

# Pretty Beach Public School



Quality education, unique environment.

## Sport and Physical Activity Policy



## **Policy Statement**

Pretty Beach Public School's Sport and Physical Activity Policy includes requirements for the safe conduct of sport and physical activity occurring as part of a school event which are described in this document.

Pretty Beach Public School aims to provide:

- a) procedures for the organisation and management of sport and physical activity
- b) local information about the school to students, staff and community stakeholders.
- c) delivery and evaluation processes to support quality sport and planned physical activity programs.

All staff must:

- a) comply with the requirements listed in this document, and
- b) comply with the relevant Specific Sport and Physical Activity Guidelines.

The safety conditions outlined in this policy apply whether the activity is undertaken as part of school sport, school excursions, physical education lessons or any other school event.

The safety conditions for specific sports and activities must not be varied unless experts in the particular sport or activity advise accordingly.

If no safe conduct guidelines exist for a sport or activity, the principal complies with the Principal Endorsed Activity Procedures on the Health and Safety website.

The procedures reflect the ethos of the school and establish a framework and context for sport within the school in line with the Departments Sport and Physical Activities Policy and Guidelines.

## **Rationale**

Pretty Beach Public School provide students in Years K-6 with a minimum of 150 minutes of planned moderate physical activity, with some vigorous physical activity across the school week. This time includes planned weekly sport.

Sport is an important aspect of the school curriculum at Pretty Beach Public School and is an integral part of an individual's development, requiring physical involvement in organised games or activities within an accepted set of rules. Sport is a valued and accepted part of a school's curriculum because it contributes to the development of the whole child. It provides a vehicle for a number of social, physical, emotional and moral learnings and is an important expression of our culture. Participation, enjoyment and skill development of all students are the corner-stones of school sport.

Pretty Beach Public School believes the social, cognitive and welfare outcomes of involvement in quality sport activities can assist whole school communities in:

- raising student achievement at all levels and all stages
- promoting wellbeing, positive relationships, equity and excellence
- creating and sustaining conditions for quality teaching and learning to thrive
- developing and delivering community expectations and government policy
- contributing to a 21st century education system at local and national levels
- developing students as citizens of the world
- encouraging healthy competition and responsible behaviours

Significant international research and Australian government investigations indicate that students who experience positive, inclusive and rewarding school sport programs are more likely to exhibit:

- improved academic results
- self-esteem and resilience
- effective organisational, motivation and performance skills
- connectedness to school
- the benefits of an active lifestyle well beyond the school environment.

As well as improving student performance and learning outcomes a quality sport program, implemented as part of a whole school plan, can have many benefits. These include:

- improved student/teacher relationships
- higher concentration levels on classroom tasks following physical activity sessions
- more productive students with increased aspiration levels (especially amongst disadvantaged students)
- stronger links between school, home and the wider community
- decreased absenteeism
- appreciate the abilities and diversity of others
- develop an appreciation for fair play and being part of a team or group sharing the same experience.

### **Physical activity in NSW public schools**

This document acknowledges that physical activity occurs in a number of ways in NSW public schools.

- Physical activity is any movement of the body that results in some expenditure of energy. Physical activity provides an opportunity for students to acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills.
- Physical activity provides the most health-related benefits for students when performed at moderate to vigorous levels of intensity.
- Moderate intensity physical activities require some effort and noticeably accelerate the heart rate. Students are still able to talk while participating in the activities. Vigorous intensity physical activities require a large amount of effort and a substantial increase in heart rate. These activities make students 'huff and puff'.
- Mandatory planned physical activity occurs through teaching and learning in Personal Development, Health and Physical Education (PDHPE) and School Sport. Additional physical activity can be planned or occur incidentally at other times of the school day such as at recess, lunch or in any other learning experience.
- Physical Education (PE) is part of the mandatory key learning area Personal Development, Health and Physical Education (PDHPE). The NSW PDHPE syllabuses prescribe a sequence of learning from Kindergarten to Year 12.
- School Sport is an important part of the co-curricular and a mandatory part of whole school planning. School Sport offers students weekly planned opportunities to participate in physical activities according to their interests and abilities in a range of contexts and environments.
- Schools elect to participate in the Representative School Sport Pathway. The pathway offers a wide range of sports for students to participate in at local, state, national and international level through carnivals, knockouts and representative teams. Many schools incorporate into their weekly timetabled school sport opportunities for participation in representative school sport.

### **NSW Department of Education Policies**

Pretty Beach Public School has developed this policy and procedures for the organisation and management of school sport and physical activity in line with all relevant NSW Department of Education policies including:

- The Sport and Physical Activity Policy
- The Sport and Physical Activity in Schools Safe Conduct Guidelines.

#### **And other School procedures including:**

- Emergency Care/CPR accreditation
- First Aid
- Risk assessments
- Organised and Private Transport
- Excursion policy
- Costing processes
- Selection of teams and school representatives
- Permission notes
- Awards and presentations

### **Aims of school sport and physical activity**

Pretty Beach Public School's school sport and physical activity program aims to:

- encourage participation by all students in sporting activities commensurate with their physical, mental, social, emotional and skill development
- provide opportunity for playing a wide variety of sports within competitive and recreational environments
- develop the capacity to make reasoned decisions about ethical issues in sport that will lead to good player and spectator behaviour
- develop skill and fitness specific to particular sports so that all students can experience success through enjoyable participation

- develop and apply knowledge and understanding of sport as a significant cultural force in our society; the capabilities and limitations of the human body in the performance of sport; games, tactics, strategies, rules and umpiring; administration and coaching
- contribute, through participation, to the social, cognitive, physical, emotional and aesthetic aspects of the student's development
- develop a lifelong appreciation for physical activity and understand the health benefits these activities provide.

### School sport – Roles and Responsibilities

Pretty Beach Public School has a responsibility to ensure that every student is presented with the opportunity to participate in quality sport and physical activity experiences to enhance their learning and development.

At Pretty Beach Public School, school sport operates as a whole school activity and is supported through a range of organisational details to successfully conduct carnivals, gala days and a weekly sport program often incorporating competitive and non-competitive elements.

Teachers play a major role, often with the support of other members of the school community with relevant qualifications, in the organisation and conduct of the school sport program.

The roles and responsibilities of our school sport program include areas such as participation, competition, safety, community linkages, communication with parents/guardians, budgets, professional learning, equipment and behaviour.

### Affiliation

Pretty Beach Public School is a financial member of the Southern Central Coast Primary Schools Sports Association (SCCPSSA) Sporting Zone and a part of the Sydney North School Sport Association and New South Wales PSSA.

### Management of the School Sport and Physical Activity Program

At Pretty Beach Public School, K – 6 will have sport on Thursday. Physical activity is spread across the week. The number in brackets indicates the duration of the activity in minutes. The sample timetable also includes planned weekly sport, and the total planned physical activity time per week.

### Weekly School Sport and Physical Activity Timetable

Year	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Total Time
Kindergarten	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 1	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 2	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 3	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 4	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 5	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes
Year 6	17 (OSPA)	40 (PE)	17 (OSPA)	60 (School Sport)	17 (OSPA)	150 minutes

**PE** = Physical Education

**OSPA** = Other structured physical activity, i.e. integrated lessons

## Early Stage 1 & Stage 1 Sport Program

### Introducing Fundamental Movement Skills

The following information has been adapted from Get Skilled Get Active (NSW Department of Education, 2016). This article will offer information and advice on:

- fundamental movement skills in your PDHPE and sport programs
- how students learn and develop fundamental movement skills.

### What are Fundamental Movement Skills?

Fundamental movement skills are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports. Examples of these skills can be frequently seen in popular games and activities played by children in the school playground.

Fundamental movement skills are sometimes categorised under three headings:

- **locomotor skills**, such as the run, jump, hop, skip, gallop, leap and dodge
- **non-locomotor skills**, such as the static balance, bend, sway, twist and turn
- **object control skills**, such as the catch, throw and kick.

Twelve fundamental movement skills are presented in this resource. These twelve skills represent a solid foundation for the development of specialised skills, enabling students to participate in a wide range of physical activities. They are:

- |                            |                         |
|----------------------------|-------------------------|
| 1. <b>static balance</b>   | 2. <b>sprint run</b>    |
| 3. <b>vertical jump</b>    | 4. <b>catch</b>         |
| 5. <b>hop</b>              | 6. <b>side gallop</b>   |
| 7. <b>skip</b>             | 8. <b>overarm throw</b> |
| 9. <b>leap</b>             | 10. <b>kick</b>         |
| 11. <b>two-hand strike</b> | 12. <b>dodge</b>        |

### Why teach Fundamental Movement Skills?

The development of fundamental movement skills is an important step towards ensuring lifelong involvement in physical activity. Without proficiency in skills like throwing, catching, kicking, leaping and balancing, students are less likely to explore the range of options available to them to establish and maintain active lifestyles.

The development of movement skills occurs sequentially, with proficiency in fundamental movement skills forming the basis for the development of more advanced sport-specific skills.

### How do children develop Fundamental Movement Skills?

Contrary to popular belief, children do not pick up fundamental movement skills naturally as part of their normal growth and development. Children need to be explicitly taught these skills and given opportunities to practise them. Children also need to be provided with:

- developmentally appropriate activities and equipment
- visual demonstrations of skills
- instruction and feedback
- a variety of activities, with a focus on fun and challenge
- encouragement
- a safe and positive learning environment.

### The 'Testing' Week

During the 'Testing' week, teachers should set-up mini-games or drills for each of the skills that will be covered in the 4 week block. Students to be assessed on their ability to complete the skills, their game sense, their confidence and participation levels.

Using consistent teacher judgement, students are then placed into 3-4 ability groups (depending on the number of teachers on the stage). As an example,

- Group 1 would be the 'high achieving' group. Students in this group are confident, skilled athletes and display proficiency in the skills tested.
- Group 3 would be the 'consolidation' group. Students in this group may need to significantly develop the fundamentals of the skills, or lack the confidence to participate in the games.

Once groups have been organised, teachers are then assigned to the group they will take based on their own confidence, knowledge and proficiency in the skills.

- Group 1 will spend 30% of the time revising skill, then 70% of the time playing 'above age level' modified games or sports that use the skill that was learnt.
- Group 2 will spend 50% of the time revising the skill, then 50% of the time playing 'age-level' modified games or sports that use the skill that was learnt.
- Group 3 will spend 70% of the time revising the skills needed to play the sport, then 30% of the time playing 'age-level' modified games that use the skill that was learnt.

## Resources

For a list of modified games that can be used after explicitly teaching each Fundamental Movement Skill, please refer to Scope and Sequence on T:Drive

Pretty Beach Public School		
Scope and Sequence – PDHPE		
<i>Note – All students K-6 take part in PBL lessons throughout the year as part of our whole school welfare system. These lessons are weekly 30 minutes in duration and cover the following outcomes:  Communicating - COES1.1 – COS1.1 COS2.1 COS3.3  Decision Making - DMES1.2 DMS1.2 DMS2.2 DMS3.2</i>		
	ES1 PDHPE	Stage 1 PDHPE
Term 1	PE – “Be Active” Unit ALES1.6, GSES1.8, INES1.3, COES1.1 PD/H – Peer Support DMES1.2 INES1.3 PSES1.5	PE – “Play It” Unit ALS1.6, GS1.8, MOS1.4, INS1.3 PD/H – Peer Support DMS1.2 INS1.3 PSS1.5
Term 2	PE – Games & Sport and Athletics GSES1.8 PD/Health – Child Protection and Safe Living COES1.1 DMES1.2 PSES1.5 SLES1.13 PD/H – Mindfulness V1, V3, V6 COES1.1	PE – Games & Sport and “Athletics” Unit ALS1.6, GS1.8, MOS1.4 PD/Health – Child Protection COS1.1 DMS1.2 PSS1.5 PD/H – Mindfulness V1, V3, V6 COS1.1
Term 3	PE – Gymnastics (EVEN) GYES1.10 “Start Up The Game” Unit (ODD) ALES1.6, GSES1.8, MOES1.4, INES1.3, COES1.1 PD/Health – Healthy Harold – Personal Health Choices “My body matters” PHES1.12	PE – Gymnastics (EVEN) GYS1.10 “Game Skills” Unit (ODD) ALS1.6 GS1.8, MOS1.4 PD/Health – Healthy Harold (ODD) Personal Health Choices - “Grow good friends” or “ready, steady, go!” PHS1.12 (EVEN) Safe Living - “Safety rules” SLS1.13
Term 4	PE – Footsteps – Swim Scheme DAES1.7 GSES1.8 SLES1.13 Health – Bounce Back Resilience Program COES1.1 DMES1.2 PSES1.5	PE – Footsteps – Swim Scheme DAS1.7 SLS1.13 Health – Bounce Back Resilience Program COS1.1 DMS1.2 PSS1.5

## Stage 2 & 3 Sport Program

### Fundamental Movement Skills in the primary years

In Years 3-6, students will refine fundamental movement skills learnt in K-2 and begin to apply them to various sports.

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- |                    |                   |
|--------------------|-------------------|
| 1. static balance  | 7. sprint run     |
| 2. vertical jump   | 8. catch          |
| 3. hop             | 9. side gallop    |
| 4. skip            | 10. overarm throw |
| 5. leap            | 11. kick          |
| 6. two-hand strike | 12. dodge         |

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Using consistent teacher judgement, students are then placed into 3-4 ability groups (depending on the number of teachers on the stage). As an example, Group 1 would be the 'high achieving' group. Students in this group are confident, skilled athletes and display proficiency in the sports tested.

Group 3 would be the 'consolidation' group. Students in this group may need to further develop the fundamentals of the skills associated with the sports tested, or lack the confidence to participate in the sports.

Once groups have been organised, teachers are then assigned to the group they will take based on their own confidence, knowledge and proficiency in the sports.

- Group 1 will spend 20% of the time revising skills, then 80% of the time playing the full version of the sport, with all PSSA rules in play.
- Group 2 will spend 40% of the time revising the skills needed to play the sport, then 60% of the time playing modified versions of the sport.
- Group 3 will spend 80% of the time revising the skills needed to play the sport, then 20% of the time playing modified versions of the sport.

### Resources

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	Stage 2 PDHPE	Stage 3 PDHPE
Term 1	PE – “Play The Game – Dodge” Unit - ALS2.6, GSS2.8, COS2.1, INS2.3, MOS2.4 PD/H - Peer Support DMS2.2 INS2.3 PSS2.5	PE – “Move, Think and Learn Through Invasion Games (Football Focus)” Unit GSS3.8, MOS3.4, INS3.3, PD/H - Peer Support DMS3.2 INS3.3 PSS3.5
Term 2	PE - Games & Sport and “Athletics” Unit ALS2.6, GSS2.8, MOS2.4 PD/Health – Child Protection COS2.1 DMS2.2 PSS2.5 PD/H – Mindfulness V1, V3, V6 COS2.1	PE - Games & Sport and “Athletics” Unit ALS3.6, GSS3.8, INS3.3, MOS 3.4 PD/Health – Child Protection COS3.1 DMS3.2 PSS3.5 PD/H – Mindfulness V1, V3, V6 COS3.3
Term 3	PE - Gymnastics (EVEN) “Get Into Striking and Fielding Games” Unit (ODD) ALS2.6, GSS2.8, INS2.3, MOS2.4 PD/Health – Healthy Harold (ODD) Personal Health Choices - “Mind your medicine” PHS2.12 (EVEN) Safe Living – “bCyberwise” SLS2.13	PE - Gymnastics (EVEN) “Modified Softball” Unit (ODD) GSS3.8, INS3.3, DMS3.2, MOS 3.4 PD/Health - Healthy Harold (ODD) Personal Health Choices - “On the case” PHS3.12 (EVEN) Safe Living – “It's your call” SLS3.13
Term 4	PE – Footsteps DAS2.7 Health– Bounce Back Resilience Program COS2.1 DMS2.2 PSS2.5	PE – Footsteps DAS3.7 PD/Health– Bounce Back Resilience Program COS3.1 DMS3.2 PSS3.5

### An example of a term sport overview for Stages 2 and 3

Stage 2 & 3 Sport	Duration – Term 3 Wk. 1 - 10 (10 wks.)	Focus – Games and Sport
<b>Description</b> Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also allows for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.  This program aims to encourage students to practise sport-specific skills, leading up to games with the correct rules.		<b>Outcomes</b> MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations. GSS2.8 Participates and uses equipment in a variety of games and modified sports. MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations. GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules. V5 willingly participates in regular physical activity

Weeks	Dave/Robby <u>CRICKET (OVAL ½)</u>	Michaela <u>Tabata (K Block)</u>	Andy <u>TOUCH FOOTBALL (OVAL ½)</u>	Lee <u>NETBALL (COLA)</u>
	<u>Practising the Skills</u>	<u>Practising the Skills</u>	<u>Practising the Skills</u>	<u>Practising the Skills</u>
1.	6 then 5	5 then 6	3 then 4	4 then 3
2.	3 then 4	4 then 3	6 then 5	5 then 6
3.	6 then 5	5 then 6	3 then 4	4 then 3
4.	3 then 4	4 then 3	6 then 5	5 then 6
5.	6 then 5	5 then 6	3 then 4	4 then 3
6.	3 then 4	4 then 3	6 then 5	5 then 6
	<u>Playing the Games</u>	<u>Playing the Games</u>	<u>Playing the Games</u>	<u>Playing the Games</u>
7.	6 then 5	5 then 6	3 then 4	4 then 3
8.	3 then 4	4 then 3	6 then 5	5 then 6
9.	6 then 5	5 then 6	3 then 4	4 then 3
10.	3 then 4	4 then 3	6 then 5	5 then 6

If wet weather, original sport plans will be forfeited, Stage 2 sport will be conducted in the COLA (aerobics, ball games, relay games, etc.) and Stage 3 sport will be conducted in the K Block (aerobics, ball games, relay games, etc.).

### Participation by staff

Teachers, coaches and any other members of the school community involved in the school sport program need to:

- be familiar with the Sport and Physical Activity in Schools Safe Conduct Guidelines
- participate in an annual induction for the use of the Guidelines for Specific Sport and Physical Activities
- prepare and conduct sessions based on sound coaching and teaching principles
- encourage participation
- cater for varying levels of ability by providing every student with a 'fair go'
- provide equal encouragement to all students to allow them to acquire skills and develop confidence
- ensure the program is available to all students by catering for groups with special needs such as:
  - a) female students
  - b) students with disabilities/impairments
  - c) Aboriginal and Torres Strait Islander students
  - d) students from non-English speaking background
  - e) students with exceptional sport talent
- set realistic standards and objectives for students
- ensure a safe and productive environment
- adopt the Pretty Beach Public School codes of behaviour
- ensure consequences of inappropriate behaviour are clearly understood and communicated through the school welfare/discipline system
- act as a good role model of sporting behaviour.

Teachers and any other members of the school community who take on a coaching responsibility are also encouraged to become accredited with the National Coaching Accreditation Scheme (NCAS) through state sporting organisations and engage in professional development and dialogue with appropriate teaching and coaching developments.

### Behaviour

Teachers, students, parents and any other members of the school community involved in the school physical activity program need to:



- ensure they are aware that their behaviour is expected to be consistent with both the school's code and the Zone, Regional and State codes of behaviour and also promotes the idea of 'fair play'. Learning about fair play helps young people develop an understanding of important values like respect, cooperation and teamwork.

Teachers, in conjunction with the school leadership team, need to:

- manage students who do not comply with the above codes of behaviour as set out in the school's student welfare and discipline policy.

Students who do not comply the school's behaviour code of conduct, may be ineligible to represent the school, at the teacher's discretion.

## Organisation of carnivals

Students compete in the annual swimming, athletics and cross-country carnivals.

- The school Swimming Carnival usually takes place in the first 5 weeks of Term 1, with the SCCPSSA carnival taking place around week 6 or 7 of Term 1.
- The school Cross Country Carnival usually takes place in Week 9 or 10 of Term 1, with the SCCPSSA carnival taking place around week 6 or 7 of Term 2.
- The school Athletics Carnival usually takes place in week 1 or 2 of Term 3, with the SCCPSSA carnival taking place around week 6 or 7 of Term 3.

All files for organisation of these carnivals, including risk assessments, permission notes, etc. can be found in the [Sport on T:Drive/ WHS on T:Drive](#)

Dates for these events are set on the school calendar each year.

## Competition

At Pretty Beach Public School, provision is made for a healthy level of competition for all participants.

Competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level that is appropriate for the age and experience of the students.

Teachers and any other members of the school community involved in the school physical activity program need to ensure all students participating in the sport program are aware that, although everyone likes to win, participating is equally as important.

## Uniform

All students are required to wear their full sport uniform to school on their designated sport day, as stated in the Pretty Beach Public School Uniform Policy.

## Representative sport

Students have the opportunity to gain representative selection in a number of individual and team sports throughout the year from the school, SCCPSSA zone, Sydney North PSSA region, right through to NSW PSSA State level.

Students at Pretty Beach Public School are given information about trial dates for events and teams via the School Sport Coordinator. Teachers are supported to coach and/or officiate in the Representative School Sport Pathway.

## School sport selection policy information

Teachers who have volunteered to coach or manage a school team are required to conduct trials to select their team.

- Trials are to be conducted outside of class time and provide all students with equal opportunity to be selected in the team.
- Trials and team selected should take place **at least 4 weeks** prior to the team playing their first game.
- Students selected in the team need to be in Years 3 – 6 (must be 13 years or under).
- First students selected are those in Years 5 or 6 with the greatest ability.
- Students in Years 3 or 4, who play at a representative level of the sport, may attend the initial trial with Years 5 and 6. If 2 students have a similar ability, then preference is given to students who are in Year 6.
- If a team cannot be filled with students from Years 5 and 6, then students from Years 3 or 4, may be selected in the team. It is expected that these students play at a high level and have an excellent understanding of the game.

## Sport Leadership

The sport leadership program at Pretty Beach Public School begins in Term 4 of the previous year, with students being elected into the positions. Two students from each of the sport houses (Pelicans and Kookaburras) are elected as captain and inducted into the position at the Presentation Night ceremony.

Sport leaders are actively involved in:

- managing the borrowing of equipment from the sports shed
- training and learning opportunities
- coaching and/or officiating
- carnival team organisation

## Across the curriculum

At Pretty Beach Public School teachers are encouraged to incorporate physical activity across their teaching and learning program. Examples include:

- taking a class around the school to find nouns instead of sitting at their desks
- while students are walking, the use of verbs is incorporated in the lesson
- using throwing and catching to investigate measurement and evaluation
- throwing a ball and measuring the distance of each throw and why a ball curves in the air
- using the mathematical process to mark out running tracks or school gardens.

## Lunchtime

Lunchtimes in schools are very active times. Other than simple play, lunchtime is a time for team training for various sports or organised play. Our school also has various types of physical activity clubs, organised inter-house and student versus teacher activities. At Pretty Beach Public School we offer:

- ball games
- football competition
- basketball / netball court
- handball courts

## Duty of Care

All Pretty Beach PS staff have a duty of care and must take reasonable care for the safety and welfare of ourselves and others. This duty includes assessing and appropriately managing any and all foreseeable risks of an activity.

## Banned activities

Due to the assessed level of risk involved, the following activities are banned by the Department of Education and adhered to at Pretty Beach PS.

- Boxing and other 'one on one' combat sport
- Break Dancing
- Bungee Jumping
- Hang Gliding
- Quad Biking
- Rock Fishing
- Rodeo
- Tobogganing

## Child protection

All staff must comply with the Protecting and Supporting Children and Young People Policy and Procedures while supervising any type of school activity, including those not on school grounds.

Teachers must only use physical contact if the aim is to develop sport skills or techniques, treat or prevent an injury, or to meet the requirements of the sport.

## Coaching competency

Teachers and instructors (including external providers) who coach teams possess the relevant competencies to safely and effectively manage the proposed activity, as specified in the **Specific Sport and Physical Activity Guidelines** on the School Sport website.

## External providers

Prior to engaging the services of a non-staff member, the Principal will:

- ascertain their level of expertise or experience, qualifications and training
- ensure all child protection requirements are met, including completing a **Working with Children Check**.

Where an adult other than a teacher accompanies the group to provide instruction or assist with supervision, a teacher must still take overall responsibility for the supervision of students.

## Health Care

### Infection control

A number of blood-borne infectious diseases can be transmitted during body contact. If an injury involving blood occurs, staff comply with the Department's **Infection Control Procedures** on the Health and Safety website.

A player who is bleeding must leave the playing arena until the bleeding has stopped and the wound is cleaned and securely covered with a waterproof dressing. All contaminated clothing and equipment must be replaced prior to the player resuming play.

Teachers and officials treating bleeding players or participants should wear disposable latex gloves. The gloves must be changed and discarded if they are torn or punctured, or after contact with a player or participant.

Officials must report all significant cuts and abrasions to medical staff or the supervising teacher at the first available opportunity.

All clothing, equipment and surfaces contaminated by blood **must** be viewed as potentially infectious. Staff **must** comply with the **Procedures for spills of blood and other body substances** on the Work Health and Safety site.

Students **must** not share personal items including towels, and drink containers.

Additional information on **Infection Control in Sport** is available in the **further information section**.

### Injury management

Staff must comply with the Department's **First Aid Procedures** on the Health and Safety website and not allow students to play or continue to play if they are injured or visibly distressed.

Well-equipped first aid kits including an asthma emergency kit (containing a blue reliever puffer and spacer) must be readily available at all sport and physical activities conducted on school grounds and at community venues and locations.

Appropriate safety equipment should be worn as detailed in the **Specific Sport and Physical Activity Guidelines** on the School Sport website.

Teachers and coaches who coach sports and physical activities:

- a. should ensure contraindicated exercises or actions are avoided during sport and physical activities
- b. are required to select students for sports teams on the basis of ability and suitability according to the specific strength and physical requirements of the activity (for example, a front row forward in rugby league or union)
- c. should modify rules appropriately for younger students. Further health considerations to be aware of all students at Pretty Beach PS have the opportunity to participate in sport and physical activity.

The Principal ensures that appropriate permissions are obtained for students with disabilities and medical conditions prior to participating in sport and physical activity.

The Principal adheres to any request from a medical practitioner considering a student's participation in sport and physical activity.

Teachers will be aware of the requirements of **Individual Health Care Plans** for students in their care.

### Anaphylaxis

**Consider risks** associated with students and anaphylaxis when planning for school sporting activities.

Review the students individual health care plan  
Communicate the plan including emergency response procedures  
Have Students Epi Pen or Schools Epi pen available.

### **Asthma**

All students with asthma should have their reliever medication handy while taking part in physical activity. An Asthma Emergency Kit containing a blue reliever puffer and spacer should also be available and accessible for use. If a student's own reliever medication is not available, another person's blue reliever medication can be used.

If a student who does not have an individual health care plan develops asthma symptoms they should immediately stop exercising and teachers should commence asthma first aid. If there is no reliever medication available, medical assistance must be sought immediately.

The student should only return to exercise if they are symptom free. A teacher should stay and monitor them to check the symptoms are not worsening. If symptoms do not go away or come back when the students starts exercising again, physical activity should cease and asthma first aid should be recommenced.

### **Atlanto-axial instability in students with Down Syndrome**

A small percentage of Down Syndrome students may have a condition known as atlanto-axial instability which can expose them to a greater risk of serious neck injury.

Principals must ensure students with Down Syndrome do not take part in contact sports, or do forward rolls, diving, trampolining or other activities (including therapy programs) which could potentially injure the neck area, without first having a medical clearance that includes an X-ray.

### **Diabetes**

Students with diabetes must not be permitted to participate in scuba diving or snorkelling until medical clearance is received because of the substantial risk of hypoglycaemia while underwater.

For cross country and long distance events, a diabetic student should carry some simple and complex carbohydrates. Further information is available at **Diabetes NSW** website.

### **Epilepsy or seizure conditions**

When a student with epilepsy or a seizure condition undertakes an activity, a staff member should be present who has read the students epilepsy management plan and is able to respond appropriately in the event of a seizure.

When students with epilepsy or a seizure condition participate in water sport activities an individual observer (spotter) must be assigned to watch each student while in the water (meaning 1:1 supervision).

This individual observer must be additional to the activity presenter, leader or instructor and can be a parent, grandparent, assistant etc. If there are not enough individual observers available, students should be rotated to ensure the appropriate observer ratio is followed.

Further information is available at Epilepsy Awareness and Epilepsy Action Australia.

### **Concussion**

The Principal must ensure that students who have suffered concussion injuries are cleared by a medical practitioner prior to participating in sport and physical activity.

The Principal must ensure that students who have suffered a suspected concussion injury on the day of participation do not participate in the sport or physical activity.

### **Hypoxic blackout**

Hypoxic blackout can be fatal, it is a loss of consciousness during underwater activities.

It is essential that when undertaking aquatic activities student's breath control is as natural as possible with no hyperventilation prior to submersion.

While underwater students should be encouraged to gently exhale (blow bubbles) rather than hold their breath. This will allow as natural as possible breathing when student resurfaces.

There is no safe number of breaths for hyperventilation.

## Medical insurance

Principals must advise parents that in the event of injury, no personal injury insurance cover is provided by the NSW Department of Education for students in relation to school sporting activities, physical education lessons or any other school activity. The department's public liability cover is fault-based and would only be applicable if the department were to breach its duty of care to students in a way that may result in claims for compensation. Parents should sign a consent form acknowledging awareness of this fact before students participate in sporting activities.

The **NSW Sporting Injury Insurance Scheme**, funded by the NSW government, provides limited cover for serious injury resulting in the permanent loss of a prescribed faculty or the use of some prescribed part of the body.

## Risk management

Teachers must comply with the risk management process undertaken as part of the **Excursions Policy and Procedures** for all sport and physical activities programs conducted.

All Sport and Physical Activities must have an Excursion Pack signed by the Principal before the event takes place and Risk Assessments must cover all facets of the sport or physical activity undertaken.

## Safe use of equipment

### Starting guns and caps

1. Principals must ensure that the following safety requirements are met:
  - schools are not to use the older style starting guns which require a permit
  - when not in use, starting guns and caps are to be securely stored in a locked cupboard inaccessible to students or unauthorised persons
  - caps must be kept in a rigid plastic or wooden box that is labelled clearly until ready for immediate use
  - no student is allowed to operate a starting gun or have access to a starting gun or caps
  - caps are not to be carried in pockets or placed in situations where friction or static electricity may cause ignition.
2. Staff members using the starting gun must:
  - fire the starting gun at arm's length above the shoulder
  - wear ear muffs
  - require other assisting adults to wear hearing protection
  - position all other people at a safe distance from the starting area
  - keep the starting gun and caps in their possession
  - securely dispose of all spent or partially spent caps.

### Ground markings

- Ground marking materials should be non-toxic, non-alkaline and non-hazardous.
- Ensure that flammable liquids or hydrated lime are not used in any circumstances.

### Fixed playground equipment

The following items of equipment are banned from use on Departmental premises:

- Swings (all types including ropes and tyres), although some items for students with disabilities may be exempt in specific settings
- See-saws, roundabouts (carousels) and maypoles
- Flying foxes (except in particular locations with the written approval of the relevant Asset Management Unit manager).

### Portable goal structures

All staff must ensure portable goal structures are anchored and fitted with padding according to the Specific Sport and Physical Activity Guidelines.

## Staff - student ratios

Teachers must comply with minimum staff to student ratios in the Specific Sport and Physical Activity Guidelines. The teacher to student ratio for scheduled sport activities should not exceed 1:30.

In certain circumstances, the number of teachers will need to be higher than in the stated ratio because of:

- the age, experience or capabilities of the students
- the dynamics of the relationships within the group
- the combined experience or expertise of the staff
- the nature of the area in which the activity is to be conducted



- the extended nature of the activity.

Any activity involving swimming or water activities is to be accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation (CPR).

## Supervision

- Principals are responsible for the development and implementation of a student supervision plan for all school sport and other physical activity programs, including weekly sport, integrated sport, outdoor recreation activities, as well as any other school events.
- The plan should clearly indicate the supervision arrangements and responsibilities at the various locations and venues, including supervision of student travel to and from these venues and locations.
- Principals should assess a number of factors in determining the level and type of supervision which needs to be provided during a particular activity, including:
  - a. nature and location of the activity (prior inspection of the location may be required to identify potential dangers),
  - b. number of students involved,
  - c. age and maturity of students,
  - d. qualifications and experience of the adult supervisors, including ability to provide first aid, and travel to and from the venue.
- For weekly school sport and physical activities outside the school grounds, the school must:
  - a. inform parents or caregivers about the location, cost, mode of travel and supervision arrangements, activities to be undertaken and dismissal times,
  - b. obtain permission from parents or caregivers, and
  - c. refer to the **Excursion Policy and Procedures** in relation to transport and unsupervised activities.
- Every time a student or group of students change activities (for example, if a number of different activities are undertaken over the course of a weekly school sports program), the consent of a parent or caregiver must be sought.
- During excursions, schools must comply with the **Excursion Policy and Procedures**, which covers excursion supervision as well as consent, unsupervised activities, transport, and overnight stays.

## Weather and playing conditions

- The venue should be assessed before the activity commences to identify potential problems or dangers, including checking that the playing surface is of a standard that is fit for safe play and that it is free of obstructions and loose objects.
- Teachers should assess the dangers associated with extreme weather conditions including high heat and humidity, extreme cold or during electrical storms. In such instances, the activity should be restricted, or possibly cancelled to reduce the risk of injury.
- Teachers should refer to and comply with the **Sun Safety for Students Guidelines** on the Wellbeing and Learning website.
- In the event of extremely hot weather, principals must consider postponement of outdoor sporting or physical education activities that might put students under undue stress or expose them unnecessarily to the sun. Further information is available on **Supporting Students during Hot Weather**.
- In the event of being outdoors with a risk of lightning, teachers and support staff responsible for a group must direct students to seek shelter in:
  - a. solid buildings (staying well clear of windows, doors, electrical appliances, pipes and other metal fixtures), OR
  - b. hard top vehicles parked away from trees/tall objects. The group should remain sheltered for at least 30 minutes after the last sound of thunder.
- If no shelter is available, students should crouch down several metres apart with feet close together and head tucked down. The group must avoid:
  - a. water and objects that conduct electricity, eg golf clubs, umbrellas, and baseball bats
  - b. open spaces or tall objects such as trees, powerlines, poles or lightning towers
  - c. using the telephone.

## Monitoring, Evaluation and Review

In consultation with parents, students and teachers, the Sport and Physical Activity Policy will be evaluated and reviewed periodically. At Pretty Beach Public School, the School Sport and Physical Activity Program will be reviewed and evaluated every 2 years. An evaluation committee will be established to involve all stakeholders and measure outcomes against local indicators.

Pretty Beach Public School will use the following evaluation measures:

- attendance numbers at school carnivals

- competency/confidence of staff to deliver sport sessions
- student survey of sport experiences
- cost/benefit analysis of activities
- government priorities
- community needs
- available resources
- adherence to DoE sport and physical activity policy
- teacher professional learning opportunities

The committee will prepare a final report for the school leadership team to action.

#### **Review of sport policies, management and procedures**

A review of existing policies and practices relating to school sport with input from the whole school community will help to recognise areas of strength and identify aspects of the program that could be revitalised.

Evidence based decisions will achieve better outcomes which can be included in the school's management plan and accurately reflect community needs and requirements.

Pretty Beach Public School will review sport policies, management and procedures every year. The review will use evaluation measurements to support any recommendations for change. Our school will explore the following questions in the review:

- How does sport meet our school community needs?
- Where does sport fit within the school's curriculum?
- What does current research say about sport in schools?
- What are student perceptions of school sport and how does this impact on the implementation of sport?
- What resources are necessary to run school sport?
- How does sport impact on other activities in the school?
- What are DoE's requirements regarding school sport?
- What are the options for structuring school sport and how do they impact on school organisation?
- Where are school sport policies and guidelines located on the DoE intranet?
- Do staff feel confident/competent about delivering quality sport sessions?
- How can staff improve their delivery of school sport?
- Are there accredited courses available to support new teachers?

Next Review date is November 2019.