

## Presentation of Findings

### New South Wales Catholic Education schools – synthesis

#### New South Wales Catholic Education schools (total)

Total returned surveys	<b>21</b>
Total New South Wales Catholic Education schools	<b>21</b>
% within state	<b>100.0%</b>

**1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?**

Classroom teachers	14	(66.7%)
Classroom and outsourced	3	(14.3%)
Specialist HPE	2	(9.5%)
Specialist HPE and classroom	2	(9.5%)

**2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?**

No details/Not Applicable	13	(61.9%)
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Dance is outsourced. Qualified dance instructors from a specialist school delivery company

Swimming instruction to infants outsourced

Gymnastics – fully qualified organised from Sydney

Gymnastics - accredited

Swimming – Austswim accredited staff

Swimming - accredited

YMCA – Gymnastics

Australian Dance

Gym Academy - Gymnastics is outsourced to specialist teachers

Hold relevant qualifications. Gym program for 10 weeks a year.

Dance Fever – outsource dance to a dance group

Support comes from local health agencies

Bachelor Exercise Science, Grad Dip Ed. Cert RE

**3. Do you prefer to have specialist HPE teachers in your school?**

Yes	11	(52.4%)
No	7	(33.3%)
No details/Not Applicable	3	(14.3%)

*Summary of comments explaining why:*

Comments supported HPE specialists in primary schools although only just over half of New South Wales Catholic Education principals preferred to have a HPE specialist teacher in their school (52.4%). Principals who did not prefer to have a specialist HPE teacher were from rural and regional areas where availability of HPE specialists may be limited. One principal shared that “using specialist teachers in small schools cuts down the flexibility to offer PE/ sport and other activities”.

Comments suggested that quality was provided by HPE specialist teachers through expertise, knowledge of the subject, priority of the learning area, skill development and passion. Principals believed these qualities enabled a comprehensive and safe program. Also, it was mentioned that most classroom teachers have many areas to cover and that it would be “one less task”. HPE specialists can also provide teachers with non-contact time, referred to as relief from face (RFF).

**4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications**

Yes	3	(14.3%)
No	8	(38.1%)
No details/Not Applicable	10	(47.6%)

**5. On average how much time of PE (lesson) engagement do students in your school receive weekly?**

None	0	
Half an hour	3	(14.3%)
1 hour	5	(23.8%)
2 hours	13	(61.9%)
3 hours or more	0	

**6. When employing staff, do you look at the university certificate/ testamur of potential staff?**

Yes	18	(85.7%)
No	2	(9.5%)
No details/Not Applicable	1	(4.8%)

**7. When employing teachers do you peruse university transcripts of results?**

Yes	19	(90.5%)
No	2	(9.5%)

**8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

No	0	
Maybe	2	(9.5%)
Probably	5	(23.8%)
Yes	14	(66.7%)

**9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

No	1	(4.8%)
Maybe	3	(14.3%)
Probably	5	(23.8%)
Yes	12	(57.1%)

**10. What are the key attributes of a good HPE teacher?**

HPE curriculum knowledge & dev appropriate pedagogy	13 (mentions)
Passion/ interest/ enthusiasm (children)	7
Introduce/knowledge a variety of physical activities/skills	6
Good teacher/ classroom	6
Rapport /communication and management skills	5
Planning/ assessment and flexibility (organised)	4
Athletic/ fitness/ stamina/ active/ skill level	4
Liases well with other staff, schools & parents (network)	4
Hard worker/ drive	4
Cater for all learning needs (empathy & support)	3
Engaging & fun for students	2
Team player/ team work/collaboration	2
Contemporary knowledge	2
Sport knowledge/ qualifications	2
Safety awareness/ implementation	2
Role model for healthy living	1
Holistic approach	1
Support & upskill staff	1
Professional	1

**11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?**

Active After School trained big bonus  
 An area which is often placed in the too hard basket for teachers, relying on easy games not skills  
 It is great when there is an expert instructor  
 Knowledge and skills in sport and ability to see students achieve to their best level  
 Often neglected in favour of Literacy/ Numeracy focus  
 Outsourcing becomes too expensive – we need HPE graduates  
 Limited opportunities of PE teachers in primary school

No details/not applicable 13 (61.9%)

**Small sized schools (less than 100 children) New South Wales**

**Catholic Education**

**- 7 returned surveys**

Total returned surveys	<b>7</b>
Total New South Wales Catholic Education schools	<b>21</b>
% within state	<b>33.3%</b>

**1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?**

Classroom teachers	7	(100.0%)
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**2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?**

No details/Not Applicable	7	(100.0%)
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**3. Do you prefer to have specialist HPE teachers in your school?**

Yes	3	(42.9%)
No	3	(42.9%)
No details/Not Applicable	1	(14.2%)

*Comments explaining why:*

Using specialist teachers in small schools cuts down the flexibility to offer pe/ sport and other activities

Better program, one less task for classroom teacher

Enthusiasm, fitness, knowledge of skills, rapport with students, options of activities

Skill level and practical

**4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications?**

Yes	0	
No	2	(28.6%)
No details/Not Applicable	5	(71.4%)

**5. On average how much time of PE (lesson) engagement do students in your school receive weekly?**

None	0	
Half an hour	1	(14.2%)
1 hour	3	(42.9%)
2 hours	3	(42.9%)
3 hours or more	0	

**6. When employing staff, do you look at the university certificate/ testamur of potential staff?**

Yes	7	(100.0%)
No	0	

**7. When employing teachers do you peruse university transcripts of results?**

Yes	6	(85.7%)
No	1	(14.3%)

**8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

No	1	(14.3%)
Maybe	1	(14.3%)
Probably	2	(28.5%)
Yes	3	(42.9%)

**9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

No	2	(28.5%)
Maybe	1	(14.3%)
Probably	1	(14.3%)
Yes	3	(42.9%)

**10. What are the key attributes of a good HPE teacher?**

Enthusiastic! Knowledgeable of current curriculum trends and documents, able to cater for various skill levels within a group.

All round ability

Knowledge of syllabus document

Sound knowledge of curriculum area, variety of skills based learning, good rapport and ability to control behaviour

First a good teacher, good with basic skills of teaching, good with other staff, parents etc. A good HPE teacher would be valuable especially as a strategic fit to range of teacher skills

Knowledge of subject, classroom management, teamwork skills, willingness to work hard as part of school team

Enthusiasm, knowledge, sound pedagogical practices

**11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?**

No details/Not Applicable	3	(42.9%)
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Active After School trained big bonus

An area which is often placed in the too hard basket for teachers, relying on easy games not skills

It is great when there is an expert instructor

We seem to have pressure from government and health professionals yet the influence of media, family and fast food outlets seems more powerful. Educators are left in the middle

**Medium sized schools (100 – 300 children) New South Wales**

**Catholic Education**

**- 8 returned surveys**

Total returned surveys	<b>8</b>
Total New South Wales Catholic Education schools	<b>21</b>
% within state	<b>38.0%</b>

**1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?**

Classroom teacher	5	(62.5%)
Classroom and outsourced	2	(25.0%)
Classroom and HPE specialist	1	(12.5%)

**2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?**

No details/Not Applicable	4	(50.0%)
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Gymnastics – fully qualified organised from Sydney  
 Swimming – Austswim accredited staff  
 YMCA – Gymnastics  
 Australian Dance  
 Bachelor Exercise Science, Grad Dip Ed. Cert RE  
 Support comes from local health agencies

**3. Do you prefer to have specialist HPE teachers in your school?**

Yes	3	(37.5%)
No	5	(62.5%)

*Comments explaining why:*

Specialist knowledge of physiology, exercise science, etc. Married with tch/ed qualifications  
 All outcomes are covered. Skilled teachers less accidents  
 The specific nature of the role



**4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications?**

Yes	2	(25.0%)
No	2	(25.0%)
No details/Not Applicable	4	(50.0%)

**5. On average how much time of PE (lesson) engagement do students in your school receive weekly?**

None	0	
Half an hour	1	(12.5%)
1 hour	1	(12.5%)
2 hours	5	(62.5%)
3 hours or more	1	(12.5%)

**6. When employing staff, do you look at the university certificate/ testamur of potential staff?**

Yes	8	(100.0%)
No	0	

**7. When employing teachers do you peruse university transcripts of results?**

Yes	7	(87.5%)
No	1	(12.5%)

**8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

No	0	
Maybe	1	(12.5%)
Probably	2	(25.0%)
Yes	5	(62.5%)

**9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

No	0	
Maybe	3	(37.5%)
Probably	2	(25.0%)
Yes	3	(37.5%)

**10. What are the key attributes of a good HPE teacher?**

No details/Not Applicable	1	(12.5%)
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Understand needs of learner, can contextualise learning, hands on activities to engage learners, organised and motivated  
 Content knowledge, sport experience, specific skill expertise, energy and fitness level, enthusiasm  
 Able to teach skills specific to the discipline also able to upskill for staff  
 Safety & OHS – using appropriate equipment and warming children up etc.  
 Rapport with children, teamplayer, curriculum knowledge  
 Knowledge and skills  
 Behaviour and classroom management  
 Holistic approach  
 Knowledge of sport and qualification  
 Healthy lifestyle, knowledge, enthusiasm

**11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?**

No details/Not Applicable	6	(75.0%)
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Outsourcing becomes too expensive – we need HPE graduates  
 Knowledge and skills in sport and ability to see students achieve to their best level

**Large sized schools (300-600 children) New South Wales**

**Catholic Education**

**- 5 returned surveys**

Total returned surveys	<b>5</b>
Total New South Wales Catholic Education schools	<b>21</b>
% within state	<b>23.8%</b>

**1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?**

Classroom teachers	2	(40.0%)
Classroom teachers and outsourcing	1	(20.0%)
Classroom teacher and PE teacher	1	(20.0%)
Specialist HPE teacher	1	(20.0%)

**2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?**

No details/Not Applicable	1	(20.0%)
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Gym Academy - Gymnastics is outsourced to specialist teachers  
 Hold relevant qualifications. Gym program for 10 weeks a year.  
 Dance Fever – outsource dance to a dance group  
 Gymnastics – accredited  
 Swimming – accredited  
 Dance is outsourced. Qualified dance instructors from a specialist school delivery company  
 Swimming instruction to infants outsourced

**3. Do you prefer to have specialist HPE teachers in your school?**

Yes	5	(100.0%)
No	0	

*Comments explaining why:*

Adds depth and quality to a curriculum area that is often neglected  
 We could staff the above sports (gymnastics & swimming)  
 They have deeper knowledge skill development, game skills etc.  
 Ensures that the outcome is covered

**4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications?**

Yes	1	(20.0%)
No	3	(60.0%)

No details/Not Applicable	1	(20.0%)
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**5. On average how much time of PE (lesson) engagement do students in your school receive weekly?**

None	0	
Half an hour	0	
1 hour	1	(20.0%)
2 hours	4	(80.0%)
3 hours or more	0	

**6. When employing staff, do you look at the university certificate/ testamur of potential staff?**

Yes	3	(60.0%)
No	1	(20.0%)

No details/Not Applicable	1	(20.0%)
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**7. When employing teachers do you peruse university transcripts of results?**

Yes	5	(100.0%)
No	0	

**8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

No	0	
Maybe	0	
Probably	2	(40.0%)
Yes	3	(60.0%)

**9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

No	0	
Maybe	1	(20.0%)
Probably	3	(60.0%)
Yes	1	(20.0%)

**10. What are the key attributes of a good HPE teacher?**

Wide knowledge of games, gymnastics, aquatics and athletics  
 Ability to engage students  
 Awareness of safety  
 Well organised, professional in attitude, know community sporting networks, involved  
 Fitness, organisation, enthusiasm  
 Organisational skills; knowledge of the curriculum; ‘People skills’; up-to-date  
 knowledge and skills; a good teacher  
 Knows content, enjoys working with children, physically able to demonstrate, love of  
 PE/ Sport

**11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?**

No details/Not Applicable	4	(80.0%)
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Often neglected in favour of Literacy/ Numeracy focus

**Very large sized schools (600 children and more) New South Wales**

**Catholic Education**

**- 1 returned surveys**

Total returned surveys	<b>1</b>
Total New South Wales Catholic Education schools	<b>21</b>
% within state	<b>4.8%</b>

**1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?**

Specialist H/PE	1	(100.0%)
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**2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?**

No details/Not Applicable	1	(100.0%)
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**3. Do you prefer to have specialist HPE teachers in your school?**

Yes	1	(100.0%)
No	0	

*Comments explaining why:*

We employ a teacher to provide RFF. Our option is to have a specialist PE program to ensure continuity of outcomes and to raise the focus on physical fitness and the skill base to enjoy leisure/ sport activities

**4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications?**

Yes	0	
No	1	(100.0%)

**5. On average how much time of PE (lesson) engagement do students in your school receive weekly?**

None	0	
Half an hour	1	(100.0%)
1 hour	0	
2 hours	0	
3 hours or more	0	

**6. When employing staff, do you look at the university certificate/ testamur of potential staff?**

Yes	0	
No	1	(100.0%)

**7. When employing teachers do you peruse university transcripts of results?**

Yes	1	(100.0%)
No	0	

**8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

No	0	
Maybe	0	
Probably	0	
Yes	1	(100.0%)

**9. Would a testamur/ certificate that read "Bachelor of Primary Education (Health and Physical Education)" assist you with the employment of staff?**

No	0	
Maybe	0	
Probably	0	
Yes	1	(100.0%)

**10. What are the key attributes of a good HPE teacher?**

To be a good classroom teacher first

**11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?**

Limited opportunities of PE teachers in primary school