

Active Schools Active Kids Active Communities

A Joint Ministerial Statement
on Physical Activity for Children
and Young People





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Ministers' Message

The evidence is clear.

Active kids are happy, healthy and resilient kids. Active kids are also active learners.

That's why the Victorian Government has invested \$14.9 billion to make Victoria the Education State, and \$1.8 billion to create an Active Victoria, and achieve the active living outcomes of the Victorian Public Health and Wellbeing Plan.

A child's level of physical activity is influenced by many factors, including their individual ability, family lifestyle, and the settings where they live, learn and play.

This year the coronavirus (COVID-19) pandemic has challenged us to find new ways to be active, with Victorian students learning remotely and community sport put on hold.

Now more than ever, we all have an important role to play in supporting children and young people to be active, and set them up for an active life.

We have also seen more families out on our streets walking and exercising together. We want to continue to encourage Victorians to keep up these healthy habits.

Sport can play a part. With 16,000 sports clubs, 9,500 community sports facilities, and 580,000 volunteers, Victorian kids and teenagers have the opportunity to get involved in a wide range of sports. But we also want to make sure that there are diverse active recreation and active travel options available so all kids of all abilities and interests may experience and enjoy being physically active.

Schools are a vital setting for preparing young Victorians to lead a physically active and healthy life. They can reach children and young people at the critical age range where positive life-long behaviours, and physical literacy are more likely to be developed.

Active schools create active kids and help build active communities. And that is why we are investing \$24.2 million in the creation of Active Schools.

An Active School supports its students to:

- develop a strong base of fundamental movement skills
- understand the importance of being active
- feel confident and motivated to participate in community sport and active recreation
- develop healthy lifelong habits and routines
- regularly get outdoors and into nature; and
- travel actively to and from school and within their community.

This statement sets out the joint effort that is required of schools, parents, the community and government to get all kids moving more often.

Our kids will be happier, healthier and learn better for it.



James Merlino
Minister for Education



Ros Spence
Minister for Community Sport



Martin Foley
Minister for Health





Why physical activity is important

Participating in regular physical activity and reducing sedentary behaviour boosts physical and mental health and improves academic performance¹. Physical activity throughout the school day improves student concentration, and their ability to retain information and solve problems².

Sport and active recreation brings people together and can teach children and young people values such as respect, responsibility, and commitment, as well as developing leadership, teamwork and self-confidence³.

Physical activity can be performed in a wide variety of ways including walking, cycling, sport and active recreation (such as dance, active play or hiking). All forms of physical activity are valuable and can result in health benefits if undertaken daily.

We know that students who are more physically active are less likely to experience depression and have higher levels of resilience⁴. Children and young people who move more often are less likely to be overweight or obese. Regular physical activity also reduces the risk of developing chronic disease.

The *Australian 24-Hour Movement Guidelines* recommend that children and young people between the ages of 5 to 17 years accumulate 60 minutes or more of moderate to vigorous physical activity per day⁵. The guidelines also recommend that sedentary behaviour is limited by breaking up long periods of sitting and ensuring screen time does not exceed 2 hours per day.

Physical inactivity is a growing global challenge as society becomes more sedentary. Strategic and joined up action is urgently required to disrupt the current trend and get kids moving⁶.

Participation in organised sport is relatively high amongst Australian children⁷. However, data shows that Australian children may be lagging behind with low-level mastery of fundamental movement skills⁸. These skills are essential for lifelong participation in sport and physical activity.

This downward trend is reflected in both national and international data. Sport Australia has identified physical literacy as a key priority and the World Health Organisation has released a Global Action Plan for Physical Activity.

All of these documents and strategies identify schools as a key enabler in getting children and young people moving more.

Our goal

Active schools



Embed whole school approaches for physical activity to:

- improve student health, learning, behavioural outcomes
- provide quality physical education and develop students' fundamental movement skills
- offer school sport programs which are focussed on fun, inclusion and participation, and connect students to community sport
- extend skills and interest through outdoor education
- encourage active breaks and movement in the classroom
- have school buildings, grounds and facilities that encourage students to move more sit less and travel actively to school
- partner locally to provide access to facilities and offer diverse recreational opportunities to the community.

Active kids



- have fundamental movement skills to support lifelong participation in sport and physical activity
- have the confidence and motivation to be active
- enjoy and value physical activity
- move every day, before, during and after school.

Active communities



- collectively value movement as part of everyday life
- foster community connection through sport and recreation
- create connections between local clubs, community groups and schools
- have open, green spaces, accessible facilities and walkable neighbourhoods that are designed to facilitate intentional and incidental activity.

Creating Active Schools

Schools are at the heart of all Victorian communities and are vital to influencing the lives of children and young people. A school that values physical activity and commits to promoting it within their curriculum, throughout the school day and the local community, can support a child to become physically active for life⁹.

The Victorian Curriculum requires all government schools to deliver Health and Physical Education, and the Department of Education and Training has minimum delivery requirements for Physical Education and Sport.

The Premier's Active April and the Healthy Schools Achievement Program have been successful in creating a supportive culture and environment for physical activity in schools. Investment and effort to date has been notable, but there is more work to be done.

That's why the Victorian Government is investing \$24.2 million to reverse the downwards trend and boost student physical activity through the creation of Active Schools.

The Active Schools initiative builds on existing programs and funding, to boost support and resources for schools to get kids moving.

To do this we will:

- provide quality resources on the Active Schools approach so that principals and teachers have the information they need to take action
- provide on the ground support for schools to support schools to improve students physical activity and educational outcomes.
- provide more funding to schools to spend on physical activity, physical education and sport so that they can offer more opportunities for their students to be active before, during and after school
- promote the importance of physical activity for children to parents so that they prioritise and value physical activity as part of their child's day
- explore scalable solution to getting secondary students moving more.

In addition to the Active Schools investment, consideration is being given to how school sport operates to optimise participation for all.

Active School Initiative

Funding will be used to develop and deliver:



What is an Active School?

An Active School encourages physical activity through a whole school approach that goes beyond traditional physical education and sport to promote physical activity at every opportunity. The Active Schools Framework outlines six key priorities of an Active School recognising there is no single solution to shifting inactivity; it takes a multifaceted and system wide effort.

The key priorities of Active Schools are **Quality Physical Education, Quality School Sport, Active Classrooms, Active Travel and Active Recreation**. A **supportive school environment** that provides space and encourages students to be active is also required to shift physical activity outcomes.

The approach also acknowledges the crucial role of families and communities in supporting students to continue their participation in physical activity beyond the school environment.

Many schools may already be taking action in some of these areas, but many also need support to enhance their current approach.

The Active Schools Framework will support schools to begin this conversation and start taking action. It also provides guidance to stakeholders in the sector, the community and government when making decisions on physical activity interventions.





Active School priorities



Quality Physical Education

Quality Physical Education builds physical literacy.

Children and young people who participate in quality physical education have better fundamental movement skills and are more likely to enjoy being active. This is particularly critical in primary school, where establishing fundamental movement skills and self-confidence can set children and young people on a positive physical activity trajectory for life.

Quality Physical Education involves:

- meeting minimum hours for Physical Education for Foundation – Year 10.
- delivery of a Victorian Curriculum aligned teaching and learning program
- teachers who are competent and capable in Physical Education instruction
- a positive and encouraging learning environment for all students.

Highlights

VICTORIAN CURRICULUM AND MINIMUM DELIVERY REQUIREMENTS

All Victorian government schools are required to teach Health and Physical Education as part of the Victorian Curriculum. They are also required to meet the minimum delivery requirements for Physical Education and Sport. The mandated times are:

- **Foundation – Year 3:** 20 – 30 minutes of physical education a day
- **Years 4 – 6:** 3 hours per week of physical education and sport with a minimum of 50 per cent of that time for physical education
- **Years 7 – 10:** 100 minutes physical education and 100 minutes of sport (per week).

This ensures that all students have the opportunity to develop the skills and knowledge to be active for life.

In addition, the Victorian Government also supports teacher professional learning in Health and Physical Education.



LABURNUM PRIMARY SCHOOL

Students at Laburnum Primary School are developing fundamental movement skills and a lifelong love of being active through a specialist physical education program. The school employs two specialist physical education teachers to oversee and deliver the program that promotes participation over performance and fun over competition. They also coordinate a before school jogging and walking club which has been running for over 20 years and inspiring many students to value physical fitness. At lunch breaks, student leaders oversee the organisation and distribution of sporting equipment. In addition to physical education classes, students in Prep to Year 6 also participate in a swimming and water safety program that runs for two weeks.

SCHOOL SWIMMING AND WATER SAFETY EDUCATION

Since 2017, \$34 million has been invested in school swimming and water safety education. Swimming is an important life skill that enables enjoyment of physical activity and safety in and around the water.



Quality School Sport

Quality School Sport develops well-rounded kids.

Children and young people who participate in quality school sport are more physically, socially and emotionally healthy. They are also more likely to participate in sport and physical activity outside of school hours and be active adults.

Quality School Sport:

- **is inclusive and accessible**
- **encourages participation over performance**
- **creates links with the local community sport clubs**
- **teaches resilience, team work and fosters a sense of school pride**
- **includes a diverse range of sport and recreational opportunities.**

Highlights

SCHOOL SPORT VICTORIA

School Sport Victoria (SSV) provides a comprehensive school sport program for Victorian schools, coordinating 10,700 events and 650,00 participation opportunities for students each year.

SSV programs provide opportunities for students to represent their school across a range of individual and team sports.

Proposed future reforms to SSV will aim to support schools to promote greater participation in a variety of different sports and competition formats, as well as assist students to realise the holistic benefits of sport on their health and wellbeing.

THE GRANGE P – 12 COLLEGE

Participation in sport is at an all-time high at the Grange P – 12 College, with a range of programs in place to encourage students to get active more often. The college strongly believes in the importance of physical activity for learning and wellbeing.

All students participate in a comprehensive physical education program to develop a strong base of fundamental movement skills, and then transition to a school sport program. Students have the option of competing against other schools through School Sport Victoria programs and in an interschool lunchtime competition, which runs each term. This program has had great success in getting students active and social during break times, as well as fostering a great sense of school pride. The college also runs a Sports Science Academy stream, offering students the option of participating in a learning program focussed on developing their sporting ability along with their academic pursuits.

Community partnerships between the college and Rugby Victoria, Belgravia Leisure, Victoria University and a range of other sports partners are crucial to the success of the program and in 2019 the college was awarded the Outstanding School and Community Partnership Award at the Department's School Sport Awards.

SPORT AT HOME WITH MELBOURNE VICTORY

When schools shifted to remote learning earlier in the coronavirus (COVID-19) pandemic, Victorian students had fewer opportunities to participate in physical activity and sport. However, with the help of Melbourne Victory Football Club, SSV and the Department of Education and Training, an online soccer training program for Victorian students was developed and made available to all schools. The program supported students to engage in sport whilst learning remotely, keep practising their skills, maintaining their fitness and having fun.





Active Classrooms

Active Classrooms create active learners.

Children and young people who move more often have improved concentration and are more engaged in class.

Small changes in the classroom can make a big difference towards daily activity levels and student in learning.

An active classroom involves:

- **active breaks between learning activities**
- **working at benches, standing desks or on the floor**
- **learning in the outdoors**
- **learning activities which involve movement.**

Highlights

TRANSFORM-US!

Transform Us! is increasing physical activity and reducing sitting time in schools through simple cost-effective intervention strategies including active breaks, active learning, active homework and changes to the physical environment. The program uses innovative strategies within the classroom, school and home settings to get students moving more and sitting less. Primary school teachers can learn easy ways to incorporate movement into everyday class lessons and improve student classroom behaviour, academic outcomes, physical activity and health. This may include creating active maths lessons, moving around the classroom during discussion activities or taking lessons outdoors.

YARRAWONGA COLLEGE P-12

Yarrowonga College P-12 students are moving more and sitting less during classes after implementing the simple but effective strategies from the Transform Us! program. The college upskilled teachers in the program and adopted strategies to make their classrooms more active across Years 3 – 6. This resulted in a huge shift in classroom practice and teachers now look for opportunities to incorporate movement into every lesson – including brain breaks, standing lessons or outdoor classes. Their classrooms offer students alternatives to sitting during learning activities including standing desks and open floor spaces. Teachers have seen increased student engagement and focus in class, as well as an increase in total physical activity across the school day.





Active Travel

Active Travel activates communities.

Being active on the way to and from school contributes significantly to a student's daily physical activity and increases social and community connectedness.

Private vehicles remain the dominant way that primary school kids get to school, while walking or riding to school accounts for about 20 per cent of all travel to school in Victoria. There are interrelated challenges, such as safety concerns and distance, which can affect rates of active transport.

Active travel, such as walking and cycling, offers convenient options for students to be physically active and engage with family and friends. It can help students reduce total sedentary time, increase social interactions. Active travel also has other health and social benefits for our community, such as reduced congestion on roads and public transport.

Promotion of ride and walk-to-school programs, combined with improved urban planning and route design through cross-government collaboration can make cycling and walking more accessible and safe for students and their families.

Schools can support active travel by:

- encouraging parents to support their children to actively commute to school
- providing facilities that support active travel to and from school for students, staff and families
- offering bicycle education programs and guidance on safe routes to school
- working with families and local councils to provide for safe and convenient access to schools.



Highlights

ACTIVE TRAVEL PROGRAMS

The Victorian Government has invested in the promotion of active travel programs, including Bicycle Network's Ride2School program and VicHealth's Walk to School program. Both programs support many students and families to ride, walk and scoot to school and experience the benefits of being an active commuter. The Victorian Government has also worked to promote the importance of active travel to and from school during the coronavirus (COVID-19) pandemic, to reduce congestion around the school gate.

WALK TO SCHOOL

Walk to School encourages primary school children to regularly walk, scoot or ride their bike to school each October. In 2019, a record 186,600 students took part across the state during the month, with over 942 schools and 71 councils participating. The program encourages strategic collaboration between councils, schools and other community organisations to prioritise active travel, share resources and enable action.

The Rural City of Wangaratta worked in partnership with the YMCA, Northeast Health Wangaratta, Gateway Health and GOTAFE students to deliver Walk to School in all schools within the council area.

MALVERN VALLEY PRIMARY SCHOOL

Malvern Valley Primary School's Active Travel Tag On Program is motivating many students to walk, ride and scoot to school. Students "tag on" at a kiosk when they arrive to school and select how they travelled to earn house points. Their mode of travel is linked to how many points they earn, with the more active travel modes earning more points. The Tag On system also sends a note to parents to let them know that their child has arrived at school safely. The program has incentivised 85 per cent of the school population to participate in the program, with more students travelling actively to and from school than ever before.

RIDE2SCHOOL ST GERARD'S PRIMARY SCHOOL

Schools that are involved in Bicycle Network's Ride2School program report an average active travel rate of 40 per cent (inclusive of walking, riding, scooting or skating), higher than the national school active travel rate of approximately 20 per cent.

Bicycle Network ran a ten-week bike education course for grade three and four students at St Gerard's Primary School. During the weekly one-hour sessions, students learnt how to conduct a basic bike check, how to fit a helmet correctly, and about road safety. Each of these topics helped to increase their bike-riding ability, confidence, and knowledge of safe riding practices. The course resulted in the average active travel rate rising from 23 per cent to 56 per cent (students walking, riding, scooting and skating). The school has since trained teachers continue to deliver the bike education course.



Active Recreation

Active Recreation makes physical activity fun.

Unstructured, leisure based physical activity is vital to children and young people's daily activity levels.

There are a range of opportunities for learning in the outdoors, from play based learning to conducting classes outside, running incursions, excursions and schools camps.

Providing access to a range of developmentally appropriate, fun and non-competitive active recreation options allows all children and young people to find activities they enjoy.

Schools can support active recreation by:

- encouraging outdoor play and recreation to help students build their motor skills and physical strength whilst being adventurous and having fun
- using outdoor learning to increase physical activity by connecting classroom-based learning with field-based experiences
- offering and promoting active recreation options to students disinterested in traditional organised school sports
- appropriate provision of free time and unstructured lunch and recess breaks.

Highlights

OUTDOOR EDUCATION FACILITIES

The Residential Outdoor Schools Association (ROSA) schools provide residential outdoor education programs for government primary and secondary school students.

These Department of Education and Training owned outdoor camps and residential facilities include the Outdoor School (15 Mile Creek and Bogong campuses), Rubicon Outdoor Centre (Nayook and Thornton campuses), Somers (Somers and Woorabinda campuses) and the Blackwood Outdoor Specialist School.

The Department also owns and operates three additional Schools for Student Leadership that offer unique term long residential education experiences for Year 9 students. The program focuses on the development of leadership and interpersonal skills through outdoor activities and team building. Students also gain an appreciation of being active in nature and develop a love of being outdoors. The schools are located at Dinner Plain, Marlo and Mount Noorat.

YMCA CAMPS – CONNECTING ALL KIDS TO OUTDOOR ACTIVITY

The Department of Jobs, Precincts and Regions manages operational leases with YMCA Victoria to run five residential outdoor recreation camps. These camps demonstrate best practice by reducing barriers to children's active play and increasing participation of disadvantaged Victorians, Aboriginal children and young people, as well as those living with disability or poor mental health. They do this through initiatives such as universally designed adventure activities and bike education program, designed to enable participation by people of all abilities.



LYNBROOK PRIMARY SCHOOL

Lynbrook Primary School prioritises outdoor learning and active recreation to encourage students to develop a love of being active in nature. Outdoor Education is a timetabled specialist subject, with each student participating in two hours of classes per week. Students participate in activities such as orienteering, bush cooking, canoeing at the local suburban lake, team building and initiative exercises and tent construction. The school also owns a fleet of bikes and runs their own bicycle education program.

Their extensive school camp program runs from Year 2 through to Year 6, and provides students with opportunities to participate in a range of outdoor activities. The program also has a large water-based component, helping students to form an understanding of water safety in various environments. Offering outdoor education has supported students to develop life-long skills and build positive relationships with the environment, others and themselves, all whilst being active.

PROVIDING RECREATIONAL OPPORTUNITIES FOR ALL: GYM4ME

VicHealth's Growing Participation in Sport Fund supported Gymnastics Victoria to create the Gym4Me social sport and recreational program to motivate inactive young people to get active. The program has a strong focus on learning new skills, spending time with friends and having fun. Participants are supported by coaches to customise their own gymnastics experience to meet their goals. Gymnastics Victoria's partnership with Headspace Knox supports coaches to better understand how to work with, support and meet the needs of young people.



A Supportive Physical Environment

A supportive physical environment enables students to be active before, during and after school.

The design of the school environment directly influences how active students will be during class and break time, as well as before and after school. Fit for purpose school sporting facilities are key in activating communities, as they support the delivery of quality physical education and school sport. They also act as community hubs for sporting clubs and programs after school.

Creating these community links helps to boost participation and assists with the retention of children and young people in sport and active recreation beyond their school years.

A supportive physical environment may include:

- fun and engaging playgrounds
- sporting facilities
- green and open spaces
- buildings designed to encourage active school life.

Highlights

SHARED FACILITIES FUND AND COMMUNITY SPORTS INFRASTRUCTURE LOANS

The \$50 million Shared Facilities Fund has seen significant investment in co-locating community recreation facilities such as sporting fields and gymnasiums in Victorian government schools, complementing Sport and Recreation Victoria's community infrastructure investment programs such as the \$100 million Community Sports Infrastructure Loans Scheme and the Local Sports Infrastructure Fund. These investments increase the number of high-quality accessible community sports facilities available to our communities.

THE GRANGE P-12 COLLEGE

Students at the Grange P- 12 College now have access to a gymnastics facility thanks to a \$5.35 million partnership between Sport and Recreation Victoria and Belgravia Leisure as part of the Community Sports Infrastructure Loans Scheme. The college was approached by Belgravia Leisure to see whether they would be willing to convert their stadium into a gymnastics centre.

Opened in 2019, the facility now supports a thriving physical education program and operates as a gymnastics training centre after hours and on weekends. Students participate in two terms of gymnastics from Foundation to Year 6, and many students from Year 9 and above work at the facility after hours. The facility has had a huge impact on the college's physical education and sport program, with students more active and fit than ever before.



BAYSIDE COLLEGE

The Victorian Government has invested \$2.1 million through the Community Sport Infrastructure Fund to upgrade the sporting facilities at Bayside College, as part of a state-wide investment into women's and community sport. The upgrades will deliver new sports fields and courts, pavilion refurbishments, female-friendly change rooms, oval upgrades and floodlighting installation. All facilities will be built to competition standard to support usage both during and after school hours for sporting competitions and training. This project builds on existing effective partnerships between Hobsons Bay City Council, sports clubs and local schools, which facilitates affordable access to sports facilities, where public facilities may not have previously been available. This will support more students to be active both during school hours and after school through community sporting clubs.

VERTICAL SCHOOLS

The Victorian Government is building schools that encourage students and staff to move more and sit less. Current school design standards prioritise the use of stairs over lifts. For instance, Prahran High School's design makes:

- staircases more prominent and easily accessible
- lifts less prominent and designated for people with mobility impairments or accessibility needs, or use when required to transport equipment etc.

SCHOOL PRIDE AND SPORTS FUND

The School Pride and Sports Fund was created in 2015 to fund competition-grade gymnasium expansions and other small infrastructure projects to improve sports facilities and foster pride and confidence in schools. Since 2017-18, the fund has diversified to support the installment and resurfacing of sports ovals, courts and tracks (nearly \$15m in total), weights rooms playground equipment and soft fall cover.

HEALTHY SCHOOLS ACHIEVEMENT PROGRAM AT BARWON VALLEY SPECIAL DEVELOPMENTAL SCHOOL

Barwon Valley Special Development School has been recognised by the Healthy Schools Achievement Program for actively supporting their students, staff and community to be more physical activity. The school identified opportunities to use existing school and community infrastructure and teaching and learning programs to promote daily physical activity for students. The school invested in new equipment to cater for all student needs and abilities, with training provided to staff on how to engage students in active play.

Other initiatives offered include Walk to School, walking excursions to local parks, 'active breaks' during recess and lunch, and dance classes every Monday after assembly. Promotion of daily physical activity is also extended to the staff with the school opening a yoga room which is now used regularly before and after school by members of staff.



Creating Active Communities

Physical activity is a complex behaviour and cannot be influenced through an education lens alone. Supporting Victorian children and young people to move more will require whole of government and community effort, particularly in the current context of coronavirus (COVID-19).

Many of the drivers of physical activity occur outside of school and relate to broader challenges evident in societies globally, including increasing rates of obesity, and more sedentary lifestyles. This school-focused effort is part of a collective whole of Victorian Government focus on active living, under the new Victorian Public Health and Wellbeing Plan 2019-23 and building a connected sport and active recreation system under Active Victoria. The Victorian Government is also committed to creating connected and walkable neighbourhoods where people live more locally.

Active communities provide opportunities and environments that support people to incorporate physical activity throughout the whole day¹⁰. Schools can play a critical role in building an active local community

by providing an environment that offers and encourages opportunities for students, families and staff to be active throughout their day¹¹.

School environments also provide valuable community spaces for play and activity outside of school hours that can contribute to building active communities¹². Accessibility of facilities is important. There is a strong positive relationship between rates of sport participation and the availability of facilities within the local area.

To get students moving more outside of school hours the Victorian Government is aiming to get more:

- kids participating in after school hours sport and recreation
- schools used as community hubs for sport and physical activity
- children and young people inspired to be active
- families engaged in an active lifestyle in their local community
- families travelling actively in their local neighbourhood for leisure and short commutes.



Support investment in community sport and recreation infrastructure



Strengthen partnership models to enhance student pathways from school sport



Strengthen the Get Active Victoria initiative to inspire greater participation



Fund sport and recreation organisations through Together More Active



Foster greater links between schools and programs such as Ride2School and VICSWIM



Support local implementation of the Victorian Public Health and Wellbeing Plan 2019-23 and make active living a priority by:

- Increasing access to parks, open spaces and public spaces where the community can be active
- Increasing the proportion of active transport trips



Highlights

RESPOND

Twelve Local Government Areas in North East Victoria are taking a community based approach to promote healthy weight amongst children and young people. Led by Deakin University, in partnership with DET, DHHS, VicHealth and other local Primary Care Partnerships, RESPOND communities work together to identify locally tailored actions to create healthier environments that get children moving more, sitting less and eating healthier food.

SECURING SPORT AND RECREATION OPTIONS FOR VICTORIAN KIDS DURING AND POST CORONAVIRUS (COVID-19)

COMMUNITY SPORTS INFRASTRUCTURE STIMULUS PROGRAM

A \$68 million funding package to build and upgrade community sports facilities across the state in conjunction with local councils and Alpine Resort Boards. The program will help to fast-track infrastructure projects, with a particular focus on encourage projects in partnerships with schools and the use of Crown land. This will ensure that Victorian kids have access to quality sport and recreation facilities in their communities.

RE-IMAGINING HEALTH

Following the COVID-19 restrictions, VicHealth's \$2.5 million Re-imagining Health Grants Program has been created to encourage young Victorians to re-engage in meaningful social interactions whilst being active. Grants will be provided to organisations to support ideas and programs that will activate children and young people to get out into their community and move more.

COMMUNITY SPORT SECTOR SHORT-TERM SURVIVAL PACKAGE

The Victorian Government has invested \$40 million to provide grants to a variety of state, regional and community sporting organisations to ensure operational viability so that they continue to provide sport and active recreation opportunities for all Victorians, including kids and teenagers.

LOCAL NETBALL CONNECTIONS

In the 2019-20 State Budget, the Victorian Government committed \$2.8 million over four years to Netball Victoria to employ game development officers at netball hubs across the state. The officers provide support to volunteers, work with clubs and help link schools and community groups to increase participation in local areas. This supports the development of active communities.

Moving more together

This statement has set out an ambitious commitment by government and significant investment to get kids moving more and sitting less every day.

For this reform to have a lasting and material impact on student outcomes, we need parents, teachers, principals, communities and other stakeholders to work together with government towards this goal.

Everyone has a role to play and our ambition is that this framework for action will encourage a collective effort and identify where next to build on and strengthen our efforts to create active schools, active communities and active kids.















































Let's work together to get more kids, more active, more often.





Appendix: Creating Active Schools and Communities

Creating Active Schools
The following programs directly or indirectly affect the different domains of the Active Schools framework.
Department of Education and Training
Active Schools investment
School Sport Victoria
Minimum delivery requirements for Physical Education and Sport
Swimming in Schools funding
School Pride and Sports Fund
Outdoor education facilities
Transform Us
Department of Jobs, Precincts and Regions (Sport and Recreation Victoria)
Support investment in community sport and recreation infrastructure
Strengthen partnership models to enhance student pathways from school sport
Strengthen Get Active Victoria to inspire and connect Victorian students to places and spaces
Fund sport and recreation organisations through Together More Active
Foster links between schools and the VICSWIM Summer Kidz Program and active travel programs such as the Ride2School Program
Department of Health and Human Services
Healthy Schools Achievement Program
Support local implementation of Victorian Public Health and Wellbeing Plan
VicHealth’s Walk to School program

Quality Physical Education	Quality School Sport	Active Classrooms	Active Travel	Active Recreation	Supportive Physical Environment
					
					
					
					
					
					
					
					
					
					
					
					
					
					
					

Endnotes

- 1 See, for example: VicHealth 2016, Physical activity and sedentary behaviour: evidence summary; Richards 2016, 'Clearinghouse for sport', Australian Sports Commission: https://www.clearinghouseforsport.gov.au/knowledge_base/organised_sport/value_of_sport/school_sport (29 April 2016).
- 2 See, for example, Martin 2010, 'Brain boost: sport and physical activity enhance children's learning', Physical Activity Taskforce and The University of Western Australia and Telford et al 2012, 'Schools with fitter children achieve better literacy and numeracy results: Evidence of a school cultural effect', *Pediatric Exercise Science*, 24, 45–57.
- 3 See, for example: Eime et al 2013, 'A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport', *International Journal of Behavioural Nutrition and Physical Activity*.
- 4 See, for example: Kremer et al 2014, 'Physical activity, leisure-time screen-use and depression among children and adolescents', *Journal of Science and Medicine in Sport*.
- 5 Australian 24 Hour Movement Guidelines for Children and Young People (5 – 17 years) – An Integration of Physical Activity, Sedentary Behaviour and Sleep, <https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-24-hours-phys-act-guidelines> (22 October 2019)
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