



**Submission to the  
Victorian Competition  
& Efficiency  
Commission**

Inquiry into increased  
sharing of government  
and community facilities

<b>1.0 Executive Summary .....</b>	<b>3</b>
<b>2.0 VicSport.....</b>	<b>6</b>
<b>3.0 Background .....</b>	<b>8</b>
<b>3.1 The Importance of Community Sport &amp; Active Recreation.....</b>	<b>8</b>
<b>3.2 Importance of Facilities .....</b>	<b>9</b>
<b>3.3 Current Use of School Facilities .....</b>	<b>10</b>
<b>3.4 National and International Use of Government School Facilities .....</b>	<b>12</b>
<b>4.0 Issues relating to the under utilisation of School Facilities .....</b>	<b>13</b>
<b>4.1 Funding .....</b>	<b>13</b>
<b>4.2 Ongoing Maintenance.....</b>	<b>13</b>
<b>4.3 Cost .....</b>	<b>14</b>
<b>4.4 Facility Standards .....</b>	<b>14</b>
<b>4.5 School Facility Design .....</b>	<b>14</b>
<b>4.6 Time frames and Difficulties in Forming Agreements .....</b>	<b>15</b>
<b>4.7 Compliance Issues and Planning Permits .....</b>	<b>15</b>
<b>5.0 Complexity of Share Agreements .....</b>	<b>15</b>
<b>5.1 Hire Agreements.....</b>	<b>15</b>
<b>5.2 Licence Agreements .....</b>	<b>16</b>
<b>5.3 Development and Joint Use Agreements.....</b>	<b>16</b>
5.3.1 Shared Costs.....	17
5.3.2 Lack of a Simplified Agreement Template.....	17
5.3.3 No Dedicated Resource .....	17
<b>6.0 Access to Government School Facilities compared to Non Government School Facilities .....</b>	<b>18</b>
<b>7.0 Victoria Planning Provisions (VPP) .....</b>	<b>19</b>
<b>8.0 Recommendations .....</b>	<b>21</b>
<b>9.0 References .....</b>	<b>23</b>

## 1.0 Executive Summary

VicSport welcomes the opportunity to provide input into the inquiry for potential increased sharing of government and community facilities by the Victorian Competition & Efficiency Commission.

As the peak body for sport and active recreation, VicSport represents the collective interests of Victoria's single largest community sector. With over 170 member groups, 20,000 clubs and associations, and 1.8 million participants, workers and volunteers, the community sport and active recreation sector makes a significant contribution to the social, physical, mental and economic wellbeing of our communities – a fact widely acknowledged by the Department of Planning & Community Development.

As the peak representative organisation, one of VicSport's key roles is to advocate for change and ensure policy and decision makers are aware of issues affecting the sector. The purpose of this submission is to outline issues that currently restrict sharing of government and community sporting facilities and to outline recommendations for change to address these issues, including;

- The Victorian State Government continue to support the shared use of government school facilities, through simplifying the process by providing;
  - best practice models, and
  - a standardised costing scheme
  - shared use agreement templates,
- A simplified and easy to understand Shared Use Agreement template be developed by the Department of Education and Early Childhood Development (DEECD) which reduces overly burdensome administrative requirements. In particular the template should review clauses within the existing agreements which are not allowed to be changed i.e financial arrangements, membership of management committee, dispute resolution mechanisms and termination.

- The time taken to negotiate and secure a Shared Use Agreement should be no longer than 3 months.
  
- The DEECD review its current structure for negotiating and processing Joint Use Agreements. VicSport recommends dedicated staff resources within the Department in order to:
  - Research and investigate government schools with the capacity to make school sporting facilities available to the community
  - Negotiate with local governments, sporting clubs and community groups for the completion of Joint Use Agreements
  - Process Joint Agreements through the DEECD within a designated time period of 3 months

That the Victorian State Government commits additional funding to sport facility development and upgrades within schools. The additional funding will address improving facilities to required standards and conditions, which encourages and allows access and utilisation by the community.

- The DEECD develop a model that promotes government schools as providers of services and facilities that are central to the community. In this way schools are viewed as community hubs that provide services outside of the standard 9am-3pm curriculum times.
  
- A feasibility study be undertaken which examines the current zoning laws which apply to schools (government & non-government) in Victoria. The feasibility study should examine the degree to which zoning laws inhibit or promote public access to all school facilities. The study should also examine the feasibility of having all schools (government and non-government) zoned under the one consistent provision.

- The Victorian State Government investigates tailoring accountability of its public funding to non – government schools to include sharing and access of non-government school facilities to the public.

On behalf of the community sport and active recreation sector VicSport presents this report to the Victorian Competition & Efficiency Commission inquiry into the sharing of government and community facilities and looks forward to the ongoing opportunity to contribute to this important project.

## 2.0 VicSport

VicSport is the peak body representing Victoria's sport and active recreation sector. Our Mission is to lead the sport, active recreation and associated health agendas into the future.

As an independent member based organisation, VicSport represents the needs and concerns of over 170 member groups including State Sporting Associations (SSA), Regional Sport Assemblies (RSA), Local Government Authorities (LGA), active recreation organisations, University, TAFE and school sport groups, as well as organisations representing specific sub-groups of the sector such as the Victorian Council on the Ageing, ACHPER Victoria, Aquatics and Recreation Victoria and the Australian Drug Foundation.

Through our extensive network VicSport supports over 20,000 clubs and associations, and over 1.8 million participants, workers and volunteers in the sport and active recreation sector across Victoria. The activities these organisations offer play a vital role in promoting better physical and mental health outcomes for Victorians, as well as creating vital capacity within metropolitan and regional communities.

As Victoria's Peak-Body for sport and active recreation, our key roles are to:

- *Advocate*: as the "Voice for Sport", VicSport represents the interests and concerns of the sector to government, to statutory authorities and to the broader industry.
- *Inform policy development*: VicSport listens to members and uses this feedback to provide visionary strategic advice to key policy and decision makers.
- *Facilitate program delivery*: VicSport works with government, statutory authorities and key external stakeholders to develop strategies and provide support required to assist members deliver participation opportunities for all Victorians.

- *Build Members' Capacity:* VicSport supports and educates members through the provision of quality advice and consultation services and delivery of professional development opportunities.
- *Research:* through industry research and development, VicSport analyses issues, identifies trends and develops innovative strategies that play a vital role in planning for the future.

## 3.0 Background

### 3.1 The Importance of Community Sport & Active Recreation

While the primary role of community sport and active recreation organisations is to either directly provide, or facilitate the provision of, low-cost participation opportunities for members, the benefits accrued to both individuals and communities of this involvement reach far beyond the simple pleasure of being actively involved.

Sport brings people together, breaks down barriers and has the ability to unite people who may have no other semblance of shared identity. Its ability to transcend race, religion, gender and creed is powerful and important for inclusive communities. (Madden, J. 2004)

For individuals, sport provides social capital, a sense of identity and improved physical and mental health outcomes. It has been reported that physical activity can assist in the reduction of anxiety as well as relieving the withdrawal, inactivity and feelings of hopelessness that are core features of depression as well as the duration of depressive episodes. Moods such as tension, fatigue and anger are all positively affected by exercise and exercising can improve the way people perceive their physical condition, athletic abilities and body image. (MHCA, 2005) (VicHealth, 2007)

The benefits of sport have been well documented, community sport and active recreation is at the forefront of the fight against lifestyle related diseases. The World Health Organisation estimates throughout the world there are at least 1.9 million deaths among people aged 15 years and over which are directly attributable to physical inactivity. (WHO, 2007). In 1991, Australia's first burden of disease study attributed 13,000 deaths per year to physical inactivity. (Mathers, Vos, & Stevenson, 1991) In addition, physical inactivity was estimated to be responsible for 6.6% of the total burden of disease and injury in Australia in 2003. In financial terms, the total costs attributable to the burden of lifestyle diseases in Australia is estimated to be \$3.7 billion annually, a high cost for what are in many cases 'preventable' diseases. (AIHW, 2003)

In Australia, we have an extensive community sport and active recreation network. Over 1.1 million people aged over 15 participate at least once per week in physical activity for exercise, recreation and sport. (ERASS, 2005) In Victoria, recent research conducted by VicSport (in press) suggests we have 1.1 million participants over the age of 15, and 1.77 million participants aged 5-14 years engaged in sport and active recreation pursuits. In total 2.87 million Victorians participate in sport and active recreation.

### 3.2 Importance of Facilities

One of the biggest issues of concern for the sector is facilities and facility management. Participation in sport and active recreation relies on the adequate provision of local facilities. Access to facilities has been the single largest factor restraining growth in participation rates in sport. The development of more participation opportunities is reliant on access to facilities and long-term facility management.

Key stakeholders in the allocation and use of facilities are State Sporting Associations (SSA's), via their clubs and Local Government Authorities (LGA's) as the providers of facilities.

LGA's contribute significantly to sport and active recreation and are the most significant provider of funding for sport and active recreation out of all levels of government. LGA's as the primary supplier of sport and active recreation facilities, have until recently had the capacity to meet demand. However, recent trends in community growth, urban development, water restrictions and greater demand for a wider variety of sports have restricted LGA's ability to meet demand. Currently many LGA's state that sporting facilities are being maximally utilised creating situations, which see sporting clubs turned away or limits placed on the number of teams a club can cater for.

An increase in population density has meant the amount of public open space available has decreased. As a result, many LGA's have effectively become land locked, especially in metropolitan regions. Developing new facilities is no longer an option, or the cost of clearing land to build facilities is too much.

In outer suburban growth corridors where there is capacity and space to develop new facilities, s56 of the Victorian Planning Provision allows developers to create waterways to fulfil the public open space requirements, rather than developing traditional sport and active recreation areas.

Currently existing facilities are stretched to capacity and new ways of managing facilities to meet the ever-increasing demands are being addressed. Both Federal and State governments stress the need for collaboration with and across the sector to maximise the social and health outcomes for the community.

### 3.3 Current Use of School Facilities

One way to ensure that demand for facilities can be met is to increase the utilisation of school facilities outside of school hours. This seems in reality a relatively simple concept, however the practicalities of achieving this are somewhat more difficult.

Currently there are 79 LGA's in Victoria, they have the difficult task of managing facilities, balancing requirements of sport seasons while trying to ensure surfaces and facilities are at an optimal level for use. The increasing demand for use of facilities has forced many LGA's to become smarter and work closer together introducing uniform policies across municipality regions, and in some cases neighbouring municipalities have worked together to accommodate teams.

Via consultation with VicSport's members it is our understanding that the majority of these LGA's augment their supply of facilities by obtaining access to the facilities held at government schools. Whilst this is encouraging for the sector, the consistent feedback received is that more could be done to increase the utilisation of school sports facilities outside of curriculum time.

In order to illustrate the degree to which LGA's utilise school facilities, Bayside City Council in October 2008 released a draft *Sportsground Strategy- a framework to*

*optimise the use of Bayside's sportsgrounds.* Within this document they address the current use of school facilities.

*"In Bayside two DEECD (Department of Education and Early Childhood Development) schools provide community use of sportsgrounds at four sites. Three of these are under formal agreements between Council and the School Council.*

*Council allocates community use of sports grounds at these three campuses in exchange for council funded / delivered maintenance and/or facility upgrades. Due to the lack of change rooms, however these sportsgrounds are largely used for junior competition serving as secondary venues for club use. Subject to gaining School Council and DEECD consent, and planning and approval, installing sportsground lighting at these sites would provide overflow training venues.*

*In addition, a joint use agreement exists with Brighton Secondary College for community use of their synthetic sportsground. This ground was built primarily to support hockey use however is available for community use on a for-hire basis.*

*These venues aside, there is generally little community use of school sports outside curriculum time. Some primary school venues however are however suitable for junior modified sports programs only...*

*....A school sportsground facility provision and use survey was sent to all Bayside schools and schools outside the municipality which use council sportsground facilities. Seventeen submissions were received with four schools indicating a willingness to make school facilities available for community use in exchange for council maintenance and/or facility upgrades."*

The Bayside example illustrates the degree to which government school facilities are utilised and also highlights that more could be done to access school facilities outside of curriculum time. The reasons for this are detailed later in the submission.

It should be noted that not all school facility usage is managed or booked via the local Council. There are circumstances in which a local club or group will negotiate directly with a school for the booking of a facility however this is considered to occur in the minority of instances.

### 3.4 National and International Use of Government School Facilities

Increasingly with the success of Great Britain at the 2008 Beijing Olympics many are starting to analyse the changes which have occurred in their sporting system and structure. Whilst there are a multitude of changes (including changing of the funding structure, focus on a select number of sports and investment in facilities and coaching) none of the changes can be examined in isolation. One trend that has emerged in Britain and in the United States is the move towards schools becoming hubs for a range of community services.

The report, *Rebuilding Public Schools: Investment Targets for 2020*, was written by an independent education economist, Adam Rorris, who has worked for the UN, the World Bank and international development agencies.

*"Mr Rorris called for a rethink on the way Australian schools operate, pointing to trends in the US and Britain where schools are becoming hubs for a range of community services.*

*"Schools need to be redefined and repositioned as more than just 9am-to-3pm school facilities," he said.*

*"There's a historic opportunity to extend the role and position of the local public school."*

*He said British schools would offer a core set of extended services by 2010, including childcare, parenting support and community access to IT, sports and arts facilities"*

This concept has been trialed in Western Australia with encouraging results as the state government look to new school building and reconfiguring of old buildings for the 21<sup>st</sup> century. (Ferrari, J. 2008)

*One such model is Ellenbrook Senior College, a comprehensive high school in the northern suburbs of Perth, which was built in partnership with the local council, the City of Swan. The school opened last year and will gradually grow to house about 1500 students from Years 7 to 12.*

*The school's philosophy is to make close links with the community. The school's library, for example, doubled as a community library and was staffed with school and council librarians.*

*"It allows students to go in after school or on weekends and access the college's network and*

*online information, plus all the additional resources in a community library," Similarly, the school's performing arts theatre, which is up to industry standard, and the recreational facilities including gymnasium, sports oval, tennis and basketball courts are jointly managed with the council.*

## 4.0 Issues relating to the under utilisation of School Facilities

There are some relatively straight forward reason why it can be difficult to organise the booking or utilisation of a school facility. These include:

### 4.1 Funding

Schools welcome any offer by an LGA to improve or renovate their grounds, but will not commit funds. Most schools have a limited maintenance budget and further to this the current legal framework requires that any costs resulting from the community use of school facilities needs to be recovered. (DET, 2005)

The expectation from the school is that the LGA will fully fund the maintenance and upkeep of the facilities pushing the cost above that which is affordable to the LGA.

### 4.2 Ongoing Maintenance

Ongoing maintenance issues such as preparation of the playing field, replacement of goal posts, pitch covers or repair of stadium floors are currently negotiated into agreements. However, LGA's feel it should not have to fully fund maintenance costs; the estimated time of use outside of school hours is little compared to the use facilities would experience during a normal school week. This aspect is becoming an ever-increasing deterrent to LGA's embarking on a SUA (Shared Use Agreement).

In some instances LGA's have negotiated with schools so that council staff can access facilities to mow lawns, install pitches covers etc. This keeps the cost of hiring facilities down, however obtaining access to schools within curriculum time can be difficult.

### 4.3 Cost

Currently there is no standardised approach to the cost of external community groups hiring school facilities. The Victorian Government encourages a policy of competitive neutrality, which suggests that fees should be comparable to other local providers so other facilities in the area are not undermined. (DET, 2005) The legal framework also states that all costs associated with hiring the facility should be recouped however there is no fixed and consistent cost structure provided by the Department of Education and Early Childhood Development (DEECD) and therefore each school set its own. (Mevel, A. 2008)

In comparison the NSW government Department of Education provided guide charges for hourly use of utilities such as electricity, heating and air conditioning to assist principals in achieving cost recovery for community use of a schools' facilities. (NSW Dept. of School Education, 1994) Creating a standardised cost setting would be beneficial for schools, community and sport and active recreation groups.

### 4.4 Facility Standards

Some school facilities are maintained at a standard which is considered below the level to that which is required for competitive use by local sporting clubs. Particularly with the advent of water restrictions, the quality of some natural turf surfaces at government schools might be considered unsafe for use. It should be noted that many school facilities are held in primary schools, as such the size of the facility may only be suited to junior age rather than open age competition.

### 4.5 School Facility Design

Many school facilities are not suitably designed to cater for competition purposes. For eg. No access to change rooms. Additionally the school may not be able to cater for access outside of normal school hours. Toilets for example, may be located in part of the school building, alarms may need to be set and re-set, keys exchanged or access gates may need to be opened and shut. These situations each create their own problems and are barriers to groups seeking to utilise the facilities.

#### **4.6 Time frames and Difficulties in Forming Agreements**

There is no consistent or standard time frame for negotiating and finalising usage agreements, generally they take considerable time. There are a number of different types of agreements in place and each is covered separately later in this submission.

#### **4.7 Compliance Issues and Planning Permits**

Government schools do not require planning permits to conduct their own educational activities. Schools councils, under legislation, have the authority to enter into hire agreements in which the school's facilities may be used for sport or recreation activities. However if the use for the facility is deemed to fall outside the normal operation of the school or educational purposes, community partners may need to obtain a planning permit from the local council to ensure they are compliant. (DET, 2005) This again may act as an obstacle for groups looking to access the facilities.

### **5.0 Complexity of Share Agreements**

The sharing of facilities between schools and community groups requires legally binding agreements in order to certify that all parties are aware of their responsibilities (DEECD, 2007). A facility access agreement outlines the general responsibilities of the lessor and lessee. School councils may enter into three different agreements: hire agreements, licence agreements and development and share use agreements.

#### **5.1 Hire Agreements**

Hire agreements refer to situations in which the community uses a school facility on a one-off or irregular basis. (DET, 2005) These agreements are relatively simple and do not necessarily inhibit the use of school facilities.

## 5.2 Licence Agreements

Licence agreements refer to circumstances in which the community uses a school facility on a regular basis for a specific purpose. (DET, 2005). Examples of this may be hiring out a school oval over the course of a winter or summer season. The template for the Licence Agreement is slightly longer and more complicated. Generally they are not seen as restrictive, however the complexity of language is similar to that of a lease document and can be an obstacle to groups including those with a disability and people who rely on English as a second language.

## 5.3 Development and Joint Use Agreements

Development and Joint Use Agreements are more comprehensive arrangements which occur when a school and a partner seek joint access to a facility within a school eg. gymnasiums and indoor basketball stadiums. Recent examples of these agreements have occurred in the development and construction of a new facility or the renovation of existing facilities.

Government schools are community assets; however the framework for accessing their facilities does not currently exist in a format that is conducive to effective negotiations between local sporting groups, councils and schools. (Mevel, A. 2008) Joint Use agreements are standard documents that are often lengthy and inflexible in nature and smaller sporting groups largely made up of volunteers find the process overly burdensome and unsustainable. In addition to there being an unnecessary duplication of tasks across the sector, many of the compliance requirements small groups are faced with, while they may be relevant to large companies, are far in excess of what should be reasonably required of a small community focused organisation. VicSport interviewed various LGA's and while some have been successful in securing facilities, many issues were faced in securing them. Those interviewed indicated that the Joint Use contract required between LGA's and the DEECD is unnecessarily complex, time consuming and proving to be a deterrent. Those LGA's who had completed a Joint Use agreement with the DEECD reported the shortest turn around time in receiving a completed agreement was two years, the longest was five.

The reasons why joint use Agreements are difficult to establish for LGA's and SSA's and its clubs are as follows:

### **5.3.1 Shared Costs**

Joint Use Agreements are generally held over longer periods and involve the negotiation of various stakeholders (community group, school and/or local council). A difficulty encountered in these negotiations is working through the responsibility of short and long-term maintenance costs. Often no one stakeholder is willing to be ultimately responsible for the costs should projected income of the facility not be achieved or when the time comes to upgrade and modernise the facility. During these discussions it is not uncommon for negotiations and finalisation of the agreement to break down.

### **5.3.2 Lack of a Simplified Agreement Template**

All agreements differ depending on the nature of the facility, its usage and the parties involved in discussions. Unfortunately the complicated nature of the agreement and negotiations are often beyond the capabilities of many volunteers involved in community sporting groups. There is also very little (if any) support or available to assist the volunteers through negotiations.

In negotiating the agreements there are a number of clauses which are not allowed to be changed i.e. financial arrangements, membership of management committee, dispute resolution mechanisms and termination. (DET, 2005). These factors further complicate discussions and make it a time consuming process which is again a detracting feature for volunteers who are generally overworked and time poor.

### **5.3.3 No Dedicated Resource**

The structure of the DEECD which essentially manages public school facilities, is not necessarily designed to deal with external groups that wish to access facilities. The complexity and lack of dedicated resources required to negotiate

an agreement is reflected in the waiting time many groups are experiencing. The process also requires that all Joint Usage Agreements must be approved by the Minister for Education Services.

It is therefore believed that the structure of DEECD and associated processes in regard to Joint Use Agreements is contributing to the two to five year turn around time.

## **6.0 Access to Government School Facilities compared to Non Government School Facilities**

Within Victoria there are 1613 State Government schools, 484 Catholic Education schools and 692 Independent schools. (Maiden, S. 2007). Whilst it is not necessarily within the scope of this inquiry to examine private facilities, it is important to recognise that significant government funding is provided to non-government schools and that these facilities may also assist to alleviate the shortage of facilities experienced in the sector.

It should be noted that there are numerous instances whereby sporting facilities in non-government schools are available to the broader community. Many non-government schools have pool and weight room facilities open for public use outside of normal school hours. In addition many non-government schools have affiliated sporting teams that compete in competitions outside of the normal school sport structure eg. 'old boy' cricket and Australian rules football clubs, that compete in weekend competitions which utilise sporting facilities of the school and are open to membership from the general public.

It is estimated that approximately 20-30% of non-government school funding comes from State and Federal Governments. Currently, the basic entitlement to Commonwealth and State funding of non-government school students equates to approximately \$5,500- \$6,000 per student per year. (Maiden, S. 2007). In a school of 1,000 students this amounts to over \$5.5mill in government assistance that the school receives each year.

According to OECD world standards this is considered to be at the upper end of the range and in return the general public gain little or no access to or use of many of the facilities. Essentially any assets purchased with these funds remain the property of the school. (Aulich, T & A, 2003)

A report from the Australian School of Government Studies (2003) shows that Australia is one of those countries with the lowest levels of accountability regimes; that is, the way in which government funding is spent by private schools is not subject to the same rigorous analysis and reporting common to most other OECD countries.

- Given that this Inquiry is examining what the Victorian government can do to increase the share and use of community facilities, it is recommended that an analysis be undertaken of the spending provided by the State government to non-government schools and investigate ways which accountability for the use of public funds can be incorporated to include increased sharing and access of non-government school facilities to the public.

## 7.0 Victoria Planning Provisions (VPP)

It has been suggested that planning provisions of government schools when compared to non-government schools may be an inhibiting factor in assessing the availability of facilities.

All government schools are zoned as 'Public Use Zone Category 2' under the VPP. (Category 2 refers to the purpose of public land use as being for education).

Non-government schools do not fall with any particular zone under the VPP. Many of the first VPP schemes implemented zoned non-government schools as 'Special Use' and subsequent planning schemes classified non-government schools into 'Residential' Zones. Therefore, most non-government schools are located in Residential Zones. (Mevel, A. 2008)

Under the VPP, a permit is required to use residentially zoned land for leisure and recreation (other than for informal outdoor recreation whereby no permit is required). It is argued that the requirement for non government schools to seek a permit from local

council in order to open it's facilities to the public is a major deterrent to making their facilities available. VicSport does not necessarily believe this to be the case.

Whilst it would for the ease of understanding and administration be easier to have all government and non-government schools listed under the one planning provision, it is felt the work and effort required to achieve this would not necessarily result in an increase in facilities being made available, as there is still ongoing reluctance by non-government schools to open facilities to the community. VicSport considers the most effective way of obtaining access to non-government school facilities is to make Government funding to these schools conditional upon improving community access to them.

## 8.0 Recommendations

VicSport makes the following recommendations to the Victorian Competition and Efficiency Commission inquiry into increased sharing of government and community facilities:

- The Victorian State Government continue to support the shared use of government school facilities, through simplifying the process by providing;
  - shared use agreement templates,
  - best practice models, and
  - a standardised costing scheme
  
- A simplified and easy to understand Shared Use Agreement template be developed by the Department of Education and Early Childhood Development (DEECD) which reduces overly burdensome administrative requirements. In particular the template should review clauses within the agreements which are not allowed to be changed i.e financial arrangements, membership of management committee, dispute resolution mechanisms and termination.
  
- The time taken to negotiate and secure a Shared Use Agreement should be no longer than 3 months.
  
- The DEECD review its current structure for negotiating and processing Joint Use Agreements. VicSport recommends dedicated staff resources within the Department in order to:
  - Research and investigate government schools with the capacity to make school sporting facilities available to the community
  - Negotiate with local governments, sporting clubs and community groups for the completion of Joint Use Agreements

- Process Joint Agreements through the DEECD within a designated time period of 3 months.

That the Victorian State Government commits additional funding to sport facility development and upgrades within schools. The additional funding will address improving facilities to required standards and conditions, which encourages and allows access and utilisation by the community.

- The DEECD develop a model that promotes government schools as providers of services and facilities that are central to the community. In this way schools are viewed as community hubs that provide services outside of the standard 9am-3pm curriculum times.
- A feasibility study be undertaken which examines the current zoning laws which apply to schools (government & non-government) in Victoria. The feasibility study should examine the degree to which zoning laws inhibit or promote public access to all school facilities. The study should also examine the feasibility of having all schools (government and non-government) zoned under the one consistent provision.
- The Victorian State Government investigates tailoring accountability of its public funding to non – government schools to include sharing and access of non-government school facilities to the public.

## 9.0 References

AIWH. (2003). *A growing problem: Trends and patterns in overweight and obesity among adults in Australia, 1980 – 2001*. Australian Institute of Health and Welfare.

Aulich, Dr. C, Aulich, T. (2003) Australian School of Government Studies. *Proposal for Improved Accountability for Government Funding*

<http://www.aeufederal.org.au/Debates/Aulichgovtfund.pdf>

ERASS. (2006). *Participation in Exercise, Recreation and Sport Survey 2005 Annual Report*. Australian Sports Commission

Justine Ferrari, Education writer The Australian Newspaper *June 16, 2008*  
<http://www.theaustralian.news.com.au/story/0,25197,23869281-601,00.html>

Madden, J. (2004). Ministerial Statement: *A focus on community sport and recreation*.

Maiden, S. (2007), Political correspondent | The Australian *October 09, 2007*

<http://www.theaustralian.news.com.au/story/0,25197,22554365-13881,00.html>

Mathers, C., Vos, T., & Stevenson, C (1991). *The burden of disease and injury in Australia*. Australian Institute of Health and Welfare

Mevel, A. (2008). Victorian Parliamentary Internship Report, University of Melbourne: *Improving Community Access to School Sport Facilities: Existing Policy and Recommendations*

MHCA. (2005). *Fact sheet: Be active for your mental health*. Retrieved January 2009, from Mental Health Council of Australia:

[http://www.mhca.org.au/AboutMentalHealth/documents/FactSheet-BeActiveForYourMentalHealth\\_000.pdf](http://www.mhca.org.au/AboutMentalHealth/documents/FactSheet-BeActiveForYourMentalHealth_000.pdf)

World Health Organisation. (2007). *The World Health Report 2002 – Reducing risks promoting healthy life*. Retrieved January 2009, from World Health Organisation: <http://www.who.int/whr/2002/en/>

Department for Victorian Communities. (2004). *Sport and Recreation Victoria Division, Sport and Recreation 2005 – 2010: A discussion paper*.

Department of Education and Early Childhood Development. (2007). *Victorian Government Schools Reference Guide*. Retrieved January 2009, from <http://www.eduweb.vic.gov.au/edulibrary/public/propman/facility/SACF-PolicyFramework-Guidelines.pdf>

Department of Education and Training. (2005). *Schools as Community Facilities: Policy framework and guidelines*. Retrieved January 2009 from <http://www.eduweb.vic.gov.au/edulibrary/public/propman/facility/SACF-PolicyFramework-Guidelines.pdf>

NSW Government Department of School Education. (1994) *Community Use of School Facilities: Policy statement and implementation procedures*

VicHealth. (2007). Fact Sheet: Physical Activity. Retrieved January 2009 from Victorian Health Promotion Foundation: [http://www.vichealth.vic.gov.au/assets/contentFiles/PAFactSheet\\_April%2007.pdf](http://www.vichealth.vic.gov.au/assets/contentFiles/PAFactSheet_April%2007.pdf)

Victoria Planning Provisions. (2008). 'Residential 1 Zones'. Retrieved January 2009 from [http://www.dse.vic.gov.au/planningschemes/aavpp/32\\_01.pdf](http://www.dse.vic.gov.au/planningschemes/aavpp/32_01.pdf)

Victoria Planning Provisions. (2008). 'Special Use Zones' Retrieved January 2009 from [http://www.dse.vic.gov.au/planningschemes/aavpp/37\\_01.pdf](http://www.dse.vic.gov.au/planningschemes/aavpp/37_01.pdf)

Victoria Planning Provisions. (2008). 'Land Use Terms' Retrieved January 2009 from <http://www.dse.vic.gov.au/planningschemes/aavpp/74.pdf>