

Sporting Organisations and Physical Activity Providers Guide to Working with Schools



HOW TO USE THIS GUIDE

The purpose of this guide is to offer State Sporting Organisations (SSOs), commercial organisations and other community physical activity providers (collectively known as “sport and physical activity providers” in this guide) a framework for effectively working with Department for Education, Children and Young People (DECYP) schools to maximise engagement and student participation.

It is designed to further explain the [Sports Providers in Schools](#) Infographic (below) by providing comprehensive and practical advice. While the Infographic provides a snapshot of “what” sport and physical activity providers should do to optimise engagement with schools, this guide provides practical examples of “how” to go about it.

The recommendations made in this document are based on feedback collected from teachers and schools.

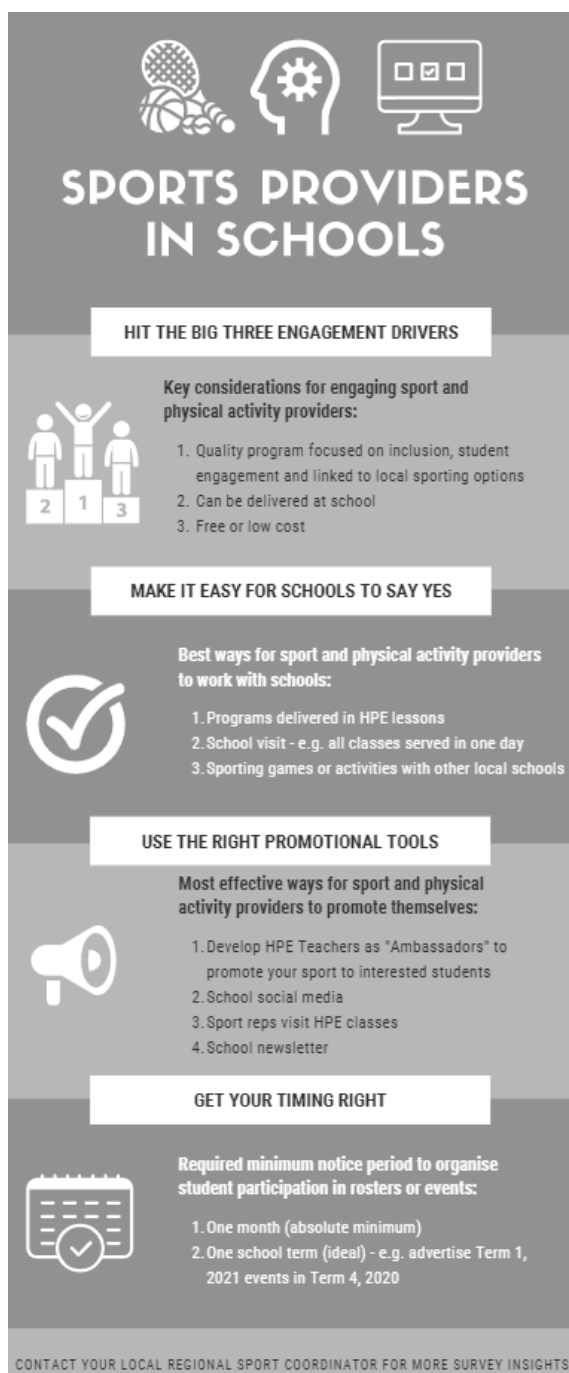


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Background, Purpose and Priorities

In January 2020 three Regional Sport Coordinators (RSCs) were appointed to support the Government's commitment and goal of Tasmania becoming the healthiest state by 2025.

The RCS's role is to provide support and advice to schools and colleges to facilitate increased and sustained participation in physical activity and sport among students.

The following five priorities have been identified for sporting organisations and activity providers to consider for optimising school engagement and student participation in programs, events, and opportunities.

- 1- Hit the big three engagement drivers
- 2- Make it easy for schools to say yes
- 3- Use the right promotional tools
- 4- Get the timing right
- 5- Play by the rules

Regional Sport Coordinators - Contact Information

For further details about this guide, contact the Regional Sport Coordinator Team.

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I PRIORITY ONE: HIT THE BIG THREE ENGAGEMENT DRIVERS

I.1 Inclusive programs

I.2 School delivered options

I.3 Cost effective

I.1. Provide quality programs focused on inclusion, student engagement and linked to local options

I.1.1. DEVELOP A SCHOOL ENGAGEMENT STRATEGY

By developing a School Engagement Strategy and a suite of school-based offerings, providers will be better placed to “pre-qualify” and target children who have developed an interest in the sport or activity, and thus more likely to accept an invitation to join a local club.

Key questions to consider when developing a School Engagement Strategy include:

- (a) What is your organisation seeking to achieve by working with schools?
- (b) How does your work with schools contribute towards increasing participation in your sport or physical activity?
- (c) Where do schools fit in your overall participant pathway?
- (d) What resources and capability does your organisation have to deliver school-based opportunities?

For Example:

Provide school-based opportunities that allow students to move in and out of your participation pathway according to their unique interests and circumstances. The following three-step approach features a number of contact points with students before they are invited to pursue a deeper commitment via club or community participation:

1. Exposure to the sport via a school visit (e.g., clinic) or HPE program (e.g., *Sporting Schools*).
2. Subsequent opportunity to deepen the sporting experience via a sport expo or gala day, progressing to a local school roster then regional and state school championships.
3. Transition event or program for students involved in school programs to “come and try” a club experience, progressing to a formal invitation to join the local club or association for additional, ongoing participation opportunities.

I.1.2. LINK SCHOOL AND COMMUNITY ACTIVITIES

Your organisation’s school-based offerings and experiences should be connected to the local community to build sustainable participation pathways. Once students have experienced your sport at school, where can they go and who can they connect with if they are interested in engaging in it more?

For Example:

- Include local club/sport centre details on any promotional flyers.

- Invite local club or association representatives to attend school-based events or the culminating lesson of an HPE program.
- Stage school rosters or events at the local community sport facility where junior club teams participate.
- Organise a “Come and Try” day at the local community club for students who’ve participated in a school sport roster or event to introduce them to the club or association-based options.

1.1.3. CURRICULUM LINKS AND RESOURCING

Sporting Schools Programs and any other programs designed to be delivered in HPE lessons should be linked to the Australian Curriculum, assisting teachers to assess students against the national Health and Physical Education standards. Sport Australia have developed [Curriculum Alignment Guidelines](#) to assist organisations with this process.

Teachers and schools will be far more likely to engage with programs if participation helps student learning and wellbeing and contributes to the achievement of curriculum outcomes.

For Example:

- Ensure teachers have appropriate ongoing access to equipment and resources to enable ongoing delivery and extension beyond program cessation.
- Provide information on suitable equipment and where to purchase it (or arrange for this to be purchased as part of a *Sporting Schools* package).
- Include the cost of providing suitable equipment in your program fees so schools can continue to use it after the program ends.

1.1.4. AVAILABILITY

In the interests of equity, it is recommended programs are accessible statewide. Where resources are limited, consider alternative and innovative approaches that provide exposure across the maximum number of Tasmanian schools.

For Example:

- Consider condensing school visits or programs into a dedicated week for a designated area to reduce travel and expenses (i.e., advertising your availability to schools and asking them to book in on a first come, first served basis).
- Explore the option of training appropriate club personnel or volunteers to deliver programs locally.
- Ensure programs have an adapted online version for teacher delivery.

1.1.5. FLEXIBLE DELIVERY MODELS

Sport and physical activity providers should ensure programs can be flexibly delivered to meet the needs of individual students and schools.

For Example:

Programs should be flexible to accommodate modifications such as the following:

- Engaging students with a physical or intellectual disability
- Catering to the needs of students with autism and/or sensory sensitivity

- Schools with limited grassed, paved or open spaces
- Schools lacking access to specialised sport facilities

1.1.6. INTENT

All school-related programs, events and opportunities should have the express intention of maximising student participation. While competition can still be part of the experience, schools are more likely to support sport and physical activity opportunities that include all students and provide a quality and enjoyable engagement experience.

It is more cost effective and easier organisationally from a school staffing perspective to have several staff supervising multiple classes at a participation-focused sport day than it is to have a staff member assigned to one small group of students participating in a competition-focused event.

For Example:

- Consider removing arbitrary and traditional restrictions on team and/or student numbers to adopt a more contemporary and flexible event or roster which enables opportunities for all interested students.
- Offer participation-focused and competition-focused divisions as part of the same event or roster.
- Where possible, stage gender-neutral events, or hold male and female events on the same day, at the same venue or within the same municipality to minimise transport costs and number of days teaching staff will be off site.

1.1.7. COACHES AND DELIVERERS

Coaches and deliverers in schools must have the skills and knowledge to deliver engaging content that provides a positive environment and enables students to experience success. Supervising teachers may also use the experience as a learning opportunity for themselves to gain insights to assist in future teaching.

Any personnel representing an organisation must not only possess the technical knowledge of the sport and necessary accreditation but should have significant experience in coaching young athletes or working in schools as this will play an important role in leaving a positive impression.

For Example:

All coaches and deliverers should:

- be appropriately trained and prepared for each session
- dress appropriately
- communicate clearly
- have a range of strategies to engage students with varying needs and interests

1.1.8. SESSION STRUCTURES

Providers adopting a “game sense” approach to the delivery of school programs is preferred. This approach employs a similar session structure and delivery method as employed by teachers during HPE lessons to engage students in sport and physical activity.

Each lesson should be structured with a sport-related warm-up, skill development activities (minor games using selected skills or elements of the larger game), a game where students combine and apply what they’ve learned in the skill development section, and a conclusion featuring Q & A and/or feedback.

For Example:

Key features of a game sense lesson are:

- Games before drills and skills
- High-activity levels that are disguised within fun and challenging activities
- The [CHANGE IT approach](#) to modifying the activity for inclusion, challenge, and skill development

1.2. Offer activities that can be delivered at schools

1.2.1. REGULAR SCHOOL VISITS

Sport and physical activity providers should commit to regular school visits with a specific offering for students to engage with.

For Example:

- Consider establishing a school visitation or communication cycle upon program closure to maintain personal contact with school communities. This will assist in maintaining staff engagement and the connection between the sport or physical activity and the school.
- If resources are limited, consider virtual contact with teachers (e.g., Zoom meeting) or the provision of learning activities ahead of an upcoming event or competition, such as a video with some coaching tips or preparatory tasks for students to complete.

1.2.2. TARGETED SCHOOL-BASED EVENTS

Consider offering targeted school-based events for selected schools. While it is easy to adopt a one size fits all approach, there are times when an individual offering might deliver a larger participation payoff.

For Example:

- Schools in rural and regional areas often struggle to engage in the full suite of available sport and physical activity options due to transport, financial and time constraints. Consequently, students may not be exposed to some sports, resulting in limited demand or interest for community club teams in their area.
By staging a specific event or roster in the area, students can access a new experience, building interest and demand in your sport. While the overall numbers of students participating in these targeted events may be lower, students in these areas are generally more responsive to local opportunities to prevent unnecessary time and costs associated with travelling further afield.
- Consider hosting a school-based event at a local community facility or club, dedicating efforts towards maximising participants from multiple local schools to consolidate organisational resources. This also provides an opportunity for students to experience and connect with community facilities and local personnel.

1.2.3. SIMULTANEOUS SCHOOL-BASED ACTIVITIES

It is important to ensure organisations have an adaptable delivery model, with technology being the key to remain connected, collaborate and celebrate achievements. This provides a platform for innovation and enables delivery of sport and physical activities virtually.

Consider alternatives to central gatherings and traditional programs by using technology to facilitate large scale events whilst students remain on their own school campus. This can reduce time, cost and transport constraints

for all involved whilst still allowing conduct of a large-scale event. A virtual event may also provide a practical solution for organisations with limited resources and staff capacity to retain previous levels of service to schools.

For Example:

- Use Facebook Live, Zoom or Microsoft Teams to connect schools in a virtual activity or challenge on the same day at the same time.
- Set a regional/state/national record for a selected activity or skill challenge for event promotion or as a lead into seasonal programs.

1.2.4. SCHOOL SPORT ROSTERS OR PROGRAMS

Programs delivered during school hours on school site provide the greatest potential to engage with all students. However, if this is not possible then using school facilities for after school or even weekend activities may be a viable option, particularly where limited community facilities are available.

Many sport and physical activity providers use the *Sporting Schools Program* to engage with school students and, when done well, then provide a pathway to additional participation opportunities in the sport.

Consider offering a range of opportunities which don't require an ongoing physical presence in the school.

For Example:

- Daily PE programs using your sport as a framework to develop fundamental motor skills - consider developing program resources for classroom teachers to use in daily physical activity programs.
- Provide classroom-based activity breaks or videos for students to follow in small spaces. Videos could conclude with a "homework" task and information on how students can get involved in your sport.
- Provide resources or support to School Sport Associations to investigate inclusion of your sport in interschool rosters.
- Work with interested teachers or volunteers to deliver lunchtime or after school activities for students who might not be able to access external options. This may provide an opportunity to then lead into a significant school event or community competition.
- Consider facilitating a partnership between a community club and local schools to access facilities for training and/or games. Schools are more likely to favour a partnership with a club if student participation opportunities are offered.

1.3. Consider free or low-cost options

1.3.1. LONG-TERM VALUE OF SCHOOL SPORT PARTICIPANTS

Ensure programs are affordable. Cost, travel, training and time commitments often prevent many students accessing community-based opportunities, which make sport and physical activity during school time even more important.

For Example:

- Provide a free or low-cost school-based program or roster, such as an afterschool or weekend roster at a local facility.
- Costs could be minimised by requesting school teams to provide coaches and match officials.
- Consider using school facilities, rostering schools to set up courts/grounds or even to manage the canteen.

- A school-based program or roster could be staged prior to the commencement of community competitions, to be used as a recruitment tool or an alternative alongside an already established competition.

1.3.2. VOLUNTEER TRAINING

Consider providing training and development opportunities for teachers, parents, students and community members. Many people are interested in volunteering, but do not out of fear they have not got the right skills or knowledge or overestimate the time commitment required.

Building volunteer capacity within school communities has the potential to provide lasting mutual benefits for both the school and your sport.

Ensure your organisation adopts an appropriate volunteer recruitment, training and development regime.

For example:

- Offer free/low-cost community coaching accreditation course focused on providing quality skill development and inclusion practices specific to the sport.
- Offer free/low-cost umpiring/refereeing course focused on modified junior formats of the sport.
- Stage volunteer training nights to consult, explain duties and provide a forum for feedback.
- Provide detailed position descriptions for all key volunteer roles so prospective volunteers are clear on what is involved.
- Run a mentor program where experienced volunteers support new recruits.
- Conduct a volunteer recognition program to ensure you are valuing your volunteers.

2 PRIORITY TWO: MAKE IT EASY FOR SCHOOLS TO SAY YES

2.1 Programs for HPE lessons

2.2 Visit schools

2.3 Provide interschool opportunities

2.1. Offer programs to be delivered in HPE lessons

2.1.1. SPORTING SCHOOLS

[Sporting Schools](#) has proven to be popular in Tasmania with many primary and secondary schools applying for grants each term.

Successful schools predominantly opt for this program to be carried out in scheduled HPE lessons, whether it be delivered by an external accredited coach (preferred) or by the supervising teacher.

When using an external deliverer, teachers can then use the skills and knowledge of an experienced coach to encourage student engagement whilst using the sessions as a professional learning experience for themselves.

For Example:

State sporting organisations registered to deliver the Sporting Schools program should:

- ensure coaches are available in all three regions; and
- provide adequate support materials (e.g., lesson plans and/or teaching points) and access to appropriate equipment to ensure ongoing program delivery.

2.1.2. TARGETED PROGRAMS FOR SPECIFIC GROUPS

Organisations should have differentiated offerings to suit a range of audiences. Schools can help you identify and engage with students within your participation pathway.

For Example:

- Provide opportunities and pathways for students with a **physical** or **intellectual disability**. Community organisations such as [Special Olympics Australia](#), [New Horizons](#), [Parkside Foundation](#) or [ParaQuad](#) can provide specialised equipment, roll out a program or help develop a participant pathways in your sport.
- Specifically design programs to target a **gender** traditionally underrepresented in your sport, such as a netball program designed for boys, or an AFL program for girls. Often there is scope to deliver single-gender initiatives particularly in secondary schools.
- Partner with organisations such as [Deadly Choices](#) to cater for **indigenous participants**. Such organisations provide healthy lifestyle sessions that are built into educational programs where your sport can be accessed as an option for students to meet physical activity needs.
- Consider working with organisations such as [Reclink](#) which provide evidence-based sport programs to disadvantaged Australians to create socially inclusive, life-changing opportunities. Such organisations can help you reach students who are not currently able to access traditional program offerings.

- Consider modifying your program/event format, structure and promotion to appeal to students currently disengaged from sport.

2.1.3. ATHLETE DEVELOPMENT PROGRAMS

Many secondary schools and colleges offer Athlete Development programs, where students focus on sport-specific learning from the perspective of developing personal athletic potential.

These programs provide students with an opportunity to learn about broader principles such as sport nutrition, performance testing, training, biomechanics, sport psychology etc. and apply these learnings to their chosen sport/s.

Students involved in Athlete Development programs are generally very committed to one or more sports. Support from their chosen sport or physical activity provider gives an opportunity to accelerate student development through club ranks or established talent pathways.

For Example:

The level of sport and physical activity provider involvement and support will vary based on school needs, but may include:

- Delivering a sport-specific unit focused on a period of the athlete's training year.
- Presenting sport-specific information on a given topic once per term.
- Sharing performance measurement tools.
- Providing access to coaching and athlete support networks.

2.1.4. LEADERSHIP PROGRAMS

Leadership programs can be a win-win, providing practical leadership opportunities for school students while providing additional volunteers to complement an organisations existing workforce.

Schools and colleges are keen to provide opportunities for students to develop leadership skills, and sport can be an ideal vehicle to do this. Such programs assist to develop the next generation of leaders in sport and can deepen student connections with local clubs and the sporting community.

For Example:

Work with schools to:

- Train Grade 5/6 students to deliver a daily PE program for younger primary school children.
- Provide high school students with training and resources to coach, officiate and/or manage primary school sport.
- Partner with colleges to offer Physical Education and Outdoor Education students with the opportunity to assist with the planning and delivery of school-based or community events.
- Facilitate school-based [Sport Education](#) units where students learn to perform all of the various administrative, coaching, officiating and management duties, in addition to participation.

2.2. Conduct school visits

2.2.1. SCHOOL CLINICS PRIOR TO UPCOMING EVENTS

School visits are most effective when connected to an upcoming participation opportunity – to use as preparation, to build student excitement and familiarise participants with rules and game formats.

For example:

- Deliver school-based clinics, consider scheduling these in advance of a school roster or event (e.g., schedule a Grade 5/6 clinic “blitz” in the weeks prior to a regional event for Grade 5/6 students).
- Prioritise schools who have not participated in previous events, or whose performances have not been as strong as other schools.

2.2.2. ACTIVITIES WITH HIGH PROFILE AND ELITE ATHLETES

Student engagement in a sport can often be enhanced after meeting a professional, high profile or elite athlete, especially if they are a product of the school, region or state. Hearing personalised stories enables students to visualise what a sporting journey could look and gain a better understanding of the various stages involved.

School visits involving a high-profile athlete should conclude with students having the opportunity to pursue a locally available participation option.

Mascots have also proven to be an effective engagement driver at school visits, particularly with primary school students. This may also be an effective promotional tool for organisations with limited access to high profile athletes.

For Example:

- Athlete visitation to schools as a guest speaker, to participate in a Q & A session and/or joining students in sport-specific activities.
- “Captain Hurricane” or “Hawka” could accompany Development Officers to schools to promote the upcoming season or an event.

2.3. Facilitate sporting games or activities with other local schools

2.3.1. ACTIVITIES URBAN AREAS

Schools located in urban areas typically feature larger student populations and ready access to a range of sporting facilities. This can provide a variety of viable options where opportunities can be timed and/or structured to complement club or community offerings.

Some schools and School Sport Associations organise opportunities during the school day built into existing timetables, whilst others prefer after school and weekend opportunities.

For Example:

It may be viable to conduct sporting games or activities in one or more of the following ways:

- Activities/rosters available to multiple schools, all facilitated at one central sporting venue.
- Activities/rosters including multiple schools (e.g., from a school cluster, municipality), with games played at school venues.

- A sport roster available to students from one school, with games played at the school or a sporting facility close by (e.g., where there is enough interest in a school with large student numbers).

2.3.2. ACTIVITIES IN RURAL AND REGIONAL AREAS

For students located in rural and regional areas, accessibility to equivalent sporting opportunities to those living in urban areas is reduced due to transport costs, distance and travel times. Sporting providers are encouraged to explore a variety of event delivery models to reduce these barriers.

For Example:

Consider:

- Deliver a regional event available for a school or local cluster of schools (such as an AFL Gala Day for schools in the Circular Head region).
- Joining with other sporting organisations to deliver clinics for a local cluster of schools at one central location (for example, a West Coast Sport Day at Rosebery featuring basketball, cricket, AFL, football, netball, etc.).
- Structuring school sport rosters in such a way that rural and regional students are required to travel less frequently than their urban counterparts (i.e., use Gala Days at central locations, or double headers/fixtures to minimise the number of “away” trips).

3 PRIORITY THREE: USE THE RIGHT PROMOTIONAL TOOLS

3.1 Engage with the RSCs

3.2 Communicate clearly

3.3 Local focus

3.1. Work with your local Regional Sport Coordinator

Direct all initial program, event, competition and resource information to the RSC before communicating broadly with individual teachers or schools. This allows RSCs to provide appropriate advice, consolidate and share information, streamlining the communication process for sporting organisations and schools.

The RSCs have a variety of communication tools and avenues to distribute and collaborate with schools and teachers, including:

- 1) [Calendar](#) – use the “[submit content](#)” link on the [RSC public website](#) to request your event be added.
- 2) Regular email newsletter ([RSC Update](#)):
 - o A summary of various available sport and physical activity opportunities for school students.
 - o Links to flyers, registration pages, contact details etc. for additional information.
 - o Regional variations to target specific opportunities only available in one part of the state.
 - o Sporting and community-based physical activity opportunities available to school-aged students.
 - o Use the “[submit content](#)” link on the [RSC public website](#) to request your information be shared.
- 3) Online platforms
 - o [RSC public website](#)
 - o DECYP Intranet Page - accessible to all DECYP employees.
 - o Both platforms provide a centralised location of collated sport and physical activity programs, events and competitions at the state, regional and local level.
- 4) Digital registration forms
 - o A digital option for schools to sign up for programs, events and competitions.
 - o Links to digital forms to be included in other RSC communications.

Sport and physical activity providers are encouraged to submit program, event or competition information, promotional materials and contact information to the RSCs for inclusion in the most appropriate communication forum. Refer to the [School Submission Guidelines – Sporting Organisations and Physical Activity Providers](#) document for further information on submitting content.

Teachers can then make contact to request further information or commit to an opportunity.

Direct contact with teachers and schools is most effective once they have expressed an interest in working with your organisation.

3.2. Give schools the right information

Some promotional tools work more effectively than others depending on the school context, so it is important schools and teachers are given the opportunity to easily choose the best promotional tool for them.

3.2.1. STYLE AND CONTENT REQUIREMENTS

Principals have the ultimate approval over items that are shared via school communication channels and reserve the right to refuse publication or edit posts to meet school and Departmental requirements.

By following the guidelines below organisations are more likely to have information published.

- Keep it succinct. Provide key information only, such as age, key date/s, location, cost, contact details, a call to action (e.g., register online, contact club, attend on the day) and a link or attachment for additional information.
- Ensure it is correct (proofread your work) - use correct grammar, capital letters and punctuation.
- Use inclusive language (that is, language that doesn't deliberately or inadvertently exclude people from being seen as part of a group).
- Do not use student names or other details unless given express permission to do so.
- Ensure that photos/banners/graphics are high quality, resized/cropped appropriately.
- All images must be owned by your organisation (for copyright purposes) or available for use as [Creative Commons Media](#):
 - o Do not use photos of school staff or students unless express permission has been given to do so.
 - o Do not tag individual staff or students in photos on social media.
- Minimise the use of corporate or business promotion in communications for schools. Although acceptable to refer to naming rights partnerships (e.g., Woolworths Cricket Blast) and include event partner or sponsor logos, the main emphasis should be promoting the opportunity for students.

3.2.2. USE A VARIETY OF PROMOTIONAL INFORMATION AND TOOLS

Promotional tools and information formats best suited to schools include:

- 1) School Newsletter
 - o Generally published on a fortnightly basis - allow appropriate lead time for items to be published and acted on accordingly.
 - o Schools will not generally publish a flyer (generally included at the end) as well as a main item in the body of the same newsletter.
- 2) Social Media
 - o Many schools use Facebook as their primary social media account, so optimise your promotion to suit this platform.
 - o Online platforms such as [Canva](#) offer a range of customisable templates and graphics that are sized and formatted appropriately to be uploaded directly to social media, potentially saving you time and effort creating images for Facebook.

3) Develop Teachers as Ambassadors

- Teachers want to provide inclusive, engaging content that encourages student participation. If your organisation can provide a tangible benefit to teachers by helping them gain the skills and knowledge to do this, it can incentivise them to become a direct contact and advocate for your sport. Some practical examples include:
 - Providing teacher training opportunities
 - Access to quality, easy to use resources
 - Uniform items, equipment and accessories to assist in program delivery
 - School-club connection events
 - Priority support (e.g., a school visit or guaranteed coach delivery of a *Sporting Schools Program*)

3.3. Personalise your approach and create community links

Having sport representatives visit HPE classes or interacting with school sporting teams can be a very effective way to create connections between schools and community clubs and associations.

A visit from a sport representative is most impactful when done at the right time and linked to further participation opportunities.

Sport and physical activity providers should work closely with local community clubs and associations. Better connections are created when students and families are introduced to and can develop a rapport with local club personnel, knowing there will be a familiar face ready to welcome them when students transition from school to club is reassuring.

For Example:

- **Good Example 1:** A sport representative visiting a HPE class at the end of a unit focused on your sport (e.g., a teacher-delivered *Sporting Schools Program*) to promote local community participation opportunities.
- **Better Example 1:** A club representative visiting a HPE class at the end of a unit focused on your sport (e.g., a teacher-delivered *Sporting Schools Program*) to invite interested students to attend a "Come and Try" event at the local community club or association.
- **Good Example 2:** Sport representatives attend regional events (e.g., Cricket Blast Schools Cup) and hand out promotional flyers to school teams with information on how to register for the local community club or association.
- **Better Example 2:** A qualified club representative coaches a school team in a local roster or at a Gala Day (e.g., AFL Schools Gala Day), after which interested participants are invited to join the club's junior academy.

4 PRIORITY FOUR: GET THE TIMING RIGHT

4.1 Timely communication

4.2 Look at the big picture

4.1. Provide adequate notice to schools

Schools need time to consider whether they have room in their budgets and calendar to seek appropriate permissions, plan and promote activities appropriately.

An adequate notice period is particularly important for any new events, opt-in programs, competitions or rosters that are conducted in school time away from the school campus.

Appropriate notice periods ensure teachers can recruit participants, nominate teams, organise Principal and/or parental approval, complete risk assessments and arrange any necessary transport, equipment, uniforms etc.

Ideal notice periods are:

1. One school term's (10 weeks) notice to a year in advance (preferred)
2. One month's notice (minimum)

For Example:

- Provide key annual event dates for the next school year by the end of Term 4 (e.g., provide 2024 dates by the end of 2023).
- Some major events (such as swimming and athletic carnivals) require a year's notice due to the impact on the whole school, the amount of organisation and in order to secure facility and transport bookings.
- Give at least one month's notice for expected activities that occur at the same time each year.

4.2. Consider ongoing and other school commitments - get your event on the school sporting calendar early

Schools have many competing priorities, so considering the whole school context gives sport and physical activity providers the best chance to obtain school commitment and maximise student participation in activities and events.

Planning early and offering flexible options to cater for differing school needs will facilitate greater school engagement.

For Example:

Meeting the right criteria to get your event or program on a school calendar will:

- Help teachers, schools and sport and physical activity providers with annual planning.
- Highlight gaps that can be filled with new events and/or opportunities.
- Identify opportunities for sporting organisations to work together.
- Cooperate with other sport and physical activity providers to deliver events simultaneously in a central location, making it more cost-effective for schools and maximising student attendance.
- Run boys' and girls' events on the same day, making it easier for schools to reduce transport and staffing costs and minimise timetabling disruptions.

5 PRIORITY FIVE: PLAY BY THE RULES

5.1 Next step

5.2 Legal requirements

5.3 Operate within DECYP guidelines

5.1. Ensure school access provides a mutual benefit

It is important to consider what each opportunity leads to, as relationships with schools should provide tangible benefits for both parties to sustain ongoing positive partnerships.

Follow-up all school visits or programs with additional opportunities to make it worthwhile for teachers and schools to invest the time and effort required to accommodate sport and physical activity providers in schools.

One-off visits or opportunities not linked to additional opportunities are unlikely to receive ongoing support.

For Example:

- A school visit or delivery of a *Sporting Schools Program* should conclude with promotion of a subsequent event or roster that students can access and participate in.
- Promotion of an opportunity to attend an elite-level sporting event should be linked to an opportunity for students to actively participate in the sport.

5.2. Comply with all legal requirements

5.2.1. WORKING WITH VULNERABLE PEOPLE REGISTRATION

The Department requires all employees, volunteers, contractors and external providers, or persons otherwise engaged in or associated with a child regulated activity, to maintain current [Tasmanian Registration to Work with Vulnerable People](#) (RWVP). There are no exemptions.

All sport and physical activity provider employees and/or volunteers assisting in the organisation or execution of opportunities in or for DECYP schools must hold current Tasmanian RWVP. This includes all activities involving interaction with DECYP students both on and off school sites.

5.2.2. INSURANCE

All sport and physical activity providers must have current public liability insurance and provide this Certificate of Currency upon request.

DECYP does not generally provide personal injury coverage or funding for medical costs arising from an accident in sporting activities conducted on or off site. Permission is sort from parents/guardians to acknowledge that they are responsible for any hospital, medical or ambulance expenses through the minor or major excursion consent process.

Sport and physical activity providers may elect to offer their own personal injury insurance coverage to participants in their events, collected as part of any team or individual registration fees (note – this is more likely to be a required option for events staged outside school hours).

5.2.3. LEGAL LIABILITY

Schools, sporting organisations and physical activity providers should be clear about which body assumes the primary duty of care for students when participating in events, programs, competitions and rosters.

Generally, if it is a DECYP organised activity, the Department assumes duty of care, is legally liable and must follow all applicable policies and procedures for the given activity. If it is a Non-DECYP organised activity, the primary duty of care belongs with the external provider.

It is a DECYP activity when:

- The activity is controlled and organised by DECYP/school staff (e.g., school play, interschool athletics carnival, overnight school camps/interstate and international school trips, etc.).
- The activity occurs during school hours and is supervised by DECYP/school staff (and may also include external providers, school volunteers or parent help under supervision of DECYP staff). This includes transport to and from an activity.

It is a non-DECYP activity when:

- The activity is controlled and organised by an external organisation/provider/independent sporting club and occurs only outside school hours even when school's co-ordinate teams and provide uniforms (e.g., after school training and weekend soccer organised by a soccer association, after school or weekend netball).
- Parents pay subscriptions through an association which may cover insurance in the event a child is injured on the field (e.g., after school training and weekend soccer organised by a soccer association).

Furthermore, if an event is a non-DECYP activity and occurs OUT of school hours, DECYP does not seek parental consent. In this example, DECYP's involvement is limited to sharing information, not endorsing or assuming responsibility for the activity.

If an event is a non-DECYP activity and occurring DURING school hours, the event requires endorsement by the Principal as they are required to conduct a risk assessment, obtain, and give appropriate permissions.

Shared Activities:

There may be occasions when an activity is both a DECYP and non-DECYP activity. In these cases, the duty of care may alternate between DECYP and the sport and physical activity provider at various times during the activity.

For Example:

- The All-Schools Cross Country Carnival conducted by Athletics Tasmania at Symmons Plains occurs during the school day. In this case, schools are responsible for seeking parental/guardian permission for their child to participate in this non-DECYP activity (i.e., during the race). Outside the race, students are operating in a DCYPE activity as they are transported and supervised by teachers or adults approved by the school.

5.3. Operate within DECYP policy guidelines

5.3.1 PROCESSES FOR VISITING SCHOOL SITES

Each school has their own process for managing visitors. However, as a rule, DECYP schools require all external visitors to:

- A. Enter the school through the designated entry (usually the office or administration area).
- B. Sign in, present your current *Registration for Working with Vulnerable People* card, and comply with any other requirements (such as COVID-Safe procedures). Once complete, visitors are issued with a volunteer pass to display while on campus.
- C. Proceed/be escorted to the nominated area of the school.
- D. Leave the school campus via the office to return the volunteer pass and sign out.

5.3.2 PROCEDURES FOR OFF CAMPUS ACTIVITIES

DECYP has developed a suite of internal procedures governing student participation in off-campus activities. Items relevant to sport and physical activity providers are summarised below:

First Aid

The recommended minimum requirement is for at least one adult present on the activity to have a current Provide First Aid certificate (HLTAID003). In most cases this will be a HPE teacher.

On all off-campus activities an appropriately resourced first aid kit must be carried. Schools should bring their own first aid kit.

For major participation events, it is advisable for the sport and physical activity deliverers to hold appropriate qualifications or consider engaging a third party First Aid option (i.e., St John Ambulance).

Leader Qualifications and Experience

The appointment of expert sport, outdoor and adventure leaders, as well as appropriately trained volunteers and other support people must be approved by the school principal. This is especially important for higher risk events such as aquatic activities (e.g., surfing, kayaking, rowing, etc.).

Paid External Providers

An external provider/contractor is a business or individual paid by the school or educational site to provide a service, venue and/or expertise appropriate to a specific activity.

Generally, external providers/contractors will have their own consent forms which parents sign that may include indemnities or waivers purporting to exclude or limit their liability. If parents have any questions about such forms, they will be directed to the organisation in question.

DECYP and school staff cannot sign indemnities, disclaimers or other documents which absolve external providers from liability for their own negligent acts or omissions.

Schools will pass on information from external providers/contractors to parents/guardians to make an informed decision about whether to consent to their child's participation. If the relevant consent form is not returned the

student will not be permitted to participate in the activity. School staff cannot provide consent on behalf of students' parents/guardians.

Finally, where an external provider is engaged, the respective responsibilities of school staff and the external provider need to be clearly established.

Unsuitable Activities

A number of high-risk activities must not be undertaken by DECYP students, such as canyoning, shooting and use of firearms and quad bike riding.

5.3.3. RISK MANAGEMENT

Teachers and schools are required to complete a risk management plan for ALL off-campus education activities which must be signed off by the principal. The plan requires teachers to identify, analyse, evaluate, treat, monitor, and review risks linked to the specific activity or venue.

Excursions and off-campus activities fit into two categories, each requiring teachers to adhere to a specific risk management procedure.

Minor Excursions

- Usually involve activities lasting less than one day, including sport days (excluding aquatic activities) where the inherent risks are seen to be no greater than a typical HPE lesson.
- Minor Excursions require supervision from a minimum of two adults, one of whom must be a teacher.

Major Excursions

- Defined as overnight and/or residential excursions, any aquatic activity, recreation activity with inherent risk and all adventure activities.
- Require supervision from a minimum of one adult for every 15 students, with excursion leaders to hold suitable qualifications to manage the specific activity.
- Specific and current parental consent and medical information is required, with additional requirements for all aquatic activities.

Sport and physical activity providers can help teachers and schools with the risk management process by providing teachers with a summary of the inherent risks presented by the activity and the pre-emptive actions that will take to manage these risks.

6 RESOURCES, TEMPLATES AND LINKS

See the below links for additional information:

6.1. Resources

6.1.1. REGIONAL SPORT COORDINATOR RESOURCES

- A. [RSC Public Website](#)
- B. [School Submission Guidelines – Sporting Organisations and Physical Activity Providers](#)
- C. [Regional Sport Coordinator Framework](#)
- D. [Sport Providers in Schools Infographic](#)

6.1.2. EXTERNAL RESOURCES

- A. [CHANGE IT Game Sense Coaching Approach \(Courtesy Inclusive Sport Design\)](#)

6.2. Templates

6.2.1. COMMUNICATIONS

- A. [School Newsletter Article Planning Template](#)
- B. [School Social Media Post Planning Template](#)
- C. [Example A4 Flyer – Splash Movement Academy \(Created in Canva\)](#)

6.2.2. LEGAL REQUIREMENTS

- A. [Registration to Work with Vulnerable People – Record Keeping Template](#)
- B. [Example Risk Management Plan – Cricket Tasmania High School Championships](#)

6.3. Links

6.3.1. SCHOOL PROGRAMS

- A. [Sporting Schools website](#)
- B. [Sport Australia Curriculum Alignment Guidelines](#)
- C. [Sport Education Explained website](#)

6.3.2. EQUITY AND INCLUSION

- A. [Ticket to Play](#)
- B. [Deadly Choices website](#)
- C. [Special Olympics Australia website](#)
- D. [New Horizons Tasmania website](#)
- E. [Parkside Foundation website](#)
- F. [ParaQuad website](#)
- G. [Reclink website](#)

6.3.3. COMMUNICATIONS

- A. [Creative Commons Media website](#)
- B. [Canva website](#)

6.3.4. ADMINISTRATION AND GOVERNANCE SUPPORT

- A. [Club Help website](#)
- B. [Play by the Rules website](#)
- C. [Sport Australia's Game Plan club health and development tool](#)

6.3.5. GOVERNMENT RESOURCES

- A. [Department for Education, Children and Young People public website](#)
- B. [Communities, Sport and Recreation website](#)
- C. [Registration to Work with Vulnerable People website](#)
- D. [Tasmanian Government Coronavirus website](#)