

## Presentation of Findings

### Victoria – Melbourne Region

#### Government schools

#### Victoria Melbourne Region schools (total)

|                                    |              |
|------------------------------------|--------------|
| Total returned surveys             | <b>65</b>    |
| Total Victorian government schools | <b>138</b>   |
| % within state                     | <b>47.1%</b> |

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

|   |    |         |
|---|----|---------|
| Classroom teacher                       | 6  | (9.2%)  |
| Specialist HPE teacher                  | 29 | (44.6%) |
| Classroom & HPE specialist              | 24 | (36.9%) |
| Classroom & HPE specialist & outsourced | 3  | (4.6%)  |
| A generalist classroom in HPE role      | 2  | (3.1%)  |
| Assistant Principal                     | 1  | (1.5%)  |

#### **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 | 59 | (90.8%) |
|---------------------------|----|---------|

NA – However, we regularly encourage our students to participate in many sports and provide specialised classes through sporting bodies eg. Kanga cricket Coach Approach twice yearly

There is outsourcing as well, SEDA groups, free clinics, basketball, hockey, rugby, soccer

Gymnastics, special opportunities and programs eg. Golf, tennis, health and fitness programs

Special conducting in sports not covered in PE program eg. Basketball, hockey (volunteers and some pros) – Athletics carnival –specialist athletic coaches – volunteer undergrads

Also employ afterschool soccer, tennis, basketball

After school activity program

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

|     |    |         |
|-----|----|---------|
| Yes | 62 | (95.4%) |
| No  | 3  | (4.6%)  |

*Comments explaining why:*

I would like one so that even if they were a classroom teacher they could model for others and share their expertise and enthusiasm

Expertise and enthusiasm specialism brings to lessons – student engagement and achievement

It gives the program a higher profile, they have the expertise to assist and develop staff as well as students

Expertise in area – improves student skills

Trained

They can provide a very well informed program to suit all levels

Passion for the learning, dedicated to a focussed well planned and resourced program. Ensures resources are maintained

Guarantees children get a HPE lesson

Offer a specialised program where a teacher can solely focus on delivering a strong program

Skills developmentally introduced. Unfortunately as a small school we don't have the budget to employ a HPE specialist

More cohesive P-6 program

Develop better profile of HPE/ They have specialised knowledge/ Parental support - positive perceptions

Usually young and enthusiastic

PE program integrates with other programs

You can find someone with appropriate skills and knowledge in the area. The role requires a great deal of organisational skill on a whole school level

In order for students to develop sequential skills and have a wide ranging experience the person needs to be focussed on and committed to one curriculum area and build their knowledge

They provide better 'skills' development for students

Ensures consistent program throughout the school. Ensures time is given to HPE re 2.5 hours of PE/sport time

They can then coordinate Cross Country, Athletics Day, Swim Program and Carnival etc. These are too much to put on classroom teachers

The complex nature of primary school HPE is such that a specialist PE teacher eliminates having to 'pick up' the curriculum as they go!

Skill and knowledge for lifelong learning

Good for kids' health we have good facilities, community expectation, good pathway to local/interschool comps

To ensure quality of classes. To administrate extra sporting activities – school sports, inter-school sports etc

Ongoing contact – Relationship with the whole school community, students, staff, parents, community sporting organisations

PE teacher also has a number of responsibilities which are across the school P-6 therefore it is effective way to organise swimming and Perceptual Motor Programs

Specialist PE teacher: (i) each class in school will get 1 hour PE a week (ii) Provision of support for additional activities – PMP, Remedial PE, Inter School/ Intra School Sport/ Athletics (iii) Resource person for all staff

For specific knowledge of the developmental continuum of fine & gross motor skills, perceptual motor, game skills and game knowledge

Ongoing skill development, relationships & encouragement to keep improving; personal attention to individuals' abilities & strengths

They would have a more indepth knowledge of Physical Education and Health Education

More consistent and comprehensive provision of the HPE program

Quality re: knowledge, skills, network, attitude, focus, flexibility, experience in playing sports – past, current. Great organisational skills

The high profile of this role in our school community and the value of a qualified, passionate and quality teacher to run a whole school program

The PE teacher gives classroom teachers time release

Qualified in this area & have more in depth knowledge of sports & rules & techniques

This means that the HPE teacher is a staff member, involved in meetings, briefings PD and all matters pertaining to the students and the community

All skills are covered confidently & in a sequential process

Knowledge of curriculum, modelling of appropriate skills/behaviours, confidence in teaching HPE

On staff, consistent approach across whole school. Regular planned PE lessons.

Connection to local schools through PE. Relieves load on classroom teachers

More expertise

1)HPE teacher to take all classes 2) She coordinates the PE and sporting programs including swimming, Athletics & cross country 3) Bonds with students, parents and other staff

Regular commitment and development of a P-6 program

Commitment – to the school, the children, the community, fellow staff

Trained and competent. Need to build a school wide sporting culture, not just teach PE

Continuity of programs – following PE scope & sequence - relieves classroom teachers for Profess. Learning Team Meeting with colleagues

Well prepared, varied lessons with focus on skill development. Students have timetabled PE – ensure it happens. Oversee sports equipment & ordering more.

Liaises with schools in network for 5/6 interschool sport

They have the ability to provide a comprehensive HPE program. It ensures that all aspects of HPE are catered for across the school. A class teacher cannot provide this

Credibility to program, school profile, not all staff skilled in this area

Ensures compliance with expected HPE curriculum and minimum requirements

Expertise in area teaching, useful to coordinate whole school events

Skilled and passionate about the role. Good role model for students. Good links between health, nutrition, exercise and wellbeing

Can focus on promoting skill development across school and impart knowledge across various sports. Can coordinate whole school/ district sports events

Knowledge of program and organisational structure

Ensure it happens weekly, coordinate interschool events

Can develop specific programs that cater for the needs of children, experienced staff makes for better teachers

Training & take responsibility for that area – however – good teacher first

They bring expertise to this area of the school. A passion for health, physical education and sport. They are often wonderful role models for the children

We love someone who can plan and resource a great program and put their whole emphasis on it

There are many components to a successful HPE program and having a specialist teacher in this area ensures a broad and successful program

There are safety considerations and many outside excursions to organise

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

|                           |    |         |
|---------------------------|----|---------|
| Yes                       | 33 | (58.9%) |
| No                        | 23 | (41.1%) |
| No details/Not Applicable | 9  |         |

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

|                 |    |         |
|-----------------|----|---------|
| None            | 0  |         |
| Half an hour    | 2  | (3.1%)  |
| 1 hour          | 38 | (58.5%) |
| 2 hours         | 24 | (36.9%) |
| 3 hours or more | 1  | (1.5%)  |

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

|                           |    |         |
|---------------------------|----|---------|
| Yes                       | 46 | (71.9%) |
| No                        | 18 | (28.1%) |
| No details/Not Applicable | 1  |         |

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

|     |    |         |
|-----|----|---------|
| Yes | 27 | (41.5%) |
| No  | 38 | (58.5%) |

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

|          |    |         |
|----------|----|---------|
| No       | 0  |         |
| Maybe    | 8  | (12.3%) |
| Probably | 18 | (27.7%) |
| Yes      | 39 | (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       | 6  | (9.2%)  |
| Maybe    | 15 | (23.1%) |
| Probably | 19 | (29.2%) |
| Yes      | 25 | (38.5%) |

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

|  |               |
|--|---------------|
| Planning/ assessment and flexibility (organised)           | 45 (mentions) |
| HPE curriculum knowledge & dev appropriate pedagogy        | 38            |
| Passion/ interest/ enthusiasm (children)                   | 30            |
| Rapport /communication and management skills               | 27            |
| Cater for all learning needs (empathy & support)           | 16            |
| Liaises well with other staff, schools & parents (network) | 9             |
| Role model for healthy living                              | 8             |
| Engage students & fun                                      | 7             |
| Team member of staff/ team player                          | 6             |
| Good level of fitness/active                               | 5             |
| Likes working with children                                | 5             |
| Introduce a variety of physical activities/skills          | 4             |

|   |   |
|---|---|
| Professional approach to job (punctual, reliable etc) | 4 |
| Inspirational/ motivates others                       | 4 |
| Hard worker/work ethic                                | 4 |
| Commitment/ to school life                            | 3 |
| Positive  | 3 |
| Involved in sports & high skill level                 | 3 |
| Good teacher/classroom                                | 3 |
| Relationship building                                 | 2 |
| Innovative/ initiative                                | 2 |
| Athletic  | 1 |
| Willingness to learn                                  | 1 |
| Fun person  | 1 |
| Calm  | 1 |
| Exemplary teaching ability                            | 1 |
| Attention to detail/particular                        | 1 |
| Teaches social skills                                 | 1 |
| Student success                                       | 1 |
| Integrate with other subjects when appropriate        | 1 |
| Experienced   | 1 |
| Approachable  | 1 |
| Outdoor Education skills                              | 1 |
| Voice control   | 1 |
| Confident to run PD                                   | 1 |
| Leadership qualities                                  | 1 |

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

It is difficult in small schools to employ a person who is not able to be both a generalist and or a specialist on a long term basis

Team spirit

We need people with classroom and pedagogical skills not just jocks!

Enthusiasm, fit and ability to engage well with the task at hand

I think it is very important – in my school it's been a priority to have a quality program

Extremely important area for health, wellbeing, and quality outcomes across the curriculum

Opportunities for HPE to update skills regularly would be useful

All schools, regardless of size, should be provided with a gymnasium so skills development can occur all year long

At times sports eg. Basketball overtakes the skill component and has more time given to them. Health/Sex Ed not really covered by HPE teacher. Time to fit in the curriculum is still a challenge

Independence – someone who keeps orderly. Someone NOT hung up on timetable changes. Motivation and desire to ‘be’ here on the job

Having a specialist HPE teacher in a small school is very demanding with less hours available to conduct the same program and events as larger schools – qualified HPE teacher would assist greatly

Essential area of primary school curriculum – engagement of many older students (particularly 4-6)

Students need opportunities to play a variety of games to keep them physically active & develop social skills. PE teachers can help students develop a love of physical activity

In primary schools all teachers are considered generalist teachers so a PE teacher may wish to go back to teaching in a classroom!

More DEECD funding for specialist programs – sit outside generalist classroom funding

Personal development & individual challenges, not just focus on top athletes

Need skills in building relationships with classroom teachers & capacity to motivate/support/build support from ‘colleagues’ to passionately support the PE program

The resources of the school (human & physical) can directly contribute to the quality of the HPE experiences

Courses need to cover Assessment & Reporting in PE, ICT in PE and provide opportunities for teachers to ‘skill up’ in areas they lack confidence eg. Gymnastics

Important that the PE teacher is willing & able to research the various types of sport available & take an interest in the community, requests eg snowsport, bike ed, yachting

Organised & experienced

We need to continue the crusade of having a HPE specialist in every school

Children need to see that there are many and varied sport options available in society and that they are all worthwhile to help provide an active lifestyle

Having the right (properly trained) teacher is critical

In the primary school, a specialist PE teacher would be difficult to appoint as all teams must be generalist teachers, able to move & adapt easily between year levels and specialist areas

Giving all students confidence to have a go, making it fun. Giving students opportunities to practise & improve

Issue of PE staff taking an interest and staying abreast of issues/developments in generalist teaching & learning – not becoming too out of it

Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas

So important for students to be active and have knowledge about their health and bodies

If you offer a specific HPE course, it limits employment opportunities

**Small sized schools (less than 100 children) Melbourne**

- 1 returned survey

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

|                   |   |          |
|-------------------|---|----------|
| Classroom teacher | 1 | (100.0%) |
|-------------------|---|----------|

**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 |
|---------------------------|---|

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

|     |   |          |
|-----|---|----------|
| Yes | 1 | (100.0%) |
| No  | 0 |          |

*Comments explaining why:*

No details

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

|                           |   |
|---------------------------|---|
| Yes                       | 0 |
| No                        | 0 |
| No details/Not Applicable | 1 |

**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 |
| 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 | 0 |          |
| No  | 1 | (100.0%) |

**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 | 1 | (100.0%) |
| Yes      | 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 | (100.0%) |
| Probably | 0 |          |
| Yes      | 0 |          |

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

No details

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

No details

**Medium sized schools (100 – 300 children) Melbourne**

- 25 returned surveys

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

|  |    |         |
|--|----|---------|
| Classroom teacher                      | 5  | (20.0%) |
| Specialist HPE teacher                 | 8  | (32.0%) |
| Classroom & specialist HPE             | 10 | (40.0%) |
| Classroom, specialist HPE & outsourced | 1  | (4.0%)  |
| Assistant Principal                    | 1  | (4.0%)  |

**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 23

NA – However, we regularly encourage our students to participate in many sports and provide specialised classes through sporting bodies eg. Kanga cricket Coach Approach twice yearly  
 There is outsourcing as well, SEDA groups, free clinics, basketball, hockey, rugby, soccer

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

|     |    |         |
|-----|----|---------|
| Yes | 24 | (96.0%) |
| No  | 1  | (4.0%)  |

*Comments explaining why:*

I would like one so that even if they were a classroom teacher they could model for others and share their expertise and enthusiasm

Expertise and enthusiasm specialism brings to lessons – student engagement and achievement

It gives the program a higher profile, they have the expertise to assist and develop staff as well as students

Expertise in area – improves student skills

Trained

They can provide a very well informed program to suit all levels

Passion for the learning, dedicated to a focussed well planned and resourced program. Ensures resources are maintained

Guarantees children get a HPE lesson

Offer a specialised program where a teacher can solely focus on delivering a strong program

Skills developmentally introduced. Unfortunately as a small school we don't have the budget to employ a HPE specialist

More cohesive P-6 program

Develop better profile of HPE/ They have specialised knowledge/ Parental support - positive perceptions

Usually young and enthusiastic

PE program integrates with other programs

You can find someone with appropriate skills and knowledge in the area. The role requires a great deal of organisational skill on a whole school level

In order for students to develop sequential skills and have a wide ranging experience the person needs to be focussed on and committed to one curriculum area and build their knowledge

They provide better 'skills' development for students

Ensures consistent program throughout the school. Ensures time is given to HPE re 2.5 hours of PE/sport time

They can then coordinate Cross Country, Athletics Day, Swim Program and Carnival etc. These are too much to put on classroom teachers

The complex nature of primary school HPE is such that a specialist PE teacher eliminates having to 'pick up' the curriculum as they go!

Skill and knowledge for lifelong learning

Good for kids' health we have good facilities, community expectation, good pathway to local/interschool comps

To ensure quality of classes. To administrate extra sporting activities – school sports, inter-school sports etc

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

|                           |    |         |
|---------------------------|----|---------|
| Yes                       | 7  | (35.0%) |
| No                        | 13 | (65.0%) |
| No details/not applicable | 5  |         |

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

|                 |    |         |
|-----------------|----|---------|
| None            | 0  |         |
| Half an hour    | 2  | (8.0%)  |
| 1 hour          | 13 | (52.0%) |
| 2 hours         | 9  | (36.0%) |
| 3 hours or more | 1  | (4.0%)  |

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

|                           |    |         |
|---------------------------|----|---------|
| Yes                       | 14 | (58.3%) |
| No                        | 10 | (41.7%) |
| No details/not applicable | 1  |         |

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

|     |    |         |
|-----|----|---------|
| Yes | 10 | (40.0%) |
| No  | 15 | (60.0%) |

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

|          |    |         |
|----------|----|---------|
| No       | 0  |         |
| Maybe    | 4  | (16.0%) |
| Probably | 6  | (24.0%) |
| Yes      | 15 | (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       | 3 | (12.0%) |
| Maybe    | 7 | (28.0%) |
| Probably | 8 | (32.0%) |
| Yes      | 7 | (28.0%) |

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

|   |               |
|---|---------------|
| Planning/ assessment and flexibility (organised)    | 14 (mentions) |
| Passion/ interest/ enthusiasm (children)            | 12            |
| HPE curriculum knowledge & dev appropriate pedagogy | 10            |
| Rapport /communication and management skills        | 10            |
| Cater for all learning needs (empathy & support)    | 5             |
| Introduce a variety of physical activities/skills   | 2             |
| Engage students & fun                               | 2             |
| Commitment to school life                           | 2             |
| Inspirational                                       | 2             |
| Relationship building                               | 2             |
| Advocate of & teaches healthy behaviours            | 2             |
| Athletic  | 1             |
| Hard worker   | 1             |

|                                       |   |
|---------------------------------------|---|
| Willingness to learn                  | 1 |
| Fun person                            | 1 |
| Calm                                  | 1 |
| Exemplary teaching ability            | 1 |
| Positive                              | 1 |
| Role model                            | 1 |
| Involved in sports & high skill level | 1 |
| Attention to detail/particular        | 1 |
| Teaches social skills                 | 1 |
| Student success                       | 1 |

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

It is difficult in small schools to employ a person who is not able to be both a generalist and or a specialist on a long term basis

Team spirit

We need people with classroom and pedagogical skills not just jocks!

Enthusiasm, fit and ability to engage well with the task at hand

I think it is very important – in my school it's been a priority to have a quality program

Extremely important area for health, wellbeing, and quality outcomes across the curriculum

Opportunities for HPE to update skills regularly would be useful

All schools, regardless of size, should be provided with a gymnasium so skills development can occur all year long

At times sports eg. Basketball overtakes the skill component and has more time given to them. Health/Sex Ed not really covered by HPE teacher. Time to fit in the curriculum is still a challenge

Independence – someone who keeps orderly. Someone NOT hung up on timetable changes. Motivation and desire to 'be' here on the job

Having a specialist HPE teacher in a small school is very demanding with less hours available to conduct the same program and events as larger schools – qualified HPE teacher would assist greatly

**Large sized schools (300-600 children) Melbourne**

- 33 returned surveys

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

|  |    |         |
|--|----|---------|
| Classroom teachers                         | 0  |         |
| Specialist HPE                             | 16 | (48.4%) |
| Specialist HPE & classroom teachers        | 13 | (39.4%) |
| A generalist classroom teacher in HPE role | 2  | (6.1%)  |
| HPE specialist, classroom & outsourced     | 2  | (6.1%)  |

**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 29

Gymnastics, special opportunities and programs eg. Golf, tennis, health and fitness programs

Special conducting in sports not covered in PE program eg. Basketball, hockey (volunteers and some pros) – Athletics carnival –specialist athletic coaches – volunteer undergrads

Also employ afterschool soccer, tennis, basketball

After school activity program

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

|     |    |         |
|-----|----|---------|
| Yes | 31 | (93.9%) |
| No  | 2  | (6.1%)  |

*Comments explaining why:*

Ongoing contact – Relationship with the whole school community, students, staff, parents, community sporting organisations

PE teacher also has a number of responsibilities which are across the school P-6 therefore it is effective way to organise swimming and Perceptual Motor Programs

Specialist PE teacher: (i) each class in school will get 1 hour PE a week (ii) Provision of support for additional activities – PMP, Remedial PE, Inter School/ Intra School Sport/ Athletics (iii) Resource person for all staff

For specific knowledge of the developmental continuum of fine & gross motor skills, perceptual motor, game skills and game knowledge

Ongoing skill development, relationships & encouragement to keep improving;  
personal attention to individuals' abilities & strengths

They would have a more indepth knowledge of Physical Education and Health Education

More consistent and comprehensive provision of the HPE program

Quality re: knowledge, skills, network, attitude, focus, flexibility, experience in playing sports – past, current. Great organisational skills

The high profile of this role in our school community and the value of a qualified, passionate and quality teacher to run a whole school program

The PE teacher gives classroom teachers time release

Qualified in this area & have more in depth knowledge of sports & rules & techniques

This means that the HPE teacher is a staff member, involved in meetings, briefings

PD and all matters pertaining to the students and the community

All skills are covered confidently & in a sequential process

Knowledge of curriculum, modelling of appropriate skills/behaviours, confidence in teaching HPE

On staff, consistent approach across whole school. Regular planned PE lessons.

Connection to local schools through PE. Relieves load on classroom teachers

More expertise

1)HPE teacher to take all classes 2) She coordinates the PE and sporting programs including swimming, Athletics & cross country 3) Bonds with students, parents and other staff

Regular commitment and development of a P-6 program

Commitment – to the school, the children, the community, fellow staff

Trained and competent. Need to build a school wide sporting culture, not just teach PE

Continuity of programs – following PE scope & sequence - relieves classroom teachers for Profess. Learning Team Meeting with colleagues

Well prepared, varied lessons with focus on skill development. Students have timetabled PE – ensure it happens. Oversee sports equipment & ordering more.

Liaises with schools in network for 5/6 interschool sport

They have the ability to provide a comprehensive HPE program. It ensures that all aspects of HPE are catered for across the school. A class teacher cannot provide this

Credibility to program, school profile, not all staff skilled in this area

Ensures compliance with expected HPE curriculum and minimum requirements

Expertise in area teaching, useful to coordinate whole school events

Skilled and passionate about the role. Good role model for students. Good links between health, nutrition, exercise and wellbeing

Can focus on promoting skill development across school and impart knowledge across various sports. Can coordinate whole school/ district sports events

Knowledge of program and organisational structure

Ensure it happens weekly, coordinate interschool events

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

|                           |    |         |
|---------------------------|----|---------|
| Yes                       | 23 | (76.7%) |
| No                        | 7  | (23.3%) |
| No details/not applicable | 3  |         |

**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          | 20 | (60.6%) |
| 2 hours         | 13 | (39.4%) |
| 3 hours or more | 0  |         |

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

|     |    |         |
|-----|----|---------|
| Yes | 27 | (81.8%) |
| No  | 6  | (18.2%) |

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

|     |    |         |
|-----|----|---------|
| Yes | 15 | (45.5%) |
| No  | 18 | (54.5%) |

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

|          |    |         |
|----------|----|---------|
| No       | 0  |         |
| Maybe    | 3  | (9.1%)  |
| Probably | 10 | (30.3%) |
| Yes      | 20 | (60.6%) |



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

|          |    |         |
|----------|----|---------|
| No       | 3  | (9.1%)  |
| Maybe    | 5  | (15.2%) |
| Probably | 9  | (27.3%) |
| Yes      | 16 | (48.5%) |

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

|   |              |
|---|--------------|
| Planning/ assessment and flexibility (organised)          | 26 (mention) |
| HPE subject knowledge & dev appropriate pedagogy          | 24           |
| Passion/ interest/ enthusiasm/ motivated/energy           | 15           |
| Rapport /communication and management skills              | 14           |
| Cater for all learning needs & ages (empathy & support)   | 10           |
| Engage students & fun                                     | 5            |
| Team member of staff/ team player                         | 5            |
| Liases well with other staff, schools & parents (network) | 5            |
| Professional approach to job (punctual, reliable etc)     | 4            |
| Good level of fitness                                     | 4            |
| Like working with children                                | 4            |
| Role model for healthy living                             | 3            |
| Good teacher/classroom                                    | 3            |
| Work ethic  | 3            |
| Introduce a variety of physical activities/skills         | 2            |
| Participates/background in sporting activities            | 2            |
| Motivate others   | 2            |
| Positive attitude   | 2            |
| Integrate with other subjects when appropriate            | 1            |
| Commitment  | 1            |
| Team player   | 1            |
| Experienced   | 1            |
| Approachable  | 1            |
| Outdoor Education skills                                  | 1            |
| Innovative  | 1            |

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

Essential area of primary school curriculum – engagement of many older students (particularly 4-6)

Students need opportunities to play a variety of games to keep them physically active & develop social skills. PE teachers can help students develop a love of physical activity

In primary schools all teachers are considered generalist teachers so a PE teacher may wish to go back to teaching in a classroom!

More DEECD funding for specialist programs – sit outside generalist classroom funding

Personal development & individual challenges, not just focus on top athletes

Need skills in building relationships with classroom teachers & capacity to motivate/support/build support from 'colleagues' to passionately support the PE program

The resources of the school (human & physical) can directly contribute to the quality of the HPE experiences

Courses need to cover Assessment & Reporting in PE, ICT in PE and provide opportunities for teachers to 'skill up' in areas they lack confidence eg. Gymnastics  
Important that the PE teacher is willing & able to research the various types of sport available & take an interest in the community, requests eg snowsport, bike ed, yachting

Organised & experienced

We need to continue the crusade of having a HPE specialist in every school  
Children need to see that there are many and varied sport options available in society and that they are all worthwhile to help provide an active lifestyle

Having the right (properly trained) teacher is critical

In the primary school, a specialist PE teacher would be difficult to appoint as all teams must be generalist teachers, able to move & adapt easily between year levels and specialist areas

Giving all students confidence to have a go, making it fun. Giving students opportunities to practise & improve

Issue of PE staff taking an interest and staying abreast of issues/developments in generalist teaching & learning – not becoming too out of it

Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas

**Very large sized schools (600 children and more) Melbourne**

- 6 returned surveys

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

|                                     |   |         |
|-------------------------------------|---|---------|
| Classroom teachers                  | 0 |         |
| Specialist HPE                      | 5 | (83.3%) |
| Specialist HPE & classroom teachers | 1 | (16.7%) |

**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 | 6 |  |
|---------------------------|---|--|

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

|     |   |          |
|-----|---|----------|
| Yes | 6 | (100.0%) |
| No  | 0 | (%)      |

*Comments explaining why:*

Can develop specific programs that cater for the needs of children, experienced staff makes for better teachers

Training & take responsibility for that area – however – good teacher first

They bring expertise to this area of the school. A passion for health, physical education and sport. They are often wonderful role models for the children

We love someone who can plan and resource a great program and put their whole emphasis on it

There are many components to a successful HPE program and having a specialist teacher in this area ensures a broad and successful program

There are safety considerations and many outside excursions to organise

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

|     |   |         |
|-----|---|---------|
| Yes | 3 | (50.0%) |
| No  | 3 | (50.0%) |

**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          | 4 | (66.7%) |
| 2 hours         | 2 | (33.3%) |
| 3 hours or more | 0 |         |

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

|     |   |         |
|-----|---|---------|
| Yes | 5 | (83.3%) |
| No  | 1 | (16.7%) |

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

|     |   |         |
|-----|---|---------|
| Yes | 3 | (50.0%) |
| No  | 3 | (50.0%) |

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

|          |   |         |
|----------|---|---------|
| No       | 0 |         |
| Maybe    | 1 | (16.7%) |
| Probably | 1 | (16.7%) |
| Yes      | 4 | (66.6%) |

**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    | 2 | (33.3%) |
| Probably | 2 | (33.3%) |
| Yes      | 2 | (33.3%) |

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

|  |             |
|--|-------------|
| Planning/ assessment and flexibility (organised)           | 5 (mention) |
| HPE subject knowledge & dev appropriate pedagogy           | 4           |
| Liaises well with other staff, schools & parents (network) | 4           |
| Passion/ interest/ enthusiasm/ motivated/energy            | 3           |

|   |   |
|---|---|
| Rapport /communication and management skills            | 3 |
| Role model for healthy living                           | 2 |
| Cater for all learning needs & ages (empathy & support) | 1 |
| Likes working with children                             | 1 |
| Innovative/ initiative                                  | 1 |
| Voice control   | 1 |
| Active  | 1 |
| Confident to run PD                                     | 1 |
| Leadership qualities                                    | 1 |

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

So important for students to be active and have knowledge about their health and bodies

If you offer a specific HPE course, it limits employment opportunities