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EXECUTIVE SUMMARY

In February 2008, the Victorian Department of Education and Early Childhood Development (DEECD) commissioned a project to “Review the organisational structure that supports the delivery of school sport in Victorian Schools, and recommend a structure for the future implementation of school sport in Victoria.”

The objectives of the review were specified as:-

• To comprehensively map the existing school sport structure;
• To assess the existing structure against leading practice;
• Recommend a structure for the future delivery of school sport;
• Provide a plan for the implementation of the new structure.

Ken Rogers from Rogers Educational Enterprise (REdE) was contracted to undertake the review and to provide a report by the end of June 2008.

The review methodology included a global analysis of contemporary trends in the provision of sport, with significant emphasis on the Australian scene. To gauge the effectiveness of the current structure in Victoria, information was gathered through a series of forums across the state, through face to face interviews with internal and external stakeholders and through an extensive on-line survey. Personnel from all school educational sectors were included in these data gathering processes.

The tremendous contribution being made by school staff to the school sport program was very evident. Key personnel such as zone and regional officers are extremely dedicated and passionate about their work and have strong respect from their peers. This was reflected in the feedback from both the survey process and through meetings and forums.
When the school sport structure in Victoria is compared to other similar jurisdictions, it compares favourably in many areas. The overall strategic intent and the ongoing program provided are of high quality and Victoria is well respected and competitive at national level.

The current organisational structure based on two (primary and secondary) associations is similar to most jurisdictions, but requires some streamlining to ensure systemic (P-12) continuity for the future.

While the majority of respondents indicated strong support for the current structure of provision, i.e. school, district, zone, region, state and national, to continue, several critical areas were identified which required attention.

The workload and lack of support for zone officers in the Primary school area was continually raised as a matter of concern.

Respondents reported some perceived inequities in the current structure. These include:-

- A perceived imbalance between resources provided to the primary area, compared to the secondary program;
- Programming and event scheduling that appeared to disadvantage country students and schools;
- A perceived imbalance in the support and resources directed to the intrastate and interstate programs when compared to the intraschool and interschool programs;
- The effectiveness of the current arrangements, with all staff in the School Sport Unit being located in Melbourne;
- The inconsistency in policy and practice between VPSSA (Victorian Primary Schools Sports Association) and VSSSA (Victorian Secondary Schools’ Sport
Throughout the review, questions were raised about the desirability of continuing to operate two sports associations into the future. Some administrative efficiencies and clarity of purpose are desirable to ensure that students, schools and the Victorian community are receiving the optimum service from the school sport structure. Therefore, an alternative governance arrangement involving a single structure with a P-12 focus has been proposed.

Along with these internal adjustments, some changes to the nature and overall quantum of resourcing seem to be desirable to bring Victoria to parity with other comparable jurisdictions in Australia. However, a close analysis of the full cost of the current program and associated revenue needs to occur as a priority, before any decisions in this regard are finalised.

The School Sport Unit is a very valuable and valued cornerstone of the current structure. However, a closer analysis of the deployment of personnel and of task prioritisation is proposed to maximise the effectiveness of this resource.

External sporting organisations and associations have established productive partnerships with the current structure. However, as well as requesting greater clarity and consistency between VPSSA and VSSSA, feedback strongly supported the formalisation of sports specific sub-committees to assist in the development of stronger bonds between school sport and state sporting organisations.

A number of findings are identified in the report and eleven recommendations have been proposed. These cover the areas of:
Throughout the review, feedback indicated a need for “the system” to be more overt and unequivocal about the commitment to school sport. It is therefore proposed that DEECD develop and distribute widely a purpose statement for school sport across all primary and secondary schools in Victoria.

It also became evident that the current structure can be streamlined by simply adopting the same nomenclature to describe the demographic arrangements for the primary and secondary program. This move, along with the adoption of a single financial system and the appointment of a senior financial officer will lead to greater efficiencies across both programs.

It has been identified that the current structure can be made more efficient and effective by adopting a single set of administrative arrangements to support both the primary and secondary program.

More effective partnerships with other education sectors, state sporting bodies and other government departments is desirable, as is a strengthening of the role of the current sports specific sub-committees.

The future school sports program in Victoria will be more effective and, most importantly, provide the optimum sport education program for students when it is streamlined internally
and establishes strong partnerships with other organisations, such as related government departments and state sporting organisations, working with an agreed purpose.

In order to achieve this goal, a comprehensive, appropriately resourced change-management process should be undertaken. For this process to be successful, it will require strong respected leadership, clear and transparent communication and appropriate timelines to be set.

In summary, some significant changes to the current structure have been proposed or forecast. Such changes will seem daunting to some people. However, based on the calibre of the people involved in the current program and their strong commitment to and passion for school sport in Victoria, there is reason to be confident that the necessary steps will be taken so that the future of school sport in Victoria is even stronger and more sustainable.
Recommendations

The following recommendations are for the consideration of the Victorian Department of Education and Early Childhood Development in conjunction with the Victorian Primary Schools Sports Association, the Victorian Secondary Schools Sports Association and the Victorian Schools Sports Council.

Recommendation 1

That the Department develops and communicates a purpose statement for school sport across all its components in all Victorian schools.

Recommendation 2

That a single governance structure be established to:

- Govern the provision of school sport in all Victorian schools;
- Be inclusive of all current parties;
- Be established after exploring alternative governance arrangements such as an incorporated body.

Recommendation 3

That the administrative arrangements of the primary and secondary school sports programs in Victoria are streamlined by:

- Adopting the same terminology (Region, Zone and District) to describe demographics and staff roles;
- Implementing a single financial management system for the primary and secondary program and appointing a financial manager;
• Strongly supporting the involvement of classified officers from the “Principal class” to provide leadership on district, zone and regional sports committees.

**Recommendation 4**

That sport specific sub-committees be established in a range of selected school sports to:

• Enable and foster stronger partnerships with state sporting organisations, especially in the interstate program.

• Provide a state-wide network of teachers to contribute to the strategic development in each sport;

**Recommendation 5**

That appropriate acknowledgement is given of the critical role of the School Sport Unit by:

• Establishing a P-12 task focus for the Unit staff;

• Undertaking a job redesign process within the School Sport Unit to determine the future task priorities and skills set required;

• Considering the redeployment of some staff to regional and country locations;

• Attracting and retaining staff with appropriate school sports leadership.

**Recommendation 6**

That the current programming, rules and guidelines are modified to provide:

• The opportunity for all Victorian schools from all sectors to participate in all aspects of the primary and secondary school sport Program;

• Equitable access for country students/schools;

• Opportunity for more State finals and National events to be held in country areas.
**Recommendation 7**

That a process is developed to evaluate the sports offered at the intrastate and interstate level with a view to removing sports that do not have acceptable levels of participation eg baseball and softball at the Secondary level.

**Recommendation 8**

That all education sectors currently involved in the Victorian school sport program continue to work together to ensure fair and equitable contributions are made by all sectors to the infrastructure and operational costs of the school sport program.

**Recommendation 9**

That the critical contribution made by staff to the success of the school sports program in Victoria is recognised and that the Department undertakes to:

- Investigate as a matter of urgency, alternative incentives and recognition to attract and retain staff in key roles in the school sport program;
- Explore and implement processes to ensure that key positions in school sport in Victoria can be better recognised as viable career path options.

**Recommendation 10**

That a publicity and marketing strategy is developed to:

- Explain the new governance and administrative structure;
- Promote the achievements of school sport in Victorian schools;
- Give appropriate recognition in an ongoing way to key personnel who contribute (often voluntarily) to the success of the school sports program;
- Redesign electronic portals to match the new structure.
Recommendation 11

That a comprehensive change management process be established incorporating:

- A clearly articulated vision;

- Collaborative processes;

- Effective communication;

- Experienced, respected leadership;

- Clearly defined objectives and timelines.
INTRODUCTION

Purpose of the Review
The project was established to “review the organisational structure that supports the delivery of school sport in Victorian Schools, and recommend a structure for the future implementation of school sport in Victoria”.

Terms of Reference
The objectives of the Review were specified as:

- To comprehensively map the existing school sport structure;
- Assess the existing structure against leading practice;
- Recommend a structure for the future delivery of school sport;
- Provide a plan for the implementation of the new structure.

Methodology
A Reference Group was established, chaired by Carol Kelly, Assistant General Manager, Targeted Programs Branch, and including the Presidents of the Victorian Primary Schools Sports Association (VPSSA) Brad Allen; Victorian Secondary Schools’ Sports Association (VSSSA) David Barclay; Warren McKelvie, Acting Manager, Policy Initiatives School Sport and the contractor, Ken Rogers.

An online survey instrument was developed and distributed to key personnel in the current structure and to Principals of schools. The survey was also distributed to schools in the Catholic Education and Independent schools sector.
Forums were conducted with key groups including VPSSA Executive, VSSSA Executive, and Australian Council for Health, Physical Education and Recreation (ACHPER), School Sport Unit-Coburg, Exemplary Schools Network, Zone and Regional groups in Mildura, Bendigo, Geelong, and Mornington Peninsula.

Visits were made to several Primary and Secondary schools in Metropolitan and Country regions of Victoria.

Face to face or telephone interviews were conducted with all members of the current Victorian School Sports Council as well as Junior Development Managers from several State Sporting Organisations with current agreements with the school sport program. Interviews were also conducted with past and present members of Executive Committees of VPSSA and VSSSA; other DEECD personnel, relevant staff from other Government Departments and business and Community Organisations with an association with the current program of school sport.

Information regarding their current school sport structure was sought from all State and Territory Departments. Likewise, information was sourced from the New Zealand Secondary School Sport Organisation and from both U.K. School Sport and the International School Sport Federation (ISF).

Submissions were also canvassed from other Agencies in Victoria which have a relationship with the current program. As well, the non-state Secondary School Sports Associations were invited to respond to a set of prepared questions.

Data was sought from the School Sport Unit regarding current work schedules, financial management procedures, rules and guidelines, current and trend data re participation, partnerships, priorities and staff management practices.
The online survey instrument was developed to assist in identifying the current perception of the effectiveness of the existing school sport structure.

The survey probed key elements of a successful school sport program such as:

- Participation
- Challenge
- Appropriateness
- Affordability
- Partnerships
- Enjoyment
- Safety
- Access
- Respect for School sport
- Staff support/ Expertise/ Recognition

Survey participants were asked to make a judgment about the effectiveness of the current structure in relation to each of these elements at the Intraschool, Interschool, Intrastate and Interstate level of the Program. Respondents were asked to rate the degree to which the current structure contributed to the effectiveness of school sport in Victoria on a five point scale from “Not at All” at one end of the scale to “To a very great Extent” at the other end.

Participants were asked to identify their personal characteristics, such as Metropolitan/Country; Primary/Secondary; State/Non-state. This provided the opportunity to explore any differences that may exist across respondents from varying backgrounds.

Finally, the survey tool provided an opportunity for respondents to indicate those elements of the current structure which the future program should:

- KEEP DOING;
- STOP DOING;
- START DOING.

Over 370 surveys were distributed and 218 responses (59%) were received and analysed.
Definitions

A list of key terms used in this Report can be found in Appendix 3; however four key terms are provided here as they are critical to gaining an appreciation of the focus of this Report.

PHYSICAL EDUCATION

Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students.

(Senate Enquiry into Physical and Sport Education, 1992)

SPORT

Sport can be defined as physical activities that are competitive, organised, involve observation of rules and may be participated in either individually or as a team.

(VicHealth Sport and Active Recreation, April, 2007)

PHYSICAL ACTIVITY

The World Health Organisation defines physical Activity as all movements in everyday life, including work, recreation, exercise and sporting activities.

(VicHealth Fact Sheet, April 2007)

SPORT EDUCATION

Sport Education includes the development of sport skills, an understanding of the rules, tactics and strategies of various sports and an appreciation of codes of behaviour.

(ACHPER Victoria)
TERM OF REFERENCE 1

Comprehensively map the existing School Sport structure

To address the requirements of this term of reference, an analysis of the following elements was undertaken.

- Governance/Structure
- Coverage
- Resourcing
- Programs Offered
- No of Sports/Trends
- Management/Administration

Governance/Structure

As part of the project brief, the following diagrammatic overview of the existing school sport organisational structure was provided by DEECD. This has therefore been used as a point of reference to scope this review.
The school sport program is delivered to schools by the VPSSA and VSSSA through the School Sport Unit.

School sport is delivered at the following levels:
- school
- district
- zone
- State
- inter State.
Two key elements of the current structure (VPSSA and VSSSA) have been in existence for over 100 years. A centralised group (Sports Unit) has also existed in various forms during this period.

More recently, the two Associations have become formal committees of the Department of Education and Early Childhood Development (DEECD). These two associations have continued to work somewhat independently of each other administratively and currently use different nomenclature to describe their network and regional programs.

The most recent development in governance has been the establishment of the Victorian School Sports Council. While this entity was specifically excluded from this review by the terms of reference, its role in the future may need to be reconsidered based on proposals recommended in this report.

Supporting the formal structures of the Victorian School Sport Unit and the two Associations is a network of dedicated (mainly volunteer) teachers who work as Zone Officers, Regional Convenors and District Convenors (VPSSA) and District Secretaries (VSSSA).

Primarily it is this network, along with the staff of the School Sport Unit, and the two Associations that is being analysed through this review. As indicated in the ‘Methodology’ section, key documents and data sets have been accessed and scrutinised as part of the review.

All personnel working in the structure as outlined above were provided with the online survey. The majority of these personnel are hosted in a school and the principal of each of their schools was also invited to complete the survey. Personnel in similar roles in the Catholic Education Sector also received the survey.
Online Survey Results

Respondents were asked to rate, on a five point scale, how well the current structure contributed to each element being analysed.

The graphs have bars for each segment of school sport being addressed e.g. “intraschool”, “interschool”, “intrastate”, and “Interstate”; each colour within the bar shows the percentage of respondents; the number of responses is superimposed within the bar.

As respondents were asked to indicate the sector, whether they were metropolitan or country based and whether they were working in primary or secondary schools, it was possible to analyse responses to determine if people from different backgrounds had different responses.

An analysis of responses found no significant differences which warranted any further comment here.

There were, however, some elements of the program where respondents have indicated very strong or very poor opinions of the current structure.

The overall trend in the comments indicated that respondents strongly endorse the current program (i.e. divisions of intraschool, interschool, intrastate and interstate) as serving the needs of schools and students well.

Each graph has been interpreted with a specific commentary.
Respondents indicated that intraschool and interschool segments of the current program contribute very highly to student participation. The interstate program, though supported, was seen to make only a limited contribution.

The interschool segment of the current program was given the highest rating in the contribution to enjoyment for students, while 40% of respondents believed that the interstate program contributed in a limited way or not at all to this element.
Overall the current structure is seen to adequately address the area of “Challenge”. Once again the strong support was given for the “Interschool” (90%) and “Intraschool” (80%) segments.

Safety was seen to be a very strong characteristic of the school sport program across all segments.
There was a very strong endorsement from respondents that the current structure is catering for the full range of students.

Not surprisingly, there was a similar response (to “Appropriate Range”), that the current structure caters for all levels of students.
This Segment of the survey required respondents to assess how well the current structure supports staff involvement in the program. It should be noted that these responses have been provided by personnel from all educational sectors and in all parts of the state. There is a strong perception that staff are neither adequately supported nor given appropriate recognition in the current structure. Respondents also indicated that staff involvement and level of expertise are less than desirable.

Responses indicate that the current structure contributes best at the Intraschool and Interschool level. The Intrastate and Interstate programs were not seen to be as successful.
There is a feeling expressed that the program became less affordable as it moved from Intraschool to Interstate level.

All levels of the program were seen to contribute strongly to the level of respect for school sport.
This was seen by respondents to be an area where the current structure is “Limited” to “Very Limited” across all segments.

40% of respondents indicated that the current structure does not support transitions either Primary to Secondary or school to club.
In order to gain a comprehensive picture from across the state, a number of forums and face to face (or telephone) interviews were conducted. As well, visits were made to areas such as the Grampians, Geelong, Wodonga, Mildura, Hume Regional Office, Mornington Peninsula and several metropolitan primary and secondary campuses.

Finally interviews were held with key personnel from organisations such as Sport and Recreation Victoria, Victorian Health, ACHPER Victoria, Touch Football Australia – Victoria, Victorian Rugby League, Orienteering Victoria, Athletics Victoria, Cricket Victoria, AFL Victoria, Unions representing teachers and Public Servants in Victoria, Primary and Secondary Principals Associations, KEA Sport, Victorian School Sport Unit (as a group twice and some individual interviews), members of the Victorian School Sport Council, Victorian Catholic Education, Association of Independent Schools Victoria, past executive members and previous School Sport Unit managers and staff, Exemplary Schools Network, Zone Officers, District Secretaries, Regional Convenors, senior staff in DEECD, Victorian Institute of Teachers.

It should be noted that most personnel from outside the school sport structure, including members of the Sports Council, found it very difficult to comment in any detailed way about the workings of the current structure.

However, when asked what the structure should keep doing, stop doing, start doing, a meaningful response was obtained from all respondents and interviewees.

Therefore it is critical that in the future whatever structure is established should be transparent and accessible. This will contribute to a greater understanding and acknowledgement of the valuable contribution that school sport is providing in Victoria. It should also enable a wider appreciation of the tremendous (voluntary) contribution being made by staff in Victorian schools.
Coverage

The two associations (VPSSA and VSSSA) have similar state-wide program coverage. Many of the sports are offered by both programs. The secondary program offers more sports, however feedback indicates that the level of school/student participation in some sports is relatively small and may require rationalization.

A major difference between the two programs is the inclusion of schools from the non-state sector. In the VPSSA program all schools in Victoria can participate equally in all aspects of the program, whereas in the VSSSA program, the intrastate sports program is only run for Victorian government secondary schools.

District and regional committees are established by both associations to enable all students regardless of their location to access the sports program.

The programming of state selections and state finals almost always take place in the Metropolitan area. Therefore while students and schools from country areas are entitled to enter these competitions, there was a strong feeling that country students/schools are currently disadvantaged by these arrangements.

Current Coverage in Victorian Schools

Primary

- All Primary schools
  - 1,232 Government
  - 365 Catholic
  - 141 Independent
• Primary sports
  
  o 14 Sports Intrastate
  
  o 14 Sports Interstate

Secondary

• Government schools for the Intrastate program.

• All Secondary schools for the Interstate program.
  
  o 350 government schools
  
  o 240 Non-government schools

• Secondary sports
  
  o 18 Sports Intrastate
  
  o 21 Sports Interstate
Resourcing

VICTORIA

All full time staff work from the Victorian School Sport Unit in Coburg, Melbourne.

- 1 Unit Manager 1x VPSG 6 (.5);
- 1 Unit Manager 1x VPS 5
- 8 Sports officers 8x VPSG4 (2 funded by grants to associations)
- 1 Administration Officer, SSO2 (Contribution from the Association)
- 1 Part time Finance Officer

VPSSA

- 33 x districts/zones grants @ $2,000
- 8 x Region Convenors @ $2,000
- 33 x Zones schools @ $2,750
- 8 x region convenor schools @ $5,270

In total, VPSSA pays out $214,910 per year to help fund the Zone and region programs and to provide zone/region special payments.

VSSSA

- Total operating annual income approx. $240,000. Includes:
  - Administration costs $160,000
  - Intrastate/interstate program $80,000
- $70,000 for CRT provided by DEECD (4 zone grants @ $2,500 provided from this)

Schools pay an affiliation fee to either VPSSA or VSSSA as well as local affiliation fees for zone and or district competitions.
Resourcing was a major issue in almost all forums and in the vast majority of survey responses.

Respondents working in the primary sector regularly reported that their program was perceived to be under-resourced in comparison to the secondary program.

The largest single resource within the current program is the staff in the School Sport Unit. There have been steps taken in recent years to identify staff in the unit as “School Sports Officers” with a P-12 responsibility. However the strong perception still persists that only two of the current staff (the VPSSA Executive Officer and one other staff member) are assigned to Primary, while all others (up to 6) are assigned to support the secondary program. While this may be perception rather than the reality, it is an issue that will require addressing in the future.

A transport subsidisation scheme currently exists to assist country based schools/students to overcome some of the transport costs associated with participation in intrastate and interstate events. This scheme is appreciated by country personnel, however there was a strong response that additional funding and greater flexibility was needed to address this issue effectively.

Currently VSSSA budgets $25,000 annually to this subsidy scheme. Schools travelling more that 100 kilometres to an event can apply for funds to defray the cost for travel by bus or car to team events. VPSSA also operates a travel subsidy scheme using different funding methodology. Both schemes are administered through the School Sport Unit.
Current Program

The current program operates at four interconnecting levels:

- Intraschool – almost totally within the school e.g. interhouse/interclass competition
- Interschool – between schools/students in a local district or zone e.g. weekly competition in winter/summer sports or Gala days
- Intrastate – involving students/schools from across the state e.g. knockout format or round robin with champion school advancing to the next level, district to region to final.
- Interstate – state teams selected to participate in a National Exchange or championship.

Many events involve progression from one level to the next on the way to a state final.

District, Zone and Regional Officers usually interpret the state program schedule and arrange local events to meet advertised deadlines.

The Interstate program (School Sport Australia) is seen to be a key driver of the Victorian program and some criticism was levelled at the high cost of resources to support this program for a small percentage of elite students/schools. However, the continuation of this element of the program is vital as it provides both a real and a motivational opportunity for gifted and talented students (and staff) in the area of school sport. As well, it is important that Victoria plays its part along with all other states and territories to the commitments made under the National Ministerial Council for Education, Employment, training and Youth Affairs (MCEETYA) agreement.

A strategy is required to enable Victoria to meet these commitments without the current associated cost.
Each Association currently reviews the sports offered on an annual basis. The School Sport Unit staff then communicates to district and regions the yearly program with associated dates, deadlines, rules and guidelines.

One aspect within the terms of reference called for an analysis of the sports currently played, with some recommendations about increase or decrease in the program and any consequences for staff resources likely to flow from proposed changes.

While this is an understandable request, the availability of accurate, reliable data regarding participation levels across all sports at various levels within the current program is problematic.

While data is provided by schools in accordance with reporting requirements, these data are macro-school level and are not readily disaggregated to individual sports by student numbers.

Another complicating factor is the wide variation in the role played by state sporting organisations and partner groups over recent years in the conduct of various aspects of the program. This is particularly evident with some of the more established sports such as AFL and cricket, which are using their development officers to run clinics at the Intraschool level, through to having a key involvement in student identification programs to support state squad selections.

Some secondary sports e.g. Softball and baseball, were identified by respondents as sports which might require review. It was claimed that in these sports it had been possible for a school to play and win only one game to advance to the State Final. The authenticity of such events having accredited status seems to be questionable.
Trend data is available for most sports and is included here with the earlier reservations regarding usefulness of such information to inform any decisions regarding rationalization of the current program.

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Administrative Arrangements

The current program relies heavily on volunteer teachers and on school subscriptions to function administratively. Schools currently pay an affiliation fee to either VPSSA or VSSSA (or to both if a P-10 or a P-12 school). As well schools often pay another fee (usually a per capita amount) to support a local District or Zone committee.

Some secondary affiliations are sufficient in quantum to employ a district Secretary on a part time basis e.g. Sunrasia District. However some districts with a number of small schools contributing minimal amounts accrue only a small quantum of funds. This obviously limits the scope and range of activities in such locations.

An issue of governance regarding District Committees has been referred to earlier. There is inconsistent involvement of officers from the “Principal class” in District, Zone and sometimes regional committees.

This potentially leaves sport officers (usually volunteers) in a difficult situation regarding administrative guidance, support and advocacy for the school sport program.

The Victorian School Sport Unit

The members of the unit have been assigned various tasks, usually related to programmed events.

Most officers have been assigned responsibility for a number of sports and all state and national events in that sport. Usually the same officer takes responsibility for both the primary and secondary program in the sports assigned for that year.

Conferences of key personnel from throughout the state are held to discuss operational issues and conduct the annual planning.
Two officers are assigned to support the two sports associations. These two staff are acknowledged as the Executive Officers of the respective associations.

While all of these arrangements are providing valuable resources to schools across Victoria, some areas of concern have been raised that require attention.

Firstly there is a degree of ambiguity for the unit with regard to work prioritisation. Competing expectations from the two associations and from within DEECD causes uncertainty for the staff. As well there is no common defined network across primary and secondary programs and there is a lack of formal infrastructure across Victoria within specific sports.

State sports sub-committees are established by VPSSA but not by VSSSA. Several state sporting organisations would welcome a more structured approach to sports sub-committees. However the role of sports sub-committees seems to be primarily confined to running state or national events. There is no clearly defined, formalised network of teachers in any specific sport that can be easily identified.

This lack of sport specific infrastructure has several consequences. Firstly, all approaches by external groups such as state sporting organisations has to be through the School Sport Unit and this usually results in the work going to one or both of the Executive Officers. Secondly, personnel from state sporting organisations reported inconsistent advice and support for their sport from different sections of the school sport structure.

Overall this has resulted in a degree of frustration for external groups seeking to form partnerships within the school sport structure.

Officers within the unit reported that they felt they were “overqualified” for many of the tasks they currently perform as part of their roles.
This may indicate that the current mix of “administrative” and “professional” staff in the unit requires addressing.

Visits to the country centres of Victoria highlighted the degree of anger and frustration at the lack of support and acknowledgement of issues facing students/schools in regional Victoria.

Many submissions called for better resourcing (eg improving the transport subsidy) for regional sports programs and greater access to full time personnel to assist with district and regional organisation by decentralising current staff resources. There was also strong message about the need to take more state and national events to the country areas.
Staffing/Staff Welfare

The final area of analysis flows from the administrative area and relates to staffing and staff welfare within the current structure.

Responses at forums, during interviews and from the online survey continually raised the issue of staff “burnout” and succession planning as areas of concern.

Repeated examples were provided that the current volunteer group of Zone and Regional convenors in the Primary area are most at risk. There is a feeling of overwork, an absence of support and lack of recognition by the system and some principals of the work of these officers. Currently zone and regional convenors receive an annual allowance ($2,000 before tax) but no time is allocated for their work. Another concern is that the excessive amount of non-timetabled time required discharging the role impacts on quality of their classroom preparation and actually results in officers being disadvantaged when seeking promotional opportunities.

Similar concerns were regularly expressed about the attractiveness of Sports Officer positions in the School Sport Unit providing limited career opportunities.

This information relating to the first term of Reference has been combined with findings from the investigation under the second term of reference to identify some key themes and formulate some proposals for consideration. These are outlined in detail in the section headed “Term of Reference 3”.

While it is very difficult to quantify the contribution made to the primary and secondary program by largely voluntary school staff contributions, there is no doubt that the current and past success of school sport is attributable to these people. Therefore the future
structure needs to be able to continue to recruit, induct, support and reward staff across Victoria if the undoubted benefits are going to continue to follow for students.
An extensive search of national and international literature and electronic sites was conducted.

The key world school sport organisation is the International School Sport Federation (ISF), based in France. This organisation has recently conducted a survey of all current member bodies to ascertain practices and structures in place to support school sport. ISF members represent all major countries of the world with the exception of the United States of America.

An analysis of the ISF survey was, however, somewhat disappointing due to a lack of member response and was therefore found to be inadequate for this review. Further investigation of other sources including the USA has lead to the decision to assess the Victorian school sport structure primarily against other Australian States and Territories, the New Zealand Secondary School Sport Organisation and the United Kingdom.

To enable a comprehensive analysis to be undertaken, each of these jurisdictions was asked to provide information against a range of elements as well as providing any current relevant documentation relating to their school sport programs.

Information was therefore sought regarding each of the following elements:

- Purpose
- Governance/Structure
• Coverage

• Resourcing

• Other relevant Information

Responses were received from all State and Territory jurisdictions in Australia except Tasmania, New Zealand Secondary School Sports Association and the United Kingdom (especially the Youth Sports Trust Initiative).

A number of follow-up requests and phone conversations were required to complete this comparative analysis.

The findings for each element follow.

**Purpose**

All jurisdictions espouse a similar purpose for their existence. Most emphasize the educative aspect of the school sport experience.

All structures had a mixture of co-ordination and delivery as their stated purpose.

In all states except Victoria (and one other) a single “purpose” statement referred to the program for “both primary and secondary students”.

**Governance/ Structure**

Most jurisdictions were almost totally reliant on government funding and this impacted on governance arrangements. In four states, including Victoria, major committees or associations have been formed and these are sub-committees within the State Government Departments of Education (or equivalent)
In the two Territories, in New Zealand and in one Australian state, the sports association is an incorporated body with a service level agreement in place with the relevant state government department.

Both Territories and three states (including Victoria) have an overarching committee or School Sports Council. However, in one state, the Council has yet to meet. In all cases except Victoria the Sports Council (or equivalent) plays a strategic management role with the Primary and Secondary Associations as sub-committees.

Queensland and New South Wales have established regional –based boards or committees due to their history and demographics. In each case these regional bodies (Regional Sports Boards) are accountable to the respective Regional Director with the State Education Department.

Both Queensland and New South Wales also have an extensive sport specific committee infrastructure with significant decision-making authority and responsibility for intrastate events and state team (officials and students) selection processes.

South Australia has regionalised some staff resources to assist in organisation and management of the school sport and aquatic program.

New Zealand Secondary is an incorporated body with an elected (by region) Board of Directors and a full-time contracted Chief Executive Officer. They also operate a Regional Management Committee.

**Resourcing**

The area of resourcing proved to be a sensitive one for some jurisdictions and therefore comparisons in this area require caution. As well, there is a direct relationship between the quantum of resourcing and the number of students /schools being provided with a service.
Therefore the only valid comparison in this area can realistically occur between the three eastern states of Queensland, New South Wales and Victoria.

By comparison, Victoria appears under-resourced in three of the elements analysed.

Firstly, the number of permanent, full time officers is relatively less than the other two states and the salary level of the senior Manager of the School Sport Unit is lower by one or two levels (Approx. $20,000 to $30,000 per year).

Secondly, the amount of teacher relief (non-contact time) provided departmentally to support classroom teachers in zone or regional convenor roles, or to cover team officials supervising State teams or organizing the hosting of National events is significantly lower than Queensland and a deal lower than New South Wales.

The level of administrative support provided to both the Sports Unit and to regional sports Associations in Queensland and New South Wales is considerably greater than that provided in Victoria.

Both New South Wales and Queensland also provide Non- Contact Time (C.R.T.) relief to support key members of the sport specific sub-committees.

Having made these comparisons on evidence available, it must also be acknowledged that there are other contributions, both financial and in staff time, contributed by schools at district level for which no central recording process exists. It is therefore difficult to effectively quantify the real cost benefit of the current structure without further detailed analysis.
Coverage

For similar reasons as outlined in the section on resourcing, the element of Coverage can only validly be compared in the three eastern states of Australia.

All three jurisdictions provide full coverage for all primary students from State, Catholic and Independent sectors.

Queensland includes all students in secondary schools in the same way. The New South Wales structure covers state secondary students only, with the Catholic and Independent sectors having their own structures and treated as “regions” within the overall program arrangements.

Victoria secondary is inclusive of all schools for the Interstate program, but restricts the intrastate program to government secondary schools.

All states offer a similar range and number of sports within the primary (approx. 14) and secondary (approx. 21).

As indicated earlier, the infrastructure provided by regional associations in Queensland and New South Wales provides a more localised service across these states for regional and remote communities.
Emerging Themes

I have summarised the key findings gleaned from the first two Terms of Reference under some key headings or themes. Not surprisingly, these headings match the headings used in the request for information from other Jurisdictions.

I have therefore used the same headings to summarise proposed actions and recommendations.

These themes are:

- Purpose
- Governance/Structure
- Administrative Arrangements
- Coverage
- Resourcing/Staffing
- Public Image
- The Future
**Purpose**

A regular response from both the surveys and other sources was that the current focus on providing school sport to the full range of students should be maintained. Many respondents proposed that the current organisational arrangements of school, district, zone, region and state provided suitable infrastructure to cater for different interests (range of sports) and abilities (beginner to elite).

Some respondents indicated a concern that too much time was being taken to conduct interstate events and state selections for a small (elite) percentage of students.

As outlined earlier, while this may in fact be occurring, it is vital that such opportunities are provided to students in Victorian schools and that Victoria continues to meet its commitments to the national school sports program.

It is, however, possible and desirable to find ways of reducing or sharing the cost burden of this aspect of the program.

While the purposes of each of the Victorian School Sport Associations are stated in their respective handbooks, they do differ and as well, respondents gave differing accounts of their understanding of the current purpose of staff in the School Sport Unit.

While a stated purpose regarding “inclusiveness” (e.g. VSSSA – “for all secondary students in Victoria”) is espoused by both associations, some respondents from country areas and the non-state sector indicated that current programming is exclusive or creates severe hardships to some participants, especially in state selections and competitions.
Findings

1. An overarching statement which articulates the purpose of the structure that supports school sport in Victorian schools does not currently exist.

2. The current school sport program for secondary students is at odds with the mission statement for VSSSA. (See VSSSA Handbook 2008, page 1)

3. The current purpose as outlined in the Mission Statement of VPSSA received strong endorsement during the review.

4. The draft School Sport Unit Strategic Plan 2007-2008 contains a vision and a Mission that are similar to but different from those outlined by VPSSA and VSSSA.

RECOMMENDATION 1

That Department develops and communicates a purpose statement for school sport across all its components in all Victorian schools.
**Governance/Structure**

As outlined earlier, the governance arrangements have elements that have been in place for over one hundred years (the two Associations) and new elements such as the Victorian School Sports Council.

Another relatively recent change has seen the two long-standing associations become committees of the Department of Education and Early Childhood Development.

Over the last decade, there is evidence that accountability mechanisms and reporting requirements have been introduced to ensure greater probity and efficiency in the operations of the two associations.

The decision to stop placing School Sport Unit personnel in schools in outlying centres has resulted in another change in the governance arrangements. When officers were previously deployed, these officers were subject to regional office accountability. Now all staff in the School Sport Unit are centrally located in Coburg and is part of the Public Service infrastructure of the DEECD. Current Education regions have no role or influence on the current school sport model.

**Findings**

1. Many respondents had little knowledge or understanding of the purpose of the School Sport Council.

2. Many external respondents (including state sporting organisations and business representatives) found the existing structure of the two Associations cumbersome and confusing.

3. There was little disagreement with the move to have the two associations become sub-committees of the DEECD.
4. District and Regional committees provide an important level of governance for district and regional programs.

5. District and Regional committees have varying levels of involvement and support by schools and principals.

6. Region and Zone officers would welcome more support and involvement by principals on local committees.

7. A degree of duplication and replication currently exists by having the two Associations.

Possible Strategies

- Explore alternative arrangements eg incorporated body or a single structure within DEECD.

**RECOMMENDATION 2**

<table>
<thead>
<tr>
<th>That a single governance structure be established to:</th>
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<tr>
<td>- Govern the provision of school sport in all Victorian schools;</td>
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<tr>
<td>- Be inclusive of all current parties;</td>
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<tr>
<td>- Be established after exploring alternative governance arrangements such as an incorporated body.</td>
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**Administrative Arrangements**

The current use of different nomenclature by VPSSA and VSSSA to describe very similar geographic areas of districts, zones and regions is far from ideal and provides another source of confusion, especially for potential external partners.

Likewise the use of different financial systems for each association is not conducive to efficient practice and must cause confusion and frustration for unit staff who are working towards a P-12 focus.

The level of support for zone and regional convenors in the primary program has remained unchanged for many years, despite significant changes to school priorities and demands on the convenors. Future recruitment to such positions will become extremely difficult if changes are not made to the expectations on the positions or extra assistance is not provided.

The current deployment of School Sport Unit staff requires reconsideration for a number of reasons. The opportunity to partner with state organisations can be enhanced through strategic placement of staff in regional centres. This change, coupled with a planned development of sports specific sub-committees, also with a regional approach, can significantly enhance regional capacity, but also reduce the workload on School Sport Unit staff in organising Intrastate and Interstate events.

**Findings**

1. Confusion is being caused by the different nomenclature and demographic terminology being used by VPSSA and VSSSA.

2. Efficiencies can be achieved by having one financial management system and one finance officer for both the primary and secondary programs.
3. While sports specific sub-committees currently exist, they are not formalised standing committees with an ongoing governance and developmental focus. Some state sporting organisations e.g. golf and AFL have developed informal networks which could be readily converted to sub-committees.

4. A range of work currently being undertaken by school sports officers in the Unit should be undertaken by administrative staff through a job redesign processes.

**RECOMMENDATION 3**

That the administrative arrangements of the primary and secondary school sports programs in Victoria are streamlined by:

- Adopting the same terminology (Region, Zone and District) to describe demographics and staff roles;
- Implementing a single financial management system for the primary and secondary program and appointing a financial manager;
- Strongly supporting the involvement of classified officers from the “Principal class” to provide leadership on district, zone and regional sports committees.
RECOMMENDATION 4

That sport specific sub-committees be established in a range of selected school sports to:

- Enable and foster stronger partnerships with state sporting organisations, especially in the interstate program.
- Provide a state-wide network of teachers to contribute to the strategic development in each sport;

RECOMMENDATION 5

That appropriate acknowledgement is given of the critical role of the School Sport Unit by:

- Establishing a P-12 task focus for the Unit staff;
- Undertaking a job redesign process within the School Sport Unit to determine the future task priorities and skills set required;
- Considering the redeployment of some staff to regional and country locations;
- Attracting and retaining staff with appropriate school sports leadership.
Coverage

The response from both the online survey and other forums was one of general endorsement for the current coverage to continue.

Feedback supported the current arrangement of district, zones, regions and state as the preferred programmatic structure.

Respondents were generally satisfied with the array of sports and the availability of different entry-levels for students into school sport.

There was a strong plea for some program changes to better accommodate rural and isolated schools and students with a suggestion of more intrastate events being held in country locations.

A mixed response was received regarding the possibility of the inclusion of the non-state schools into the intrastate program run by VSSSA. Proponents argued that it worked well in primary schools at intrastate and interstate level and it was logical and fair to extend involvement to the secondary schools intrastate program. Those who objected to this course of action suggested that the current program was a good advertisement for state schools; that state schools would be swamped by better-endowed and resourced non-state schools, and that state schools were already contributing a disproportionate amount of their resources to the current program and this proposed extension would only serve to exacerbate this discrepancy.

Findings

1. The current structural arrangements of district, zone, region provides a suitable and accepted basis for students and schools across the state.
2. There is no apparent disadvantage for students from country areas in terms of being selected in state teams with data showing that country students are appropriately represented as a proportion of overall state team composition.

3. While some rationalisation may be necessary in the number of sports presently offered in the secondary program, the primary program appears to be appropriate.

4. Conflicting opinions were expressed regarding increased involvement of non-government schools in the secondary intrastate program, on balance the benefit of inclusion outweighs the claims for the status quo to be maintained.

5. There is a significant imbalance in the ratio of staff and students from the non-state sector involved in the interstate program. While students from the non-state sector appear to be over-represented, staff from this sector is under-represented in this facet of the program.

6. Some program changes to state final and state selection processes are required to ensure that these processes are fair for all students, especially those from country and low socio-economic communities.

7. There is willingness from the non-state secondary school sport associations to explore closer working relationships within the new structure.

8. The emergence of sport-specialist secondary schools/colleges provides opportunities and risks for the future of school sport in Victoria. Current developments in the United Kingdom, along with research from the current review of Physical Education and Sport in Victorian schools may provide useful models for further exploration.
RECOMMENDATION 6

That current programming, rules and guidelines are modified to provide:-

- The opportunity for all Victorian students/schools from all sectors to participate in all aspects of the primary and secondary school sport Program;
- Equitable access for country students/schools;
- Opportunity for more State finals and National events to be held in country areas.

RECOMMENDATION 7

That a process is developed to evaluate the sports offered at the intrastate and interstate level with a view to removing sports that do not have acceptable levels of participation eg baseball and softball at the Secondary level.
Resourcing / Staffing

Throughout the review process, a consistent theme has emerged regarding the high workload demands on key staff within the school sport structure.

Respondents also repeatedly stressed the strong commitment and dedication of staff (mainly volunteers) to the school sports program. This issue and the need for a strong recruitment and succession planning process has been referred to earlier.

This feedback was highlighted for the primary school program in particular, where user-pays processes have resulted in claims that those schools and students with the least capacity to pay have often been under-resourced in terms of an organised school sport program. This claim of disadvantage was made in regional and country areas and for various communities with a low socio-economic population.

Zone convenors in the VPSSA program repeatedly raised issues of under-resourcing, lack of allocated time, career disadvantage and feeling undervalued by the system and school principals.

Findings

1. The lack of a regionalised infrastructure along with an absence of sports sub-committees places primary regional and zone convenors at a disadvantage when compared to jurisdictions of similar size and complexity.

2. Almost all zone and regional (primary) convenors complete their duties voluntarily (with a small financial allowance) as well as carrying a full time classroom teaching responsibility. Many of these officers are nearing retirement age and so a succession planning challenge will confront the system in the near future.
3. Incentives such as allocated time (CRT) and career advancement opportunities should be explored as a means of attracting a greater pool of staff for these positions.

4. Secondary schools generally have a greater capacity to contribute financially to provide at least a part-time officer to manage and organise school sport at a local level.

5. The current School Sport Unit staff was recognised as providing strong support to all levels of the current program with some respondents critical of the priority apparently given to the interstate and intrastate (elite) components of the program.

6. Staff in the unit has indicated that the current staff mix does not adequately match the delivery requirements of the current program.

7. Respondents requested changes to the prioritisation of staff responsibilities to:
   - Allow more equitable service to country schools and for students in primary school programs;
   - Support intraschool and interschool programs rather than the intrastate and interstate components.

8. A wide array of different models currently exists (especially at district level) to facilitate the district and zone components of the school sport program. It was impossible to fully cost the delivery of the current program due to lack of centrally collected data, especially regarding school affiliation fees paid at district level.

9. As discussed in the “Coverage” section, there is a current imbalance between the level of student representation from the non-state sector and the level of staff from that sector involved with state teams. This is seen to be placing an unfair burden on staff from the state sector.
RECOMMENDATION 8

That all education sectors currently involved in the Victorian school sport program continue to work together to ensure fair and equitable contributions are made by all sectors to the infrastructure and operational costs of the school sport program.

RECOMMENDATION 9

That the critical contribution made by staff to the success of the school sports program in Victoria is recognised and that the Department undertakes to:

- Investigate as a matter of urgency, alternative incentives and recognition to attract and retain staff in key roles in the school sport program;
- Explore and implement processes to ensure that key positions in school sport in Victoria can be better recognised as viable career path options.
Public Image /Recognition of the Victorian School Sport Program

While it was not strictly included in the terms of reference of this review, respondents repeatedly raised issues such as lack of recognition and systemic support for school sport, unclear public image of the school sport program; confused “badging” of the program and a need to provide greater transparency and access for both participants (staff and students) and potential partners (state Sporting organisations).

Findings

1. The current web-site configuration is less than helpful in providing a user friendly portal for electronic visitors.

2. Streamlining data sets and archival systems across the P-12 schooling spectrum can facilitate better trend analysis and predictive capability.

3. While staff at the Unit refer to themselves as “School Sport Victoria” when answering telephone calls, there is actually no such “entity” either electronically or in major communication documents e.g. association handbooks 2008.

4. Feedback from some external organisations indicated that access to information and key personnel was critical to developing effective partnerships with the school sport structure.

5. The current staff mix and deployment of School Sport Unit staff is not perceived to be appropriate to adequately support the school sports structure.
RECOMMENDATION 10

That a publicity and marketing strategy is developed to:

• Explain the new governance and administrative structure;

• Promote the achievements of school sport in Victorian schools;

• Give appropriate recognition in an ongoing way to key personnel who contribute (often voluntarily) to the success of the school sports program;

• Redesign electronic portals to match the new structure.
My initial intention in this section was to present a detailed plan to address each of the proposed actions flowing from the recommendations.

However, as will be appreciated, many of the recommendations actually propose that further investigation and negotiation be undertaken before a final implementation plan is determined.

I will therefore respond to this term of reference by focussing on the desired change management process that should occur once the final directions have been determined.

There are many tomes devoted to the topic of “Change Management” and I do not intend to add to that array but rather to extract from the literature some key elements of successful processes.

Though not exclusive, I will focus on five key elements and elaborate how these particularly apply to the Victorian School Sport scene.

The five elements that I have included and will expand upon are:-

1. A clearly articulated vision

2. Collaborative processes

3. Communication
4. Leadership

5. Clearly defined objectives and timeline.

**Vision for the Future**

When confronted with change, most people want to know why a new direction is necessary and in what way it will improve what has already been in place. In this case some elements have been part of the school sport program for over one hundred years.

In this case it is important to stress that the current system is operating successfully and that changes proposed are designed to build on this success and take Victorian School Sport to an even stronger position.

The new structure will be more aligned to structural changes in schooling provision. Contemporary schooling arrangements in Victoria mirror the Australian scene in that schools of P-6 and 7-12 class arrangements are no longer the only models operating. Indeed I could identify numerous models in place including P-3, 4-9, 7-9, P-12, P-9, 10-12 in the schools I visited or where the staff I met were currently working.

It is therefore more appropriate to have a strategic direction and governance structure focussed on P-12 provision. This can be provided by the single, strategically focussed governance structure proposed.

The two associations, VPSSA and VSSSA, still have a vital role to play in determining the technical aspects of sports and overseeing the implementation of the school sport program.

Streamlining the administrative arrangements allows for greater efficiency, better internal clarity of purpose and, most importantly, will facilitate more transparency and ease of
access for potential external partners such as state sporting organisations, other government departments and private businesses.

Other changes proposed will address some issues of equity and provide more consistency and inclusiveness to students from all education sectors across Victoria.

Finally and most importantly, these changes are about acknowledging the tremendous contribution made by staff to the school sports program. Establishing processes and adjusting resources to provide more support and recognition to staff involved at the grass roots level of the program will lead to higher recruitment and retention of these key people.

**Collaborative Processes**

Most change processes that are not successful flounder because of the alienation of key personnel before or during the process.

It will be critical for all existing associations to be respected for their past contributions to what is a successful program. Having accepted this, it is then critical that representatives of the VPSSA and VSSSA for example, are involved in discussions and developments at the earliest opportunity.

Other key groups will obviously include the other education sectors, the School Sport Unit and representatives of the industrial organisation which represent current staff.

Not all personnel can be involved in all elements of the change process at the first instance. This is acknowledged. What is required, however, is for all interested parties to be advised as to when and how they will be involved in the process, to both understand what is proposed and to be engaged in new developments.
Communication

For staff in schools in particular, it will be important for clear and concise information to flow through a range of communication channels; accurate, unambiguous information in simple language about what is proposed, what is still to be determined, when decisions will be made and most importantly, why changes are being implemented.

Other networks of critical importance will be those of the two sports associations, similar networks in other sectors and other school leadership networks such as regional directors and principals.

The dissemination of the report and in particular, the executive summary and recommendations, will need to occur as quickly and as widely as possible, especially to the above groups. However, this will need to be accompanied by a clear and simple memo from DEECD outlining the reasons for any changes, the key milestones and timelines identified and the ultimate objective in establishing the new structure.

This will be aided by the fact that these changes can be promoted as building on an effectively operating program with great people and good outcomes.

A stronger, more equitable, simplified structure are all strong selling points of the proposed new structure. Once implemented, this should result in better, fairer and more sustainable programs for both students and staff.
Leadership

In order to achieve the desired new direction, leadership will be required at a number of levels.

The leadership from within DEECD to establish this review and the determination to complete the task and provide any necessary resources to assist the change process is to be applauded. I believe a totally qualified and respected senior officer with an operating knowledge of Victorian school sport should be appointed for a period of at least six months to lead this change process.

This person should lead the strategic implementation process and act as a change agent to liaise with and brief affected staff, representatives from other education sectors, unions, principals associations, state sporting organisations, other government department personnel and other groups involved in this review process or likely to be impacted upon by proposed changes.

As outlined earlier, it will be imperative that the person chosen has the capacity to work with key personnel in the existing structure and be able to enrol all key players to contribute to the change process. This process should incorporate the broad findings from this report and other models identified and considered appropriate by DEECD.

Leadership will also be required from personnel involved in key committees in the current structure at district, zone and or regional level.
**Timelines**

The recommended changes to the structure of school sport in Victoria can not and should not happen overnight. However, it is not desirable for any change process to drag out indefinitely.

Some aspects of the process, such as the appointment of the key leadership person need to happen quickly. Other aspects such as any changes proposed to the sports offered to students should not occur until the 2010 school year. Therefore it is sensible and logical to have January 2010 as a key milestone in planning any changes.

By this time, any new governance and administrative arrangements need to be in place so that the 2010 school year would see the new structure operating.

Establishing other aspects, such as the proposed sport specific committees, may happen progressively between now and then and in some cases beyond that time.

Work on changes to the demographic terminology and financial management systems could also begin without delay.

A number of decisions will occur following further investigation and negotiation. It will be necessary for the identified change agent to work with senior leadership from DEECD to finalise any other timelines once such decisions are known.

This summary of actions required to bring the new arrangements to fruition may seem daunting. However, it is based on a strong belief that the calibre of personnel I have met and the passionate commitment to school sport in Victorian schools that I have witnessed will ensure that all objectives will be met and that the future of the school sport program will be assured.
RECOMMENDATION 11

That a comprehensive change management process be established incorporating:

- A clearly articulated vision;
- Collaborative processes;
- Effective communication;
- Experienced, respected leadership;
- Clearly defined objectives and timelines.
APPENDICES

Appendix 1

Acknowledgements

The level of co-operation from survey respondents, forum participants and numerous other people who contributed through face to face or phone interviews has been outstanding.

This willingness to contribute has significantly helped the work of the reviewer and provided valuable current knowledge of the school sport program.

In particular, I wish to thank the staff in the School Sport Unit for their friendliness and assistance throughout this process.

Consultation Coverage

School Sport Unit as a group (twice)
VPSSA Executive Officer
VSSSA Executive Officer
VPSSA Executive
VSSSA Executive
Victorian School Sport Council Members (all individually)
Victorian Catholic Education Office
Association of Independent Schools Victoria
ACHPER Victoria

ONLINE SURVEY distributed to
- VPSSA zone, regional and state convenors
- VSSSA zone convenors
- Principals of primary and secondary schools and colleges hosting a zone regional convenor
• Catholic Education sector schools (20)
• Other organisations in partnership with School Sport in Victoria eg. KEA Sport
• Other key staff/principals eg. School Sport Unit staff, executive of VPSSA and VSSSA
• School sport associations representing the Catholic and Independent sectors

(370+ Surveys distributed; 218 responses)

FORUM/FOCUS GROUPS IN

• Mildura
• Bendigo
• Mornington Peninsula
• Geelong
• Wodonga

Contact made with all Regional Directors.

FACE TO FACE OR PHONE INTERVIEWS WITH

• Australian Education Union (Victorian Branch)
• Community and Public Sector Union (Victoria)
• ACHPER
• Zone convenors
• Victoria Institute of Teachers
• State Sporting Organisations
  o Touch Football
  o Orienteering
  o Golf
  o Cricket
  o Rugby league
  o Orienteering
  o Australian Football
• Primary Principals Association
• Secondary Principals Association
• Hume Regional Office
Appendix 2

Acronyms

VPSSA  Victorian Primary Schools Sports Association
VSSSA  Victorian Secondary Schools’ Sports Association
ACHPER  Australian Council for Health, Physical Education and Recreation
DEECD  Department of Education and Early Childhood Development
ISF  International School Sport Federation
SSA  School Sport Australia
**Appendix 3**

**Definitions used for the purpose of this report.**

**PHYSICAL EDUCATION**

Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students.

(Senate Enquiry into Physical and Sport Education, 1992)

**SPORT**

Sport can be defined as physical activities that are competitive, organised, involve observation of rules and may be participated in either individually or as a team.

(VicHealth Sport and Active Recreation, April, 2007)

**PHYSICAL ACTIVITY**

The World Health Organisation defines physical Activity as all movements in everyday life, including work, recreation, exercise and sporting activities.

(VicHealth Fact Sheet, April 2007)

**SPORT EDUCATION**

Sport Education includes the development of sport skills, an understanding of the rules, tactics and strategies of various sports and an appreciation of codes of behaviour.

(ACHPER Victoria)

**INTRASCHOOL**  
Sport within a school eg house sports

**INTERSCHOOL**  
Sport between students/schools not state-wide eg district/cluster sports restricted to 8-10 schools located geographically in close proximity

**INTRASTATE**  
Sport between students/schools in a state-wide competition eg state/zone or state/region competition that involves schools from across the state
INTERSTATE Sport between State Representative Teams i.e. the School Sport Australia competition