



PREMIER'S COUNCIL
FOR ACTIVE LIVING
NEW SOUTH WALES



Guidelines for using contracted external providers for physical education and school sport

For schools with students in Years K-6

Acknowledgement

Guidelines for using contracted external providers for physical education and school sport

Prepared by the Australian Council for Health, Physical Education and Recreation (ACHPER) NSW for the NSW Premier's Council for Active Living (PCAL)

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Summary

Class teachers are best placed to provide and supervise physical education and sport for students as this enables a holistic delivery of the curriculum. They are also better able to meet the individual needs of students. However, some schools may choose to contract an external provider to enhance these activities. A provider of this type might run a weekly physical education program, conduct sport sessions, or be involved in students' physical activity in some other way.

These guidelines are designed to help school Principals (or relevant people eg Head of Junior School or nominated school executive) decide whether or not they want to hire an external provider. If they choose to engage an external provider, the guidelines may be used by Principals to make decisions about which provider to select. There are four parts to the guidelines:

1. **Background** - The benefits of physical activity, and the role schools can play in encouraging students to be physically active.
2. **Choosing a provider** - A checklist of criteria to consider when hiring an external provider, such as qualifications, insurance cover and equipment. It is not essential that a provider meet every one of these criteria, but they are all highly desirable, and a good provider should be prepared to meet them all.
3. **Responsibilities of the school** - A checklist of responsibilities a school should meet when hiring an external provider, such as child protection, supervision by teachers, and consulting with parents and caregivers about the proposed use of a provider, the cost involved and determining whether or not the school community can pay.
4. **Further information** - A list of organisations and resources that schools may choose to access.



1. Background - The school's role in promoting physical activity

The benefits of physical activity

Communities are increasingly recognising the personal, social and health benefits of an active lifestyle. For children, regular moderate or vigorous physical activity can:

- Reduce depression and anxiety
- Build self-confidence and self-esteem
- Combat chronic disease
- Help manage weight and prevent obesity
- Strengthen the heart and lungs
- Build and maintain healthy bones, muscles and joints, and
- Promote better sleep patterns.

Despite these known benefits, today many children are spending considerable time in sedentary activities such as watching television, playing computer games and travelling in cars. Urban design has meant that many children do not have regular access to backyards, playgrounds, cycleways and other recreation areas. Children's opportunities to participate in regular physical activity can be further reduced by community perceptions about safety and child protection. Because of these concerns some parents and caregivers place greater emphasis on supervised, structured physical activity (eg training for a sporting team) and less emphasis on unsupervised, unstructured physical activity (eg playing in a park). Some structured physical activity may incur costs, which may limit access and / or opportunity for some children.



The school's role

Schools can provide a supportive environment that enhances the health outcomes of children. They can give students the chance to be involved in physical activity that is supervised yet challenging, and to build physical skills in a non-threatening environment.

In doing this, schools can play an important role in developing a positive attitude to healthy lifestyles among students.

The NSW Board of Studies *Personal Development, Health and Physical Education K-6 Syllabus* identifies that children should be physically active every day in as many ways as they can. Similarly, the Australian Government Department of Health and Ageing recommends that children from 5 to 12 years of age:

- Need at least 60 minutes (and up to several hours) of moderate to vigorous physical activity every day
- Should spend no more than two hours per day using electronic media (computer games, television, internet, etc.) for entertainment, especially during daylight hours.

Since 2005, the Australian Government Department of Education, Employment and Workplace Relations' *Active School Curriculum* initiative requires all primary and secondary schools to include in their curriculum at least two hours of physical activity for students each school week.

Engaging an external provider

In schools, structured and planned physical activity occurs most commonly as part of the physical education and sport programs. While the class teacher is best placed to deliver these programs, some schools may choose to engage a contracted external provider to enhance the physical education and / or sport program. In some instances teachers may also see this as a professional learning opportunity to develop their teaching skills.



Schools should consider carefully why they are employing an external provider to deliver parts of the curriculum, especially if asking parents and caregivers to pay an additional fee for this service. Schools must also be aware of their responsibilities regarding hiring external providers. In particular, non-government schools should consider relevant registration requirements as set out in either the NSW Board of Studies (BOS) *Registration Systems and Member Non-government Schools (NSW) Manual* or *Registered and Accredited Individual Non-government Schools (NSW) Manual*. Advice on this can be obtained from the local BOS Liaison Officer. The responsibilities are detailed in Part 3 of these guidelines, but in brief they include the following:

- All appropriate child protection procedures must be addressed.
- The provider should have relevant insurance policies and provide a certificate of currency for each.
- Non-government schools should consider relevant BOS registration requirements.
- Schools should seek legal advice before signing a contract with the provider.
- Each school should meet its sector's requirements regarding any request to sign an indemnity form (eg Principals of government schools must not sign any indemnity form. In the non-government sector Catholic school Principals need to consult their school authority before signing an indemnity form, and in independent schools only Principals have the authority to make decisions about signing an indemnity form).
- Duty of care, supervision and student assessment responsibilities remain with the class teacher.
- No child should be excluded because they cannot afford to pay for a program that addresses mainstream PDHPE curriculum outcomes and content, eg games, dance and gymnastics.
- The program should be an opportunity for teachers to undertake professional learning to develop their skills in this area.



About these guidelines

These guidelines refer to situations where schools plan to engage a contracted external provider to deliver physical education or sport programs. They do not apply to situations where volunteers or people who are paid an honorarium are engaged in similar activities. An external provider is a company, association or organisation that operates on a fee-for-service basis. This applies whether or not a school enters into a formal contract / agreement with the provider.

The guidelines should not be taken as an endorsement of external provision of physical activity within schools. They are meant to help Principals make decisions about enhancing the curriculum requirements of physical education and / or sport by ensuring that 'better' education practice is reflected in a quality curriculum outcomes based program offered by the external provider. Principals should therefore use these guidelines not just to help choose a provider, but to inform their decision whether or not to use a provider.



2. Choosing a provider

A checklist of criteria to consider

It is not essential that a contracted external provider meets every one of these criteria, but they are all highly desirable, and a good provider should be prepared to meet them all.

Area of focus	Is the external provider prepared to:	Yes/No
<i>Legal and safety requirements</i>	Provide proof of relevant qualifications and experience of staff?	
	Have professional indemnity, public liability and worker's compensation insurance policies and provide a copy of a certificate of currency for each?	
	Provide documentation of business registration, including an ABN?	
	Provide a risk assessment to enable the program to be customised to meet the needs of the students, school community and environment?	
	Ensure that all equipment and activities used in the lessons are safe for students?	
<i>Program delivery</i>	Operate from either a physical education program with demonstrated links to the K-6 PDHPE syllabus or a sport program?	
	Use a range of student-centred approaches to teach physical education and / or instruct school sport?	
	Provide appropriate activities to meet the stage of development and learning needs of each student?	
	Provide alternative activities for students who cannot participate because of illness or injury?	
	Use sufficient equipment to ensure all students are actively engaged in learning throughout the lesson?	

Checklist continues over page ...



Checklist of criteria continued ...

Area of focus	Is the external provider prepared to:	Yes/No
<i>Working with teachers</i>	Engage with the class teacher in the planning and delivery of the physical education and / or sport program?	
	Assist in the provision of information on each student that has clear links to the K-6 PDHPE syllabus outcomes to assist teachers' assessment and reporting requirements?	
	Evaluate lessons with teachers and / or other school staff on a regular basis during the delivery of the program?	
	Ask teachers to provide feedback on instruction and program effectiveness?	
	Provide professional learning opportunities for teachers to enable them to develop their skills in this area?	
<i>Engaging with parents and the community</i>	Provide opportunities for parents and caregivers to supply information about the unique needs specific to their child?	
	Ask parents and caregivers for feedback about program effectiveness and how their child applies it to learning situations outside school time?	
	Reflect the socioeconomic, cultural and / or religious backgrounds of students at the school?	
	Provide students with physical activity links to the local community so they can continue activity outside school time?	



3. Responsibilities of the school

A checklist of responsibilities schools should meet

The checklist in Part 2 gives schools guidance in choosing a suitable external provider for physical education and / or sport. However, schools should also meet a number of key responsibilities to ensure quality program delivery. The following checklist outlines these responsibilities, some of which correspond to criteria from the provider checklist.

Not all these responsibilities should be strictly met for a program to proceed, but schools must endeavour to their best ability to meet all these requirements.

Area of focus	The school should:	Yes/No
Legal and safety requirements	Ensure the provider has professional indemnity, public liability and worker's compensation insurance policies and provides a copy of a certificate of currency for each.	
	Ensure compliance with the relevant BOS Registration Manual as appropriate if a non-government school.	
	Seek legal advice before signing a contract, licence agreement, indemnity form or any other document the provider has asked the school to sign.	
	Each school should meet its sector's requirements regarding any request to sign an indemnity form (eg Principals of government schools must not sign any indemnity form. In the non-government sector Catholic school Principals need to consult their school authority before signing an indemnity form, and in independent schools only Principals have the authority to make decisions about signing an indemnity form).	
	Ensure teachers meet their duty of care responsibilities by actively supervising all sessions delivered by a provider, regardless of location or venue.	

School responsibilities checklist continues over page ...

School responsibilities checklist continued ...

Area of focus	The school should:	Yes/No
	Ensure appropriate child protection procedures (eg Working with Children background check) are addressed; in particular, providers and their employees must complete the Prohibited Employment Declaration. (This must be done each time a provider and their employees enter into employment at your school.) See www.kids.nsw.gov.au for the current version of the <i>Working With Children Employer Guidelines</i> .	
	Develop a risk assessment including any information from a provider to ensure that activities comply with school and sector requirements especially if students are being taken to participate in activities at another location or venue.	
	Ensure teachers and provider staff are familiar with protocol and reporting procedures required in case of an accident.	
	Follow school and sector policies regarding type of activity, and excursions and travel when students participate in activities at a location or venue off site.	
<i>Program delivery</i>	Be satisfied the externally delivered program enhances the school program but does not replace it.	
	Ensure that all students have access to the mainstream curriculum (games, dance, gymnastics) and that no child is excluded because they cannot afford to pay.	
	Ensure alternative provisions are made for students who cannot participate due to injury or illness.	
<i>Responsibility to teachers</i>	Ensure that the program acts as a professional learning opportunity for teachers to reinforce the sustainability of physical activity as part of the school curriculum.	
<i>Consultation with parents and caregivers</i>	Consult with parents and caregivers about the activity, the cost of using a provider to teach physical education lessons or school sport and whether or not they are able / willing to pay.	
	Be aware of and facilitate communication between parents and caregivers and the provider.	
	Ensure that parents and caregivers are given regular feedback on the program and student performance.	



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4. Further information

Resources

Australian Government *Healthy, Active Australia Initiative*

www.healthyactive.gov.au

Healthy Kids website

www.healthykids.nsw.gov.au

NSW Commission for Children and Young People, *Working With Children Employer Guidelines*

www.kids.nsw.gov.au

NSW Board of Studies, Local Board of Studies Liaison Officers (BOSLO)

www.boardofstudies.nsw.edu.au

NSW Board of Studies, *Registered and Accredited Individual Non-government Schools (NSW) Manual* – relevant to most independent schools.

NSW Board of Studies, *Registration Systems and Member Non-government Schools (NSW) Manual* – relevant to Catholic schools and some independent schools.

School Sports Unit, NSW Department of Education and Training, *Guidelines for safe conduct of sport and physical activity in schools*

www.sports.det.nsw.edu.au

Education Sectors

NSW Department of Education and Training

www.det.nsw.edu.au

Catholic Education Commission

www.cecnsw.catholic.edu.au

Association of Independent Schools

www.aisnsw.edu.au

Allied Federal and State Government Departments

Department of Health and Ageing, Australian Government

www.health.gov.au

NSW Department of the Arts, Sport and Recreation

www.dasr.nsw.gov.au

NSW Department of Health

www.health.nsw.gov.au



Government Agencies and Branches

Australian Sports Commission

www.ausport.gov.au

Curriculum Support, NSW Department of Education and Training

www.curriculumsupport.education.nsw.gov.au

Legal Branch, NSW Department of Education and Training

www.det.nsw.edu.au

NSW Commission for Children and Young People

www.kids.nsw.gov.au

NSW Office of the Board of Studies

www.boardofstudies.nsw.edu.au

Premier's Council for Active Living

www.pcal.nsw.gov.au

Professional Teacher Associations

Australian Council for Health Physical Education and Recreation (ACHPER) NSW

www.achpernsw.com.au

Early Childhood Education Council of NSW

www.ecec.asn.au

Personal Development, Health and Physical Education Teachers' Association

www.pdhpeta.org

Copies of the Guidelines

Copies of the *Guidelines for using contracted external providers for physical education and school sport* can be found on the PCAL website at

www.pcal.nsw.gov.au

Links to this site are available on the following websites:

Department of Education and Training

www.det.nsw.edu.au

Catholic Education Commission

www.cecnsw.catholic.edu.au

Association of Independent Schools

www.aisnsw.edu.au/pd

Department of the Arts, Sport and Recreation

www.dasr.nsw.gov.au

Healthy Kids website

www.healthykids.nsw.gov.au

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

www.achpernsw.com.au



References

Australian Government, 2004, *Active School Curriculum*. Canberra: Australian Government. Retrieved from www.healthyactive.gov.au/internet/healthyactive/publishing.nsf/Content/initiatives-b on 7 March 2008.

Australian Government Department of Health and Ageing, 2004, *Australia's physical activity recommendations for 5 to 12 year olds*. Canberra: Commonwealth of Australia. Retrieved from www.health.gov.au on 3 November 2007.

NSW Board of Studies, 2007, *Personal Development, Health and Physical Education K-6 Syllabus*. Sydney: NSW Board of Studies.

NSW Commission for Children and Young People, February 2008, *Working With Children Employer Guidelines*. Retrieved from www.kids.nsw.gov.au on 8 May 2008.



New South Wales Government

Department of Ageing, Disability and Home Care
Department of the Arts, Sport & Recreation
Department of Community Services
Department of Education & Training
Department of Environment and Climate Change
Department of Health
Department of Housing
Department of Local Government
Department of Planning
Department of Premier & Cabinet
Ministry of Transport
Roads and Traffic Authority

