with schools the running of a student versus club member tournament/competition, either during or after school time. Retired club members and shift workers are ideal representatives for local clubs.
3. Hold registration days on school grounds. This event could coincide with planned carnival days and/or school PE lessons.
4. Develop mixed adult and student team competitions that run during school time and/or out of school hours. Adults who could be involved are; police, aboriginal community representatives, local club members and staff.
5. Teach complementary programs in and out of school hours. For example, a local dance class taught after hours by a private company could liaise with school staff and teach complementary programs. Local dance company staff may be involved in part of the school program delivery.
6. Encourage sport and regional development officers to work with secondary school students in PE programs to develop and implement a coaching program in a particular sport aimed at primary school children. This could involve local clubs and might culminate in a carnival organised by secondary students.
7. Collaborate with schools, to encourage greater use of students as volunteer officials. The CAPS and Volunteer Involvement programs can be resourced for this strategy.
8. Hold fixtures on school grounds either during or after school. (eg, Ladies day at the local tennis club held on school grounds using school tennis courts).
9. Form a Junior Membership Committee to liaise with local schools to implement an action plan that aims to increase the club's junior membership numbers.
10. Organise with schools, parents and staff, informal events to be held on a regular basis. This could be extended to involve the children of parents and use school grounds and/or local facilities.
11. Provide a greater social element in the presentation of sport and recreation programs and less of a focus on intense competition. Clubs and schools could develop a common policy/philosophy to be followed that reflects this notion.
12. Consult with children and local schools in reconsidering the duration of junior events and training so that times reflect the needs of the children.
13. State Sport & Recreation Associations facilitate a link between schools and clubs.

## STRATEGIES:

### 3. RESOURCING OF PROGRAMS

*To facilitate this outcome local clubs and /or sport associations can:*

1. Plan with schools for the shared use of resources and facilities.
2. Be aware of the potential resources at their disposal. PE departments and local clubs could appoint a resourcing officer whose role is to critically appraise the value of all relevant resources and agencies of support.
3. Explore the possibility of joint financing of resources and/or facilities with schools.
4. Examine junior fee structures and their impact on junior memberships. Clubs/associations may offer incentives or reduced prices to encourage junior members.
5. Under the guidance of school teachers, provide more assistance with the delivery of the PE program to reduce teacher/pupil ratios.
6. Work with schools, Service Clubs and Local Government to plan for and develop school based resources that can be accessed by the wider community. For example, the planning and construction of an abseiling tower.

### 4. PROMOTION OF PROGRAMS

*To facilitate this outcome local clubs and/or sport associations can:*

1. Hold promotional clinics on school grounds and/or at assemblies.
2. Share mailing lists with schools to disseminate relevant information to each party.
3. Hold information/registration days on the school grounds during school hours, either at recess/lunch time, during class time or during sports carnivals.
4. Utilise the school newsletter as a medium for promoting information to new and current members.
5. Provide volunteers to assist with school carnivals/competitions.
6. Provide schools with an information booklet at the beginning of each season.
7. Adopt a school and vice versa.
8. Hold fixtures on school grounds directly after or during school.
9. Offer incentives, awards and scholarships to school teams and individuals.
10. Coordinate and disseminate information regarding the teaching of activities and the development of school community links.

# STRATEGIES:



**TO  
ASSIST  
LOCAL & STATE GOVERNMENT  
ORGANISATIONS  
LINK TO SCHOOLS**

SECTION D

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BASC

## STRATEGIES TO ASSIST LOCAL & STATE GOVERNMENT ORGANISATIONS

This section outlines some successful strategies implemented by local and state government organisations to assist the linkage of their programs with schools. These principles are based on the following principles of program development:

1. **MONITORING AND PLANNING**
2. **IMPLEMENTATION OF PROGRAMS**
3. **RESOURCING OF PROGRAMS**
4. **PROMOTION OF PROGRAMS**

### 1. MONITORING AND PLANNING

*To facilitate collaborative planning between Local and State organisations and schools, Local and State organisations can:*

1. Communicate with schools to determine why they are/aren't utilising local government facilities and resources and negotiate fee structures and transport issues to enable optimal use of facilities by schools.
2. Encourage schools to develop a greater awareness of community based management plans and vice versa (eg, Conservation and Land Management, State Emergency Service, Ministry of Sport and Recreation, Police Department). These agencies to work with schools in developing a joint action plan with a view to addressing some of the agencies' intended outcomes through school based programs.
3. Encourage schools to form a Student Sport and Recreation Council to liaise with local government on issues that relate to the provision of physical activity at school and in the wider community. This committee could report to the School Decision Making Group, the PE department, the local council and sporting & recreation bodies regarding student needs.
4. Coordinate the planning of complementary school-community physical activity programs by appointing an officer whose brief is to plan and coordinate this process.
5. Work with School Decision Making Groups/Councils to plan and implement better sharing of resources. This may include conducting lessons and/or carnivals at local facilities or developing dual use facilities with schools.

### 2. IMPLEMENTATION OF PROGRAMS

*To facilitate this outcome Local and State Organisations can:*

1. Work with schools to coordinate activity programs that are complementary and provide an officer who will help coordinate the process. Encourage recreation officers to do some initial work in the schools (eg, assist with Physical Education lessons). Schools can then continue the program in the local government facilities.
2. Encourage secondary schools to formally integrate CAPS, Sportsfun, Sports Medicine Australia courses, First Aid courses and Coaching accreditation courses into their PE programs. These courses, by their nature, directly and indirectly encourage school community links in physical activity.
3. Encourage Schools to adopt National Heart Foundation Programs. (eg, Jump Rope For Heart, Wellness Day, Heart Walks.)



4. Encourage schools to offer secondary school students instruction in Level O coaching courses to students in Year 9 and above. This could involve local clubs requiring students to demonstrate their skills by planning and teaching peers and/or primary students during or after school. (eg, in Sport Education, Sportsfun and CAPS programs). This initiative could then be extended to a Level 1 course in Year 11 and 12 Physical Education Studies.
5. Work with school staff to encourage the formation of a Student Sport Council or use the existing Student Council to link with local clubs and/or government to implement physical activity programs. The Student Council could organise and implement lunch time physical activities for students. The Volunteer Involvement Program (Ministry of Sport and Recreation) could be used as a resource to assist the council with its functioning.
6. Provide a greater social dimension in the presentation of sport and recreation and less of a focus on intense competition and the need to win at all costs. Clubs and schools could develop a common policy/philosophy that reflects this idea.
7. After consultation with children and local schools, reconsider the duration of junior events and training so that times reflect the demands of the children and suit the needs of the children.

### **3. RESOURCING OF PROGRAMS**

*To facilitate this outcome Local and State Organisations can:*

1. Provide a local bus (driven by recreation officers) or subsidised travel to attend local government facilities during school time. [Most schools cannot afford regular bus travel and admission fees, so bring the clientele to the venue!]
2. Provide each school with registers of the facilities, resources and support available. This could include contact lists, fees and timetables.
3. Examine junior fee structures and the impact they are having on memberships. Incentives could be offered to encourage juniors to apply.
4. Survey school communities to determine needs and types of facilities and resources that would be most utilised. This would lead to greater use of local government facilities.
5. Together with the Student Sport Council, the School Decision Making Group and local clubs/associations, the PE department can lobby local government and other agencies for financial support to implement special physical activity projects.
6. Encourage recreation officers to do some initial work in schools (eg, assist with PE lessons). Schools can then continue the program in local government facilities.

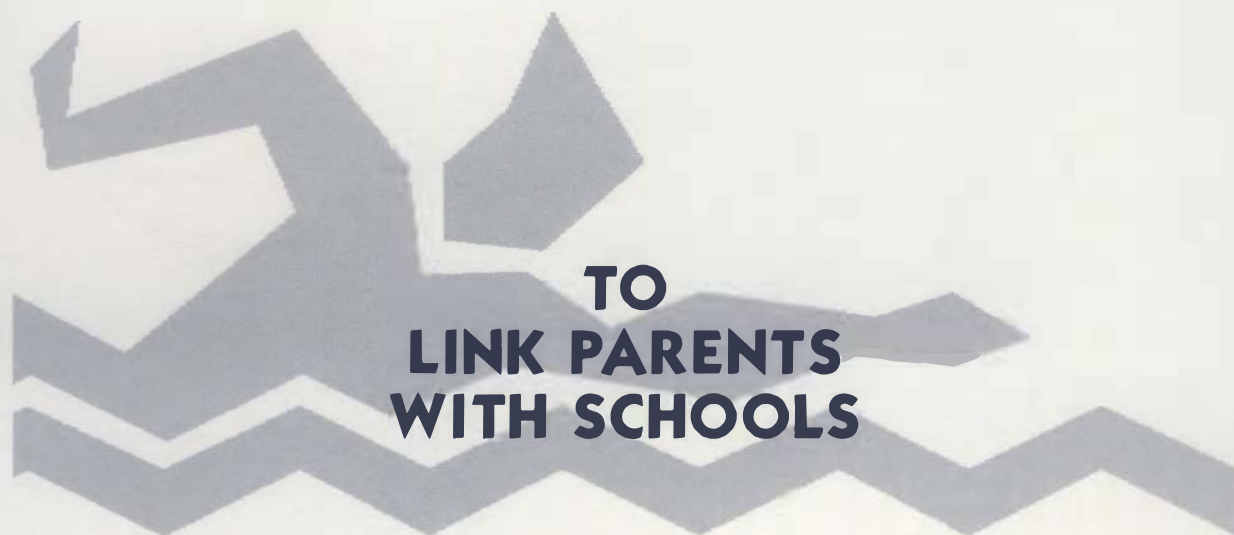


## 4. PROMOTION OF PROGRAMS

*To facilitate this outcome Local and State Organisations can:*

1. Conduct Expo days so that schools are able to experience first hand the facilities and support made available by local government authorities to increase the likelihood that they will utilise them in the future. These would be especially effective during theme days such as Physical Education Week, Wellness Day and WA week.
2. Share mailing lists with schools to disseminate relevant information to each party
3. Provide regular updates to students on forthcoming physical activity events. This could be posted on noticeboards and in news letters. The best approach would be to try to talk to staff at a staff meeting.
4. Send out a list of all courses, costs and times with a request that they be advertised around the school.
5. Hold information/registration days on school grounds during school hours, either at recess/lunch time, during class time or during sports carnivals.
6. Provide volunteers (eg, recreation officers), to assist with school carnivals/competitions, in return for the school utilising local government facilities.
7. Offer incentives and awards for school teams and/or individuals to utilise local government facilities.
8. Address parent bodies (P&C; P&F etc.) to outline services and facilities.
9. Provide details of program success stories to other government bodies.

# STRATEGIES:



**TO  
LINK PARENTS  
WITH SCHOOLS**

**BASC**

**SECTION E**

**RECOMMENDATIONS**

## STRATEGIES TO LINK PARENTS WITH SCHOOLS

This section outlines successful strategies implemented in BASC schools to make more effective links between parents and school programs. These strategies are based on the following principles of program development:

1. **MONITORING AND PLANNING**
2. **IMPLEMENTATION OF PROGRAMS**
3. **RESOURCING OF PROGRAMS**
4. **PROMOTION OF PROGRAMS**

### 1. MONITORING AND PLANNING

*To facilitate this outcome:*

1. The school Physical Education department can survey student/community perceptions regarding their experiences in physical activity at school and local sport/recreation clubs using the results to assist in the planning of programs at the school and community level. Such planning might involve changes in practice and policy. For example:
  - a. The school could inform/work with a local club in writing and implementing a survey.
  - b. As a follow up some collaborative program planning between the school and the local club could be done to address the needs as identified in the survey.
  - c. This program could be implemented by both the school and the local club and should complement the needs of the students, the school and the community.
2. School Decision Making Groups/Councils and Parent Associations can be actively involved in the planning of initiatives in physical education, and be given roles to perform, if a committee is formed.
3. Schools could encourage the formation of a parent support/action group. This group would provide support for:
  - a. Seeking sponsorship.
  - b. Developing a parent register that lists names, contact numbers and relevant skills of those available to assist in the delivery of the PE program.

### 2. IMPLEMENTATION OF PROGRAMS

*To facilitate this outcome:*

1. Parents could develop an awareness of how schools operate and of the structure and function of sport and recreation bodies in the school community.
2. Parents could support Physical Education initiatives.
3. Schools could encourage parents and local clubs to assist with the running of carnivals or lunch time competitions.
4. Schools could encourage greater parent/community participation in theme days such as Education Week, PE Week, Aussie Sport days, Multicultural days, WA Week.
5. A parent register of people willing to assist with the school PE program can be devised. This should include times and dates available and areas of interest and expertise. Assistance could include coaching teams, umpiring, assisting in PE instruction and acting as an organiser/official at events.

### 3. RESOURCING OF PROGRAMS

*To facilitate this outcome:*

1. Schools could encourage the formation of a Physical Education Parent Support Committee appointed through the Parents' Association or formed as an independent committee.

This committee could:

- a. Explore opportunities for sponsorship of school PE programs (eg, donations of equipment, resources and financial support from local businesses and the community.)
  - b. This committee could function independently of the school budget.
  - c. Direct funds raised into the school PE program at the discretion of the committee.
2. Such committees have worked well in schools that offer specialist PE courses. Parents of children enrolled in such courses have demonstrated a commitment to working on such a committee.
  3. Schools could involve retired persons in the equipment maintenance program of the PE department.
  4. Parent Associations could be approached for funding of particular initiatives that will enhance the quality of physical education and community links.

### 4. PROMOTION OF PROGRAMS

*To facilitate this outcome:*

1. Schools hold an open PE day for the parents and wider community to enter and view PE lessons throughout the day.
2. Parents ensure the school report structure sufficiently represents the importance PE has in the school program. Minimal reporting will reflect minimal importance.
3. Schools provide consistent reports of progress in physical education to the Parent Association and the School Decision Making Group.
4. Schools present assembly item performances (eg, Dance, Gym.)
5. Schools promote events/submit articles to the school newsletter, local papers and other media agencies.
6. Schools conduct physical activities at special events such as fetes, carnivals and theme weeks.
7. Schools can involve parents in a variety of school events such as daily fitness, parent/student games and PE week.



# RECOMMENDATIONS FOR KEY STAKEHOLDERS:



**BASC**

**RECOMMENDATIONS**

## **RECOMMENDATIONS FOR SCHOOL SYSTEMS**

School systems provide adequate, meaningful, well resourced, ongoing professional development that supports teachers of physical education to construct, deliver and monitor effective programs to enhance the learning and physical activity rate of all students, in and out of school hours.

To support this outcome it is recommended that school systems:

- Pool resources (funds) with other key government and non government stakeholders to provide adequate financial commitment toward the development and dissemination of a BASC resource.
- Contribute resources to enable the provision of meaningful, ongoing professional development for teachers and the school community in using the BASC resource.
- Provide ongoing professional development and networking opportunities for teachers of physical education, using the BASC model as a means for delivering quality physical education programs that demonstrate effective school community links.
- Use instruments such as Monitoring Standards in Education (MSE) tests and School Reports to identify the extent that skills, knowledge and a value for regular moderate physical activity have been enhanced.

## **RECOMMENDATIONS FOR SCHOOL ADMINISTRATORS**

School administrators demonstrate an active role in supporting the school community to adopt the BASC model which encourages a whole school approach to HPE with an outcomes focus.

To support this outcome it is recommended that school administrators:

- Collaborate in monitoring and reviewing the HPE programs' effectiveness (with teachers and community members), in meeting Curriculum Council Framework major outcomes for Health and Physical Education.
- In partnership with teachers and community stakeholders liaise with local government agencies and others to develop cross sectoral strategic plans that will maximise access to and the use of school/community resources.
- Support teachers to identify students at educational risk in HPE and to develop effective programs that address the needs of these students.
- Provide teachers of PE with adequate levels of resourcing (including appropriate time and sufficient funding, equipment and facilities) to teach a quality HPE program.
- Provide teachers with the opportunities to access ongoing planning time, support and/or professional development that will assist teachers and community members in adopting relevant aspects of the BASC model.

## **RECOMMENDATIONS FOR TEACHERS OF PHYSICAL EDUCATION**

Teachers of physical education engage in a cyclical process of monitoring, reviewing and improving the effectiveness of the PE program to meet the needs of all students and demonstrate the Major Curriculum Framework Outcomes for HPE.

To support this outcome it is recommended that teachers of PE:

- Establish a school based steering committee for PE (school and community members) to review the HPE program and implement long term strategic plans to improve and monitor the quality of the HPE program.
- Develop curriculum links between primary and secondary programs to assist teachers in identifying student needs (at risk and talented in HPE). Plan together to provide programs that are developmentally appropriate and complimentary to one another in meeting the needs of all students.
- Design and implement teaching models that are based on these principles:
  1. Collaborative planning and implementation of programs by the school and the community.
  2. Increasing the levels of student responsibility both in school and community based programs.
  3. Cross curricular lifestyle focussed programs that require students to reflect on their quality of life, and physical activity rates.
  4. Applying Immersion models to physical education (see Section B, Strategy 9 page 11).
  5. Facilitate school staff and local clubs/organisations to develop common long term plans to enhance student physical activity rates.
  6. Encourage community based physical activity programs to operate on the school grounds during/after school hours. (lunch time registration days).
  7. Involve parents of all students in promoting daily physical activity. (see Section E)
  8. Actively promote health and physical education initiatives and/or outcomes in the school and community.

*Note: For successful strategies facilitating these recommendations as trialed by teachers involved in the BASC project see Sections A & B.*



## **RECOMMENDATIONS FOR SPORT AND/OR RECREATION ASSOCIATIONS AND CLUBS**

Community based sport and recreation associations and clubs work collaboratively with teachers of PE to plan for, implement and monitor effective school community link programs with school based physical education programs to increase the physical activity rates of all children and youth.

To support this outcome it is recommended that sport and recreation associations and clubs facilitate sport development officers (SDO'S) and volunteers from local clubs to:

- Assist schools in the strategies they pursue to create pathways for students to participate in community sport and recreation.
- Identify and link with effective school physical activity strategies, both within and outside school hours.
- Become aware of current research, programs and professional development initiatives in the area of school community links.
- Recognise the importance of good school physical activity programs and assist in teachers' professional development and delivery of quality development programs in their sports.
- Implement strategies, based on a needs assessment of clients, that will provide a clear pathway for students to participate in community sport through school physical activity programs.

## **RECOMMENDATIONS FOR LOCAL GOVERNMENT**

Local government managers liaise with school administrators to facilitate a collaborative working relationship between local government representatives (eg recreation officers), teachers of PE and relevant community stakeholders.

To support this outcome it is recommended that local government:

- Collaboratively review the needs and interests of inactive children/youth in identified school communities and develop and implement a long term strategic plan (of more than one budget year) to address these physical activity needs across the community both in and out of school hours.
- Allocate sufficient resources to support the implementation of a long term plan to enhance the physical activity rate of inactive children/youth.
- Develop a broader understanding of how local school PE programs operate and in partnership with school personnel seek opportunities to link programs (providing a feasible cost structure) that will increase the physical activity levels of children in and out of school hours.
- Coordinate the increased involvement of senior citizens in supporting the delivery of physical activity programs for children and youth.

## **RECOMMENDATIONS FOR THE DISSEMINATION OF BASC PROJECT OUTCOMES**

Outcomes and strategies from the BASC project are widely disseminated to all state, national and international stakeholders with a vested interest in promoting the physical activity rate of all children and youth

To support this outcome it is recommended that:

- The BASC Management Committee develop and implement an effective long term strategic plan to achieve this outcome.
- A comprehensive resource package is produced for consideration by all stakeholders (including schools, their related systems and professional associations, sport and recreation clubs and associations, local government, parents and relevant government departments).
- The resource package links to and supports current government policy (eg Active Australia).
- Stakeholders from government and non government organisations contribute funding toward the production and dissemination of the proposed BASC resource.
- Professional development accompanying the dissemination of the BASC resource is offered providing stakeholders with an overview of how to maximise use of the resource in promoting physical activity.

## **RECOMMENDATIONS FOR FURTHER RESEARCH**

The effectiveness of BASC strategies implemented in selected registered BASC school communities are monitored up to 2000.

To support this outcome it is recommended that:

- An independent evaluator is appointed to conduct ongoing research into the effectiveness of original BASC strategies at promoting the physical activity rate of children and youth.
- A report is tabled for review by all stakeholders.



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