

Submission No. 67

(Inq into Obesity)

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Submission by the Bluearth Institute to:
The House of Representatives Standing
Committee on Health and Ageing

Inquiry on Obesity

Mr. Steve Georganas MP

Chairman

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bluearth

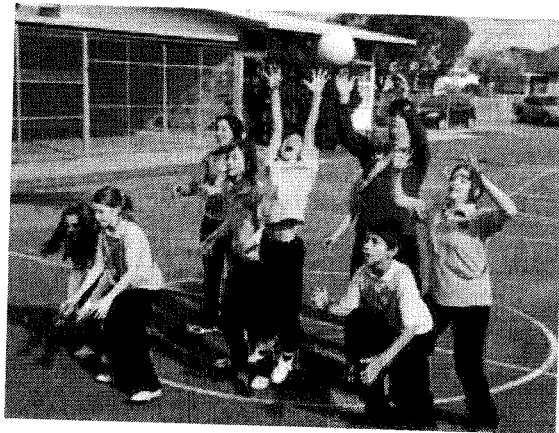
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INTRODUCTION

The House of Representatives Standing Committee on Health and Ageing is conducting an inquiry into obesity in Australia. The committee has invited the Bluearth Institute to provide a submission to the inquiry addressing some or all of the terms of reference.

We will be confining our focus on the impact of sedentary lifestyles on health and well being and the importance of addressing the individual's intrinsic motivation to move and to be more active in the current environment. We will also be providing information about what the Bluearth Institute is doing in schools to meet this challenge.



EXECUTIVE SUMMARY

FRAMING THE PROBLEM

The public is becoming increasingly aware of health issues associated with the prevalence of obesity and Australian society's drift to more sedentary lifestyles. Given the potential impact on medical services, the issue has become emotionally charged though the focus has tended to be on diet ("calories in") and not activity ("calories out") even though research shows that cardiovascular fitness and metabolic efficiency is a better predictor of health. The World Health Organization rates inactivity second only to tobacco as the leading preventable threat to global health.

Due to a combination of technological, economic and social factors, physical activity has been steadily engineered out of everyday life. For the first time in history, humans now have to make a conscious choice to move. However, the body is a "machine" designed to move and it starts to break down when it does not. The alarming increase in cardiovascular disease, Type 2 diabetes and related forms of cancer attest to this.

This is both an alarming and a complex problem which will require more than traditional remedies to resolve. Moreover it is important to address the problem before it is habituated and this happens at the primary school age. Focusing on the individual's intrinsic motivation to be active lies at the heart of the solution.

THE KEYS TO A SOLUTION

The optimum place to effect positive habitual change with the largest number of young people is in schools. First and foremost it is the only location where an intervention reaching every child can be undertaken. Extracurricular initiatives, while of value, cannot be effectively targeted to those disinclined to be active.

Tackling a serious health issue but doing within the health sector requires that there is no jurisdictional divide and a non-partisan multifaceted approach involving interdepartmental government cooperation, non-governmental health organisations, corporations, community groups, as well as the schools and the families themselves.

The behaviour change we want to affect cannot be externally directed. The decision is an autonomous self-determined one. It cannot be given or taught. All that can be done is to influence the causes and conditions around the decision making process and concentrate on the three key dynamics of self determination: competence, autonomy and relatedness. Any effective intervention must recognize this.

With the responsibility for physical education increasingly falling to the classroom teacher evidence of a widespread skill deficit is emerging. The need for teacher professional development is being recognized at the state education level.

Schools currently have neither the discretionary funds nor the personnel to undertake the remedial action necessary to shore up the skill gap. Outside resources with necessary expertise must be employed.

THE BLUEARTH INSTITUTE

Bluearth is an Australian registered charity established in 2000 by Australian software entrepreneur, Malcolm Freake. Our mission is: to improve health and prevent diseases of sedentary living by facilitating the development and integration of mind, body and spirit through participation in physical activity. Bluearth's primary aim is to engage children and instil within them a life-long love of physical activity. Our goal is to reach every primary school in Australia with the Bluearth program.

Developed by world experts, the Bluearth Approach was crafted with the objective of allowing young people the opportunity to explore the domains of movement, balance and motion through a variety of games, physical activities and postures in a non-competitive, inclusive and supportive environment.

Bluearth expanded from its Victorian base in 2005 into Western Australia, New South Wales, Queensland and South Australia. Our team of 35 coaches has conducted movement education programs for more than 35,000 children throughout 660 schools across Australia. However a great many more students have now had the benefit of Bluearth because over 1200 of their teachers have been accredited to lead Bluearth in their schools.

Bluearth was also the chosen intervention of Commonwealth Institute sponsored longitudinal research "LOOK" study in Canberra, investigating the impact of primary school movement education programs by tracking 850 children from 2006 to 2010.

In May, Bluearth was awarded DGR status by the ATO retroactive to 2004.

THE BLUEARTH APPROACH

The mantra of the Bluearth coach is to support, encourage, enable and challenge development thereby foster awareness.

Bluearth activities are designed to use stillness, movement, physical interaction and reflection in order not only to promote healthy habitual practice through physical activity and optimal body function but also provide experiential learning opportunities and assist in cognitive development and self knowledge.

A Bluearth foundation principle is that the best way to make a sustainable difference is by empowering teachers. We achieve sustainability by bringing teachers through a comprehensive "on the job" Professional Learning Program in their class followed by on-going support.

Bluearth uses an applied model with our coaches working directly with the teacher and their class to mentor and develop skills and knowledge. Our Professional Learning Program (PLP) runs for two to four terms with the coach in school for at least an hour per week. An inclusive environment is created and a range of engaging activities are used to allow for positive physical experience and self discovery. For the child to choose activity throughout their lives it must have meaning. To create meaning our interaction must address children's intentional, behavioural, cultural and social needs. We also look to awaken their first person (subjective) and second person (inter-subjective) perspective to balance the increasingly third personal (external) perspective focus of their contemporary environment.

The elements that underpin the activities delivered via the Bluearth coach are:

Alignment, Connectivity, Energetics, Breathing and Attentiveness.

These elements are addressed in the following six main areas of activity:

- Coordination and Agility
- Skill Activities
- Movement Challenges and Games
- Dynamic Movement Control (DMC)
- Parkour
- Core Movement

Not only do our coaches seek to positively influence teachers and their classes but are committed to affecting cultural change through the whole school as well as engaging parents and where possible the broader school community.

BLUEARTH ACHIEVEMENTS TO DATE

To date, we have engaged with slightly under 10% of all primary schools in Australia. Given the labour and time intensity of our engagements this market penetration is not inconsiderable. We are recognized by the education departments of every state and territory, have strong relationships throughout Catholic Education and enjoy support from teachers' unions.

We have demonstrated our flexibility to accommodate the different needs of our customers and have successfully implemented the Bluearth Approach in urban, rural and remote settings. We have also proven our ability to build capacity to meet demand without sacrificing quality of program delivery. After each engagement we survey every principal, teacher and student who has been involved in the Bluearth experience (32,000 surveys have been completed to date). The feedback has been universally positive.

BLUEARTH MOVING FORWARD

The Bluearth Board believes an even greater level of penetration can be achieved by building a local community delivery model that will enable a "whole of school" delivery capability. To do this, we are planning to test the concept of Bluearth Community Charity Centres enlisting community support to fundraise as well as to help implement the Bluearth Approach more broadly.

We are also pursuing the incorporation of the Bluearth Approach into the teaching curriculum at the tertiary level to influence teachers during their initial training rather than offering remedial learning later in their careers. We are also trialling an early education model in collaboration with the Smith Family in Victoria, Western Australia and South Australia.

Though we have been fortunate to have been supported by the Freake Family Trust, which has contributed \$2M per annum for the past 8 years, our growth has been limited by the availability of external funding which despite aggressive lobbying of every level of government and the private sector has been slow in coming and of a short term nature. This has at times been frustrating given the growing awareness of the inactivity crisis, proven success we have achieved in schools and the fact that we are the only organization providing this valuable and vital service.

We are hoping to follow up this submission in person with the Standing Committee who we hope will view Bluearth as an expert resource they can draw upon.

BACKGROUND ON THE BLUEARTH INSTITUTE

OUR STARTING POINT

Bluearth is an registered Australian charity founded in 2000 by patron Malcolm Freake with a very specific mission:

To improve health and prevent diseases of sedentary living by facilitating the development and integration of mind, body and spirit through participation in physical activity.

Bluearth enlisted the help of world class experts to assess the state of the art thinking in such diverse fields as child psychology, human movement, physiology, biomechanics and kinesiology. Key members of the team included Dick Telford, formerly of the Australian Institute of Sport, Mark McGrath, elite athlete training specialist from the AIS & VIS and Dr. Jeff Simons, Professor of Psychology at California State University, East Bay. Their work formed the basis of what we now refer to as the Bluearth Approach.

While the substance of the Bluearth Approach is relevant to all demographics (and indeed has been tested successfully with pre-school children, teenagers, expectant mothers and the elderly) a strategic decision was taken at the outset to focus our efforts (and our limited resources) on children of the primary school age because it was determined that this was the stage at which positive habitual change is easiest to affect before the sedentary behaviour becomes "hardwired".

The initial Bluearth program was crafted with the objective of allowing young people the opportunity to explore the domains of movement, balance and motion through a variety of games, physical activities and postures in a non-competitive, inclusive and supportive environment.

Over the past eight years, the program has evolved not only by drawing on advances in theory but also input from coaching staff in the field and feedback from participant schools. What we have incorporated has expanded both the activity offering and, through mapping, journaling and application to classroom management, the professional development dynamic. In that time, we have received sign-off from every educational system in the country and proven our model in metropolitan, rural and remote environments.

THE BLUEARTH APPROACH

Bluearth activities use stillness, movement, physical interaction and reflection not only to promote healthy habitual practice through physical activity and optimal body function but also provide experiential learning opportunities and assist in cognitive development and self knowledge. The program offers every child the chance for success and fun. It creates an environment where children learn from participation in activities that give opportunity to understand self from a first person perspective and from feedback and input from others.

Bluearth activities are grouped into six main areas:

- Coordination and Agility
- Skill Activities
- Movement Challenges and Games
- Dynamic Movement Control
- Core Movement
- Parkour

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PROFESSIONAL DEVELOPMENT FOCUS

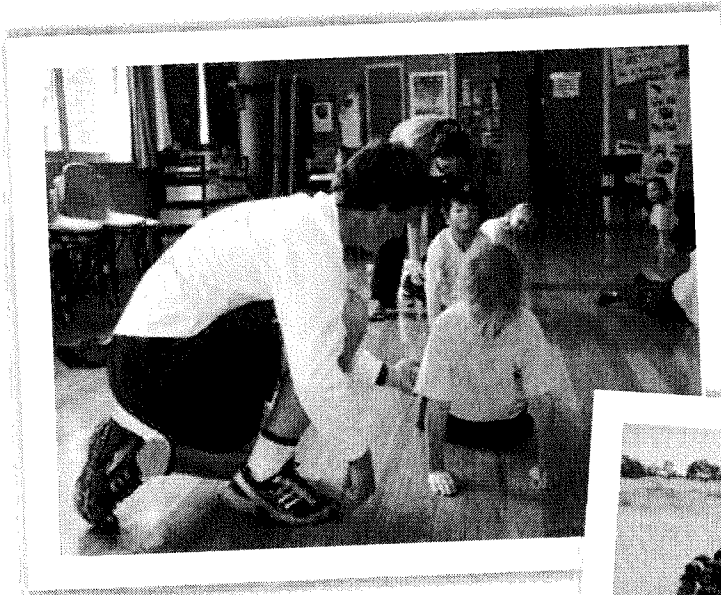
Our overall objective is to instil a life long love of physical activity. Central to our efforts is the employment of a sustainable professional development model. Bluearth coaches deliver the Professional Learning Program (PLP) in school with classroom teachers over two to four terms to impart the program and accredit those teachers to continue the Bluearth Approach into the future. Continuous exposure to the applied nature of the Bluearth program, with the teacher gradually taking on more of the instruction guarantees the appropriate knowledge transfer and helps build a culture of physical activity in the school.

The accomplishment of our mission is not possible if we do not achieve sustainability through the on-going delivery of Bluearth by the teachers we have trained.

OPERATING AS A CHARITY

As a not-for-profit entity our focus is on making a difference not a dollar. The Freake Family Rust has contributed \$2 million per annum since 2000 to fund the start up operational overhead and initial program development of Bluearth. This has allowed us to establish an effective program with national reach. Because we are not managed for commercial return, we can structure the fees charged to school without the expectation of a profit.

Bluearth was granted Deductible Gift Recipient (DGR) status in April 2008, with effect from July 2004.



FRAMING THE PROBLEM

THE IMPENDING CRISIS

The committee is already well aware of the impact of Australian society's drift to increasingly sedentary lifestyles and the health issues associated with the prevalence of obesity.

Recognised authorities such as the World Health Organisation (WHO) have published extensively on the severe risks involved with growing global levels of physical inactivity. Indeed the WHO rates inadequate physical activity as the second leading preventable threat to modern health (behind tobacco). It also impacts three of the other top ten risks (high blood pressure, obesity and high cholesterol). Without intervention to increase physical activity in daily living, this situation will only exacerbate what is already a global health crisis, now emerging in every country around the world, not just the affluent ones.

The primary impact of physical inactivity is being felt in the increasing incidence of Type 2 Diabetes, cardiovascular disease (CVD) and forms of cancer such as colorectal, breast, and prostate. Secondly, inactivity has a direct negative impact on self-esteem and mental well-being which heightens stress and the characteristic adrenaline response. There is clear evidence that these factors increase significantly the incidence of depression, precipitate hypertension, coronary heart disease and even bone degradation (leading to osteoporosis in later life).

Recent relevant Australian data is contained in the 2006 survey prepared for Diabetes Australia by Access Economics entitled *The Economic Cost of Obesity*. Perhaps the single most alarming fact quoted is that the total associated cost (medical expense, lost productivity and "well being") to the Australian economy in 2005 was \$21.7 billion.

INACTIVITY (CALORIES OUT) IS THE CRITICAL FACTOR

There is a wealth of scientific research clearly delineating the linkage between physical inactivity and specific diseases which are referred to in overall terms as Sedentary Death Syndrome (SeDS). A comprehensive summary of the relevant studies was prepared by Dr. Dick Telford in 2004 (see Attachment 1: "Physical Activity, Health and Quality of Life - A Review").

The debate on the problem is an emotionally charged one though the media has focused largely on the "calories in" side of the equation and made childhood obesity the "poster child" of the topic. It is easy to cast caloric intake as the villain but research shows that cardiovascular fitness and metabolic efficiency enabled through physical activity are a much fairer predictor of health and mortality.

THE HUMAN BODY - AN ENGINE DESIGNED TO MOVE

In simplistic terms the human body is a machine designed through evolution to move. When it stops moving, it starts to break down. Human development was inextricably linked to the need for mobility - to feed, to reproduce and to flee from danger. Our ancestors also learned how to conserve energy to cope with the "feast and famine" nature of early times. But with modernization, we no longer have to use our muscles to sustain ourselves. Indeed we have invented "labour saving devices" to remove the need for physical activity from just about everything.

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But there is a catch. Our genetic make-up was formulated when physical activity was essential. Without it, faults in our human design become evident. For a start, when our energy output systems (lungs, heart, blood, blood vessels, muscles, nerves, hormones) are not used in a manner for which they were intended they begin to deteriorate. It is the classic “use it or lose it” phenomenon.

There is an even more specific design flaw. Humans are engineered to exist with a narrow range of glucose concentration in the bloodstream. If the blood glucose rises and is unchecked for too long we die. If it drops below a critical level for too long we also die. What is worse is that while we have a number of hormones that help to increase blood glucose levels, we have only one to reduce them - insulin. For our forefathers, getting rid of blood glucose was not the survival challenge; it was having enough to roam, hunt, gather and, when necessary, run away.

The genetic assumption was that physical activity would be an existential constant in human existence with physical activity and insulin working together. Insulin acted as a back-up system for the blood lowering effect of muscular work. Without regular physical activity, the responsibility put upon insulin to control blood sugar (and fats) becomes too much. It’s not just that insulin gets overworked, but that our muscles lose sensitivity to its effect. This is the root cause of Type 2 diabetes.

Our “sudden” (in evolutionary terms) reduction in physical activity has upset the function of our metabolic systems. Our blood becomes more viscous, our blood vessels deteriorate and the risk of diseases such as coronary artery disease increases dramatically.

Moreover, for reasons not fully understood as yet, physical inactivity increases the risk of some cancers, such as breast and colon cancer. Evidence of other types of cancer risk is emerging. Furthermore, lack of physical activity is causing problems associated with frailty of muscles and bones in our latter years (termed sarcopenia and osteoporosis respectively). Poor posture due to lack of muscular strength and flexibility is providing a brisk trade for physiotherapists, chiropractors and osteopaths.

An encouraging recent research finding is that we do not have to exercise intensely to attain the benefits of physical activity. The term “metabolic fitness” has been coined to describe the type of fitness required for health. Metabolic fitness is basically achieved by the energy output from use of our large muscle groups. For example, brisk walking for 30 minutes per day has been shown to have positive health effects. Moreover, this type of exercise does not have to be continuous and can be arranged in smaller segments throughout the day.

Scientific literature also has indicated that being overweight may not have a negative impact on health provided one is metabolically fit and active on a regular basis. On the other hand, being thin does not render one immune from non-communicable diseases such as diabetes and heart disease. The key appears to be physical activity. Obesity may well be a symptom of inactivity. Of course, it is clear that poor nutrition (input) is a risk factor for disease along with output. With today’s prevalence of energy-dense food, it appears that many individuals may have to accumulate more than 30 minutes a day of moderate exercise to prevent the onset of being overweight.

The burden of physical inactivity to Australia is huge. We are facing an epidemic of diseases resulting from the metabolic disorders linked to the lack of physical activity. Bluearth’s challenge is to be an agent of change, to put physical activity back in our lives.

FACTORS CAUSING CURRENT INACTIVITY ARE COMPLEX

As a starting point it is important to recognize that in the last two decades we have seen unprecedented social, technological and economic forces changing the way we live. Being active is now a choice not a necessity. Two decades ago there were few jobs that allowed the individual to remain seated for most of the day. In the Internet age, most of us are static for more hours a week than we care to admit.

This is particularly concerning amongst young people. Screen based entertainment has replaced free play as their main source of stimulation. Encouraging them to be physically active has never been more challenging.

Modern parenting practices are also a factor. In addition to being time poor and therefore less able to schedule time to interact physically with their children, parents are also inclined to be overly protective. Fears of “stranger danger” have meant that avenues for self-managed peer interaction have been virtually eliminated for this generation. Without the “unscripted” non-adult supervised physical experiences that historically were a staple of kids’ life, children today not only miss out on opportunities to become physically self confident but are deprived the chance to stimulate their own imagination via self entertainment. Even at home, backyards and gardens have become show pieces rather than kids’ play zones or they have been downsized to the extent that real play is not feasible.

TRADITIONAL SOLUTIONS ARE INADEQUATE

It seems obvious that we will not be able to turn the clock back to the 1950’s. Moreover we believe firmly that there are no quick fixes for a problem so deeply rooted in contemporary lifestyles.

It is our contention that this is not fundamentally an information problem. Children know that they should be more active. Nor can they effectively be coerced or shamed into being less sedentary. Imposing physical activity regimes are by and large counter-productive. Without having positive experiences to draw from those who are disinclined to being active will not change their behaviour.

Nor do we believe that sport alone is the answer. While Bluearth is supportive of all sporting activities and hopes its efforts will increase the pool of young people who get involved in sports by providing every child with the basic physical skills and motivation to play well in the sporting domain. However it must be recognized that currently for a significant number, sports is not an attractive avenue for participation. Typically those students deemed to be unsatisfactory athletic performers become “turned off” by physical activity as a lifestyle option. Research indicates that this occurs as early as age ten.

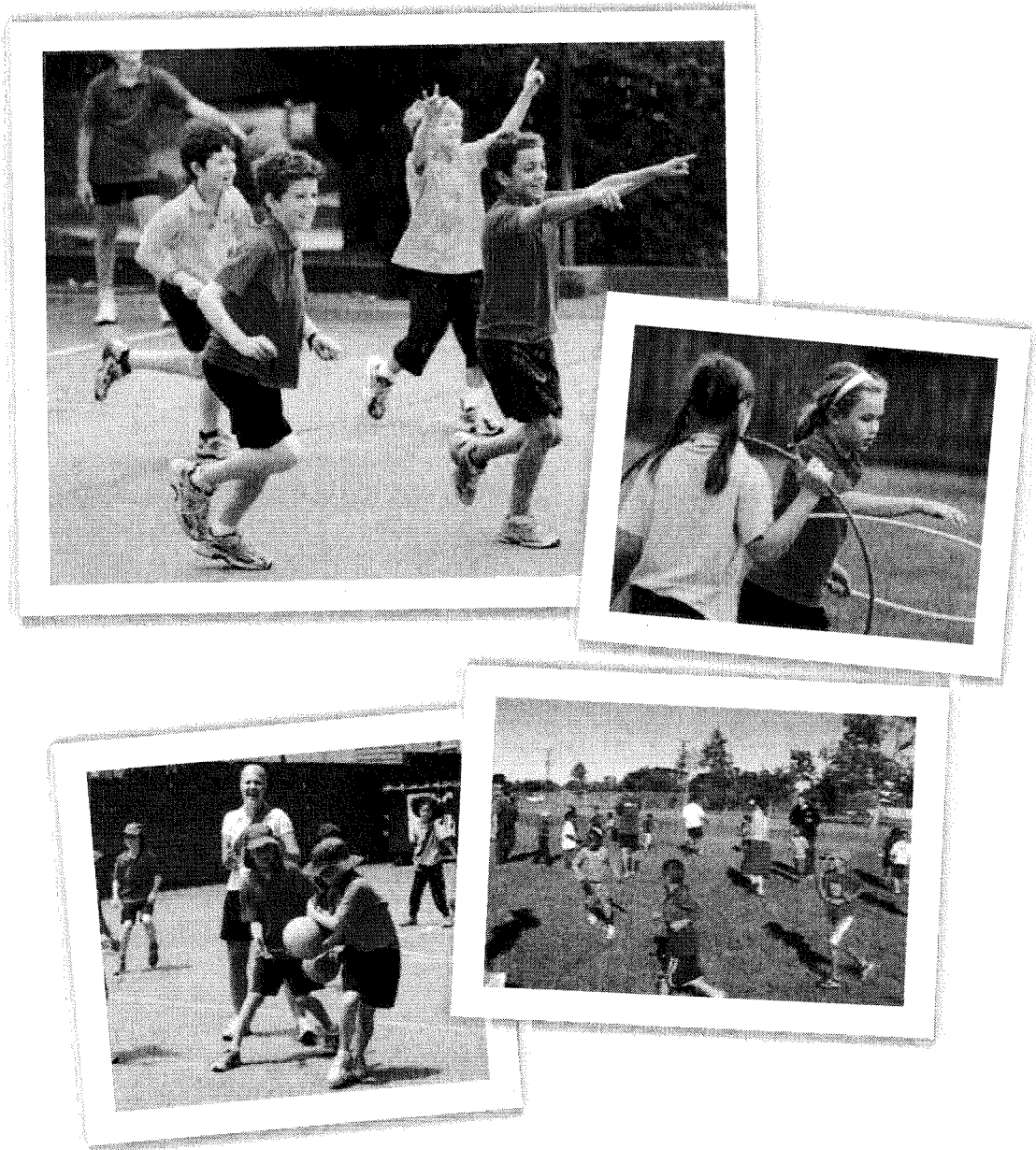
This may be a function of their under-developed sporting skills, poor fitness levels or lack of coordination. It may be the result of a negative experience with the “win-lose” competitive environment of sport or that organized sport has become structured with little opportunity for children to play without supervision and instruction.

What needs to be addressed is their intrinsic motivation to engage in activity for the satisfaction and pleasure gained from doing it.

INTRINSIC MOTIVATION IS THE "X" FACTOR

To achieve a successful intervention for all students and inculcate pathways for ongoing physical activity, Bluearth believes that we must engage participants so that they will enjoy "living" and "playing" in the physical activity domain.

Keys to this are strategically focusing on full participation, allowing individuals to progress at their own pace and achieve satisfaction through a "lived" experience. The learning process helps participants to develop an understanding of the meaning of movement. Meaning (or "purposefulness") is what drives individuals to make choices and those choices determine whether behaviour is healthy or unhealthy.



IDENTIFYING KEYS TO ADDRESSING THE PROBLEM

USING SCHOOL TO ACHIEVE 100% REACH

The optimum place to effect positive habitual change with the largest number of young people is in schools. First and foremost it is the only location where an intervention reaching every child can be undertaken.

The limitation of after-school programs is their inability to target those children most at need. For those who are disinclined to be active there is little appeal to volunteering for more of "what I don't like" after school hours. Moreover remedial programs that single out the less active and commit them to participate outside their full peer group negatively reinforce the issue of inactivity for them.

This is not to undervalue the benefit of extra-curricular initiatives can deliver. Neither does it ignore the importance of parental guidance. Nor does it disregard the potential role of the community. However it does reflect the reality that school is the critical point of continuous contact in every child's life.

OVERCOMING THE JURISDICTIONAL DIVIDE

From the outset, a key challenge for Bluearth was addressing a health issue but implementing through the educational system for reasons of reach as mentioned above.

Central to the inactivity crisis is the question: "Who owns the problem? The simple answer is that we all own it and the solution necessitates a non-partisan multifaceted approach which involves the input and collaboration of all stakeholders including but not limited to interdepartmental government cooperation, non-governmental health organisations, corporations, community groups, as well as the schools and families themselves.

Bluearth has built a reputation for working collaboratively with varied stakeholders to deliver the Bluearth Approach throughout Australian communities. The success of the program in these communities to date is testimony to the importance and effectiveness of this cooperation.

UP-SKILLING THE CLASSROOM TEACHER

With the increased focus on measurable literacy and numeracy standards as well as the constant budget pressure on schools, the funding of dedicated physical education specialists at the primary level has become a shrinking priority. In many instances, they have been eliminated from staffing plans or where schools have Health and Physical Education specialists their workload is such that they can not meet all the instructional needs of the school.

As a result the responsibility for handling the physical education requirements of the curriculum is increasingly falling to the classroom teacher. The majority have not had the benefit of any on-going professional development in the area since their original teacher training and may indeed have physical and fitness issues themselves. Their average age is 47 years plus, with over 80% being woman. From our work in schools we observe teachers that have limited capacity to provide appropriate physical education and are in many instances have already been turned off by this domain. Their own feelings of self competence have a direct impact on their confidence to provide meaningful physical education opportunities to students.

Accordingly, it is critically important to recognize that there is a real skill deficit and to address it with professional development that will provide the classroom teachers not only with the required proficiency but also the renewed confidence to deliver competently.

This conclusion is echoed at the state level in education. For example, in Queensland (which is unique in that it requires HPE specialists in every primary school) has developed policy to address this need. In July 2007, a review report on Future Development from the Ministerial Committee for School Sport and Physical Activity indicated that *“primary school teacher’s lack of confidence in conducting sport and/or physical activity programs directly impacts student participation”*.

The following two were contained in the report’s 12 key recommendations:

- All state primary classroom teachers are to undertake professional development in the delivery of physical activity.
- Education Queensland is to develop support networks for teachers involved in the delivery of physical activity in schools.

From the Queensland Government’s 2007 report
Future Development of School Sport and Physical Activity

Feedback from our own program surveys indicates that the Blueearth Approach has had a positive impact on social, academic and self perception behaviours of students who have participated in the program, thus providing added benefits to the classroom teachers beyond the primary aim of promoting lasting active lifestyles.

UNLOCKING SELF-DETERMINATION

As mentioned, the behaviour change we want to affect cannot be externally directed. Individuals must find the intrinsic motivation to make the choice themselves. Educators seek to support active, construction motives and alter passive or destructive ones; however when we are seeking to encourage a long term choice such as leading an active life, the decision is an autonomous self-determined one. The desired outcome cannot be given or taught. All that can be done is to influence the causes and conditions around the decision making process.

In this regard it is important to concentrate on the three key dynamics of self-determination: competence (“ Do I possess the necessary skills to make the right choice?”), autonomy (Do I have the freedom to choose ?”) and relatedness (“Does this choice have relevance or meaning to me and others?”).

These tenets of Self-Determination Theory are embedded in the Blueearth Approach. Our aims is to create an environment where fear is removed so children feel free to explore a broad range of movement possibilities, where each child has the opportunity for positive experiences that reinforce self confidence, and where they feel comfortable to discuss those experiences and personal discoveries with their peers. Through this we seek to build self-awareness, self-acceptance, purposefulness, and self-responsibility.

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USING EXTERNAL RESOURCES

The education sector has a finely tuned “immune system” which has been developed to resist the intrusion by external third parties. Given a litany of past instances when commercial service providers have over-promised and under-delivered, this defence mechanism is understandable.

In our experience, however, it is evident that the current system does not have the discretionary funds or the personnel to undertake the remedial action necessary to shore up the skill gap mentioned above. Therefore, outside resources with the necessary expertise are needed and budgets to fund them are required.

As a charitable organization without commercial profit obligations, it has been somewhat easier for Bluearth to become engaged within the system. However it is important to emphasize that Bluearth does not seek to be a permanent fixture embedded in the schools or to replace existing resource. Rather the goal must be simply to provide the necessary skill transference and support so an enduring legacy is created within the school that will produce the necessary outcomes in terms of instruction and behaviour change on a sustainable basis.



WHAT IS BLUEARTH DOING?

PROFESSIONAL LEARNING PROGRAM

Bluearth has a staff of 35 highly trained coaches who provide the mentoring and training to accredit teachers to lead the Bluearth Approach. The training is provided on-the-job with the teacher and their class of students undertaking the Bluearth Approach a minimum of one hour a week. Our Professional Learning Program (PLP) runs for a minimum of two terms and ideally for four terms insuring that the coach has the time to establish the Bluearth practice in the schools and oversee the necessary training of the teachers involved. The mantra of the Bluearth coach is to support, encourage, enable, challenge and thereby foster awareness.

From the start of Bluearth, a primary assumption has been that the training of the classroom teacher is essential to delivering sustainable impact. One of the few non-negotiables for us in engaging with schools is that the teacher involved in Bluearth training must be an active participant. We do not assume that they be adept at all activities but they should “have a go” which is what we ask of their students. Over time their comfort and competence with the activities naturally improves.

Before we start the PLP process, we schedule a mapping session with the trainee teacher to better understand their expectations of the interaction and uncover any reasons for apprehension. In addition to providing a personalised explanation of the Bluearth Approach, mapping gives the Bluearth coach the opportunity to gauge the teacher's level of fitness, experience with physical activity instruction and their attitudes to this aspect of their responsibilities. This will facilitate establishment of a plan which sets goals (and the actions they require) for the training period. The coach undertakes on-going mentoring with the teacher and regularly reviews the teacher's plan throughout their training.

We also encourage journal writing for the teacher to track their experiences and learning. A printed instructional “Learning Journal” is provided for the purpose as well as to assist in lesson planning. In many instances, the children do individual journaling as well.

At the beginning the coach takes the responsibility for leading the Bluearth session. Gradually the teacher is asked to take the lead in those activities where they have become confident. By the conclusion of the PLP process our goal is to have the teacher fully conversant with all the activities and capable of conducting their version of Bluearth going forward.

Our follow-up with those teachers we have trained indicates that over 90% are still leading full Bluearth sessions in their school while the balance is utilising many aspects as a foundation for meeting their Health and Physical Education curriculum requirements.

THE GUIDING PRINCIPLES OF THE BLUEARTH APPROACH

a) Inclusiveness

In order to reach every child, it is vital to first create an atmosphere of inclusion where everyone from the athletically gifted to the physically challenged can feel engaged. Many of the schools with which we have worked point to this as a major difference with traditional physical education programs.

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In everything we do, we make sure that no child is left out or marginalised. Each child learns that they can progress at their own pace and not need to compare themselves to anyone except self. There is no waiting one's turn and no watching others perform activities - everybody is involved. In every game, every one plays and everyone has a role. In object based activities everyone has a ball, a Frisbee or beanbag. Likewise with core movement each child is simultaneously concentrating on their breath, their posture and inner voice.

The sense of feeling included and an equal member of the group is key to insuring the everyone can have positive physical experiences across the range of activities and enjoy non-judgmental self discovery.

b) Engagement Across a Range of Activities

The elements that underpin the activities delivered via the Bluearth coach are:

Alignment (Posture and structure), Connectivity (Coordination of skills) Energetics (stability and efficiency of movement) Breathing and Attentiveness (ability to remain focused on task).

These elements are addressed in the following six main areas of activity:

1. Coordination and Agility

With the aim of efficiency, responsiveness and control in movement, this area focuses on all aspects of skipping, running lunging jumping and hopping.

2. Skill Activities

To develop the abilities that underpin more sport specific and physically demanding skills, this area focuses on allowing students to gain awareness of their abilities and develop technique in ball handling, passing, throwing, kicking and juggling

3. Movement Challenges and Games

Involving a partner or a group, movement challenges aim to awaken interpersonal awareness while games in addition to providing avenues to utilize skills are used to bring out strategies, decision-making, team work and the appreciating consequence of one's actions.

4. Dynamic Movement Control (DMC)

DMC exercises are designed to promote ease of movement, body elasticity and control in space. Rotation, rolling and lunging are examples of what is involved.

5. Parkour

Invented originally for naval personal to exercise at sea using the structure of the ship (riggings, railing, nets) as a natural gymnasium, Parkour is a movement practice which encourages participants to interact with their environment and overcome obstacles while optimizing fluidity and efficiency of motion.

6. Core Movement

Drawing from yoga and postural development techniques, this area uses stillness, silence, breathing stretching and composure to encourage overall awareness, inner listening and improved concentration as well as physical alignment and balance.

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Each session will typically include every one of the activity types though the coaches are conscious of the needs and emotional mood of the class on the day and may emphasis some areas more than others in response.

Our coaches have recruited from the teaching ranks because it is important that they have a familiarity with the dynamics of education and are comfortable in the school setting. However each brings an individual passion for physical activity and has come to Bluearth because of a commitment to our mission. They are self-proclaimed agents of change.

Bluearth has invested considerable time and effort in the professional development of our staff with the team coming together at least twice a year for on-going training and knowledge sharing. However their time working in the field in so many different school environments is perhaps the most critical aspect of their delivery expertise.

c) Creating Meaning

In order for a human being to choose activity through their whole life, it has to have meaning for them. To create meaning, an intervention must address four key areas: the inner needs of the individual (intentional or conscious) the external needs of the individual (behavioural) the inner needs of society (cultural) and the external needs of society (social).

We do this by the following:

Intentional is about developing self and consciousness through the individual's subjective experience with Bluearth. This is further stimulated through individual feedback and journaling by teachers and students.

Behavioural is about actually experiencing the physical manifestation of the program and understanding the joy of movement and physical engagement. We provide this experience through our trained coaches.

Cultural is about relationships and shared communication. We stimulate this through encouraging group feedback by participants.

Social is about interaction with the structures already in place and encouraging the children to see the pathways to sport and other general activities once they have developed the self-confidence physically to do so.

To achieve all four aspects of human need the Bluearth Approach must be conducted in a supportive environment in which teachers and students can work and learn together under the guidance of a Bluearth coach.

To reiterate, our objective is not just to get children active but to help them make the informed choice to be physically active their whole lives. This is how we will deliver on the ultimate goal - the prevention of sedentary lifestyle diseases.

d) Encouraging First and Second Person Perspective

Today children are faced with a constant barrage of external stimulation. They are conditioned to "process" enormous amounts of "data" simultaneously. A parent, watching their child use SMS, Facebook, YouTube and I-pod all at once, will attest to this. Likewise at school, the ambitious curriculum has meant that students are given a great deal of information to absorb. Recreation time too is frequently screen based and observational or involves externally guided instructional pursuits. As mentioned earlier, gone are the days of "free play".

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The net result is that this generation has a highly developed third person perspective (the sense of "It"). By that we mean externally focussed awareness that is objective and outwardly directed. On the other hand, first person perspective (the sense of "I") or the subjective awareness emanating from a felt sense which is inwardly directed tends to be under-developed. We see this manifested in a low boredom threshold, difficulty in holding attention (or staying present in the moment) and an inability to self-entertain. Second person perspective (the sense of "We") is participatory and rooted in human. It is obviously critical to interactivity, to sharing, mutual understanding and interpersonal care. An integrated balance of these perspectives is critical to healthy development of the whole person. Self-direction and the ability to make appropriate choices are predicated on it.

The physical realm and experience with movement is a very effective medium to develop first person perspective because the individual's experiences are truly theirs and theirs alone. First person perspective is developed by using movement as the means to observe what is present and to lead inquiry. Group activities and physical interaction are likewise a highly effective means to providing experiential "second person" learning that guides social confidence. Second person perspective is developed by sharing insights and considering observations of others. In doing so, we create feedback that is immediate and energy that is gained from first hand experience.

The core foundation of the Bluearth Approach is the utilisation of an integrated model which gives equal consideration to the subjective and inter-subjective perspectives as a way to balance the predominant societal focus on the third person or objective.

e) Acting as Agents for Cultural Change

Not only are our coaches inspired to positively influence the teachers and their students with whom they are in direct contact but they are also committed to affect cultural change in the school and promote involvement of parents and the broader community. While their main point of contact is the Bluearth session, our coaches conduct Bluearth sessions for the whole teaching team and parent groups. It is our intention to work with the teachers being trained to bring a culture of physical activity to the whole school.

Staff sessions both theoretical and practical are held through out the time the Bluearth is at the school. Parents are invited to attend every Bluearth session. A parent week is also conducted to encourage parents to attend as a minimum one of the Bluearth sessions. As the children send the invitations themselves, these sessions have been highly successful and well attended by parents.

Bluearth Forums are conducted in regions where we have a cluster of schools participating. Forums provide a vehicle for principals and participating teachers to share their Bluearth stories and build a network of like-minded professionals who can continue to support and encourage their ongoing teaching in this domain.

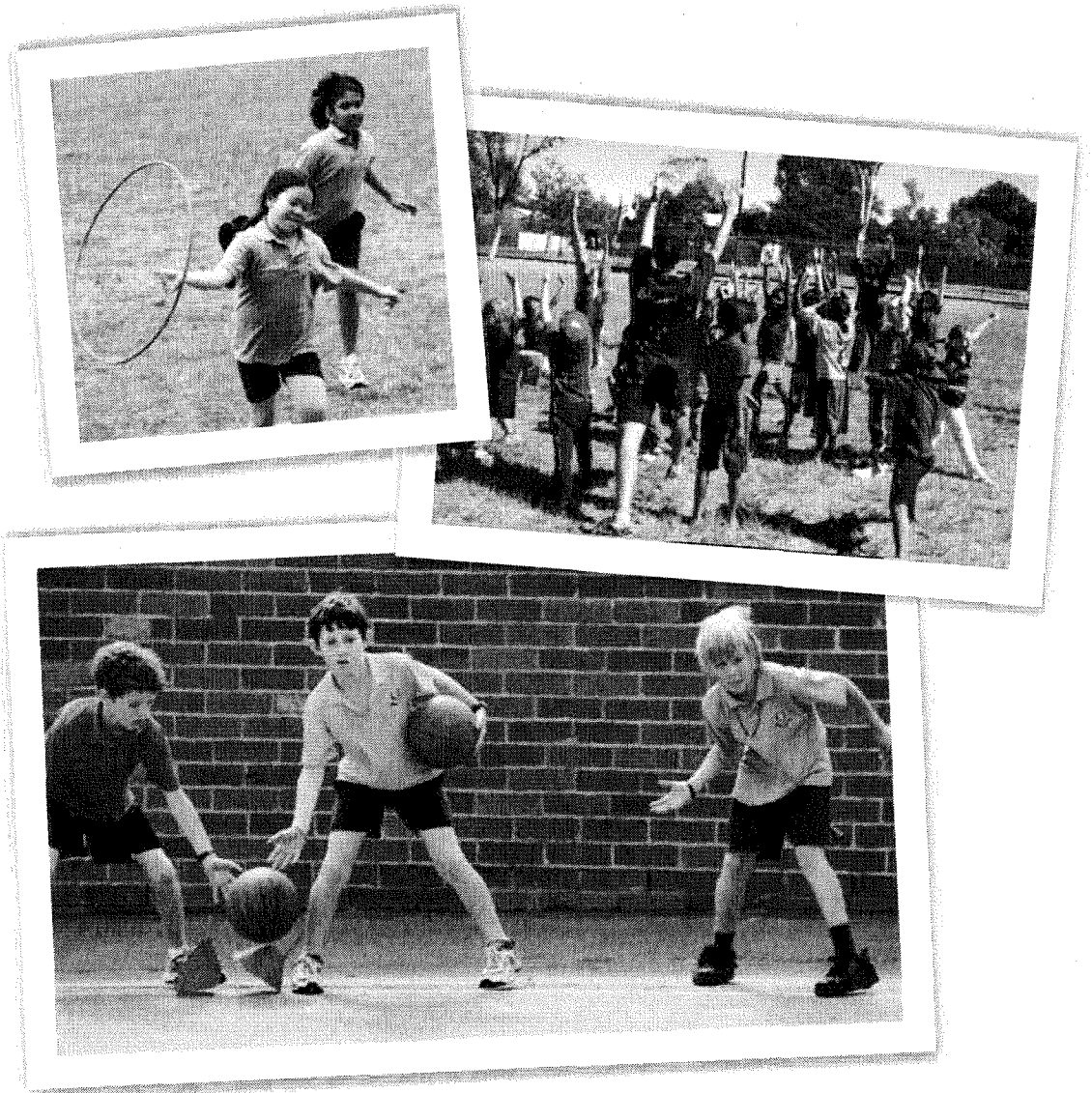
Bluearth continue to give support after our PLP work is completed with coaches offering a range of sustainability initiatives. These include follow-up sessions with the teacher and the students, workshops and special group sessions to provide updates on the latest program developments.

Our objective with both the Sustainability initiatives and the Bluearth Forum is to create an environment of shared learning and assist teachers build peer networks. In this way true long term sustainable delivery of physical education in schools is achieved.

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We are often told by schools that the Bluearth coach brings a “reservoir of positive energy” into the school and is seen as a source of input on different ways to engage with the children. Our customers state that the benefits of the program go beyond the development of the physical skills and enhanced movement/flexibility to instilling greater self esteem and social confidence. It is also reported by teachers that the program improves comprehension in the classroom and helps mitigate attention “disorders”.

Such is the impact of the program that in many instances the Bluearth Approach has become the foundation by which the whole school health and physical education program is implemented.



WHAT HAS BLUEARTH ACHIEVED TO DATE?

RECOGNITION AND MARKET PENETRATION

The Bluearth Approach has been mapped to the curriculum frameworks of each state and territory and been recognized by every individual education departments. We have significant relationships with Catholic Education in Victoria, Western Australia, New South Wales and Queensland. Bluearth currently has engagements in every State (with the exception of Tasmania). Through the Commonwealth Sporting Chance initiative, we will be operating in the Northern Territories in the second half of 2008.

To date our team of 35 coaches have worked with over 660 schools across. This translates to approximately 10% of Australian primary school. Some 35,000 children have participated directly in the program with Bluearth coaches already. However many more have now had the benefit of Bluearth because over 1,200 of their teachers have been trained in Bluearth.

This is a significant achievement given the complex and labour intensive challenge of solving the physical inactivity problem. While Bluearth seeks to impact every school in Australia, it is our intent to do so with sufficient depth to truly transform attitudes and behaviours.

DEMONSTRATED FLEXIBILITY

Our team has shown conclusively that the Bluearth Approach can be successfully implemented in urban, rural, and remote settings. To do this, we have not been doctrinaire about how we deliver the program and have been willing to “cut the cloth to suit the garment”. This has necessitated not only significant travel time for our coaches but an openness to structuring our work around the needs of our customers. In addition to our standard PLP with the Bluearth Approach in schools for a minimum of one hour a week for 18 to 36 weeks consecutively, we have also developed many additional training modules.

For example, we modified our delivery model to meet a request from a private sector and government community initiative in the Riverland area of South Australia. In order to manage the distance and time involved in bring Bluearth to their three schools in Berry, we agreed to an arrangement where a coach would work a full week every term. The results have been excellent and we are now in our second year.

Another example involves the Catholic Education Office of Western Australia. Based on their experience with Bluearth in their Geraldton schools (where we trained every teacher in their system over 18 months) they asked us to bring Bluearth to the Kimberley.

In Year 1, we took an in-bound approach, bringing five of their staff to Melbourne for intensive training. In Year 2 we located a coach in Broome and one in Kununurra to cover all their schools in the East and West Kimberly including remote desert schools. Now in Year 3, we have been asked to focus on the East Kimberly. Our coach has remained in community and is travelling to schools in the surrounding area.

PROVEN SCALEABILITY

In moving from a Victorian base to a national operation in 2005 we more than doubled our coaching complement and at the same proved we could build our capability while controlling the quality of program delivery. Since then we have recruited and trained additional

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personnel to meet specific market demand, working hard to draw talent from the region in question to leverage their local area knowledge. Expansion presents challenges in sourcing and training staff to the high standards that we expect. Bluearth has achieved this through careful human resource selection processes and our own specialised internal training scheme in order to give us capability to meet market growth demands.

We are also open to the utilization of resources outside the Bluearth organization to deliver the program. Indeed the Sporting Chance contract for the Northern Territories was based on the assumption that we would train two staff members from their system to become the Bluearth coaches for their schools in Alice Springs and Tennant Creek.

We recognize that as we grow we will be relying on teacher release to staff those assignments where, because of geography or shorter duration, it would not be practical for us to appoint our own personnel. In these instances, we would adopt a "train the trainer" role and call upon the recipient regions to identify teachers who would take sabbatical leave and be put through the standard Bluearth coaches training.

UNIVERSALLY POSITIVE FEEDBACK

Most state systems have conducted pilot research on the Bluearth Approach in their specific schools before expanding their relationship with us.

The first evaluative study occurred in 2004 in conjunction with the Western Australia in state government and the University of WA to provide an independent/objective assessment of Bluearth Discovery in the Fremantle/Peel district. The supportive data from the study led to a four year contract in the state. Last year, the same exercise was repeated in 10 schools in the South Western Sydney region with the same positive results. For regional Victoria we are just completing a 27 school pilot in the Loddon-Mallee area (Bendigo) and preliminary indications support further expansion in the system.

However our main research tool is the detailed surveys we conduct after each engagement gaining feedback from every principal, teacher and student who has been involved in the Bluearth experience. While they are qualitative in design, the sheer weight of this data (over 32,000 surveys completed) gives us quantitative support for the effectiveness of the program. We have the universal support of every school with which we have worked and can guarantee a positive endorsement from any participant chosen at random from the list of all our past engagements.

Our belief is that receiving consistent positive feedback from those experiencing the Bluearth Approach first hand is the clearest indication that attitudes to physical activity are positively affected.

INVOLVEMENT WITH THE LOOK PROJECT

The Committee has already received a presentation on the Commonwealth Institute's LOOK Project from the Project Leader Dick Telford. This quantitative study analysing the long-term effects of lifestyle on children's health is the most extensive of its kind ever fielded and its findings will have global impact. By providing longitudinal examination of the effects of physical activity over a wide range of measures from cardiovascular to socio-attitudinal, LOOK will dramatically increase the understanding of how to tackle the issues relating to sedentary behaviour.

The project's strength is the multi-disciplinary nature of the investigation which is so important to understanding the complex role of physical inactivity in producing physiological, psychological and biomechanical ill-health.

Following a worldwide survey of available activity interventions, the Bluearth Approach was chosen as the Program of Best Practice Movement Education for the study used to investigate the specific benefits of a professionally constructed and administered program of movement education. Since the start of the project, Bluearth coaches have worked in the 15 test schools in the ACT, each of which has been highly supportive of our work.



MOVING BLUEARTH AHEAD

EVOLVING THE PRODUCT OFFERING

In addition to the normal continuous improvement of our primary school delivery, we are exploring ways to apply our knowledge and learning in other ways.

One avenue we are pursuing is the incorporation the Bluearth Approach into the teaching curriculum at the tertiary level. It makes sense for us to try to influence teachers when they are going through their initial training rather than offering remedial learning later in their careers.

We already have had practical experience in this regard providing selective courseware to the University of Ballarat and the Australian Catholic University. Now we are in discussion with the Education Department at Melbourne University to determine how Bluearth theory and range of activity could be employed within the physical education practicum for all their students.

Additionally, we are trialling an early education model in collaboration with the Smith Family in a number of their community projects in Victoria, Western Australia and South Australia. While there must be allowances made for the attention span, stamina and verbal communication challenges with pre-school age children, the basic principles we use in primary school are proving highly appropriate at this level.

DEEPENING OUR IMPACT

The Bluearth Board believes we can achieve even greater penetration by building a local community model that will enable a “whole of school” delivery capability. Later in the year, we are planning to test the notion of establishing Bluearth Community Charity Centres which will enlist community support to fundraise as well as to help implement the Bluearth Approach more broadly.

Building on the existing PLP program we will leverage our acceptance in schools not only to train more members of their staff but encourage parents and interested members of the public to participate in an expended range of Bluearth human movement activities helping to promote that community’s social and physical well-being agenda.

The ultimate goal of the “whole of school” approach will be to involve children in Bluearth throughout their entire primary education. By doing this we will accomplish our goal of instilling in young Australians a life-long love of physical activity.

GARNERING BROADER FINANCIAL SUPPORT

While we are fortunate to have had significant start up funding from the Freake Family Trust, our ability to deliver the Bluearth Approach to a greater number of schools and positively affect more children across Australia is contingent on securing incremental backing from external sources.

In its first four years of operation the organization was focussed on proving the effectiveness of our work and building program acceptance with educational authorities. We restricted our operation to Victoria and went about making sure that the Bluearth Approach was robust, appropriate and effective.

As mentioned in 2005, we expanded nationally, hiring and training coaches to work in Western Australia, New South Wales, Queensland and South Australia. Once we had established a country wide capability we began aggressively lobbying the Federal Government consistently as well as expanding our contacts at the state and local level.

While we have received some funding from every echelon of government, the amounts that we have been able to attract have not been sufficient to dramatically increase our operational base or move us more rapidly on to our end goal of reaching every school child in Australia. We are hopeful that our submissions for appropriation from the Healthy Active Australia Grants scheme will be successful. This would provide a significant boost to the expansion of Bluearth activities nationally.

Having been awarded DGR status retroactively we are now able to approach Charitable Foundations and corporate partners who hitherto could not partner with us because their charters limited them to DGR recognized entities. We will continue to actively court corporate sponsorship though many in the private sector have indicated to us that they believe this health challenge is a government responsibility.

Given the growing awareness of the problem and the universally positive in-situ response to the work we do, it is at times frustrating that the solicitation of external support is so challenging. It would be somewhat more understandable if we were competing with other service providers who were delivering an applied in-school model with the same scope and professionalism: unfortunately, this is simply not the case. Nevertheless we have proven that we are patient and that we are persistent.

WORKING WITH THE STANDING COMMITTEE

We would truly appreciate the opportunity to address the Committee in person and respond to any questions the members might have about our work. Given the first hand on the ground experience we have gained in the past eight years we would hope that the Committee would view Bluearth as an expert resource in the promotion of physical activity and feel free to call on us for input or consultation on addressing the health and social issues arising from sedentary behaviour.



APPENDIX

LIST OF BLUEARTH SCHOOLS

Abbotsford Primary School, VIC
Academy Of Sport, Health And Education, VIC
Aireys Inlet (Lorne) Primary School, VIC
Albert Street Primary School, VIC
Alexandra Park Community School, NSW
Alexandria Park Community School, NSW
Alfredton Primary School, VIC
All Saints Primary School, NSW
Allenby Gardens Primary School, SA
Altona Gate Primary School, VIC
Anakie Primary School, VIC
Anglesea Primary School, VIC
Antonio Catholic Primary School, SA
Apollo Parkways Primary School, VIC
Applecross Primary School, WA
Arbor Grove Primary School, WA
Ardtornish Primary School, SA
Armadale Primary School, WA
Ascot Vale West, VIC
Ashburton Primary School, VIC
Ashby Primary School, VIC
Ashcroft Public School, NSW
Ashgrove State School, QLD
Assisi College, QLD
Atwell Primary School, WA
Ballarat Grammar, VIC
Ballarat North Primary School, VIC
Banksia Park International High School, SA
Banksia Park Primary School, SA
Bannockburn Primary School, VIC
Barmera Primary School, SA
Beaconsfield Primary School, WA
Beaufort Secondary College, VIC
Beckenham Primary School, WA
Beeliar Primary School, WA
Bellfield Primary School, VIC
Belmay Primary School, WA
Belmont Primary School, WA
Bena Primary School, VIC
Benalla Primary School, VIC
Bendigo North Primary School, VIC
Benedict's Primary School, Narrabunda, ACT
Berri Primary School, SA
Bertram Primary School, WA
Beverly Hills Nth Primary School, NSW
Bibra Lake Primary School, WA
Black Hill Primary School, VIC
Blair Athol Primary School, SA
Blue Haven Public School, NSW
Boisdale Consolidated School, VIC
Bold Park Community School, WA
Braybrook Primary School, VIC
Briagolong Primary School, VIC
Bright P-12, VIC
Broadmeadows West Primary School, VIC
Bruthen Primary School, VIC
Budgevol Primary School, NSW
Bullarto Primary School, VIC
Bungaree Primary School, VIC
Burrowes State School, QLD
Burwood Heights Primary School, VIC
Busby Primary School, NSW
Busby West Primary School, NSW
Butler Primary School, WA
Calista Primary School, WA
Calista Primary School, WA
Calwell Primary School, ACT
Camboon Primary School, WA
Camp Hill Primary School, VIC
Canadian Lead Primary School, VIC

Canningvale Primary School, WA
Cape Clear Primary School, VIC
Caralee Primary School, WA
Carawatha Primary School, WA
Carcoola Primary School, WA
Carine Primary School, WA
Carlisle Primary School, WA
Carlisle River Primary School, VIC
Carlton Gardens Primary School, VIC
Carlton North Primary School, VIC
Carlton Primary School, VIC
Carrajung South Primary School, VIC
Casa Mia Montessori Community School, WA
Casula Public School, NSW
Catholic College, VIC
Catholic College Bendigo, VIC
Caversham Primary School, WA
Caves Beach Primary School, NSW
Cecil Hills Public School, NSW
Challa Gardens Primary School, SA
Charles Conder Primary School, ACT
Chelsea Primary School, VIC
Chewton Primary School, VIC
Chisholm Primary School, ACT
Christ Church Grammar School, VIC
Christ The King Primary School, VIC
Chum Creek Primary School, VIC
Churchill Primary School, VIC
Clifton Hills Primary School, WA
Cloverdale Primary School, WA
Coastesville Primary School, VIC
Cobden Primary School, VIC
Cobdogla Primary School, SA
Colac South West Primary School, VIC
Colbinabbin Primary School, VIC
Colo Vale Primary School, NSW
Colstream Primary School, VIC
Columba Catholic Primary School, VIC
Comet Hill Primary School, VIC
Commercial Road Primary School, VIC
Coogee Primary School, WA
Cook Primary School, ACT
Coolwypin State School, QLD
Corio Primary School, VIC
Corio South Primary School, VIC
Corio West Primary School, VIC
Corpus Christi Primary School, VIC
Corpus Christi School, VIC
Covwarr Primary School, VIC
Cressy Primary School, VIC
Crestmead State School, QLD
Cringan Road Primary School, VIC
Curtain Primary School, WA
Dalkeith Primary School, WA
Dallas North Primary School, VIC
Dallas Primary School, VIC
Darlington Primary School, SA
Darra-Jindalee Catholic School, QLD
Davoren Park Primary School, SA
Daylesford Primary School, VIC
Deanmore Primary School, WA
Deansmarsh Primary School, VIC
Debney Meadows Primary School, VIC
Delacombe Primary School, VIC
Dernancourt Primary School, SA
Dianella Heights Primary School, WA
Dingley Primary School, VIC
Dinjerra Primary School, VIC
Djarindjin Lombadina Catholic School, WA
Dover Gardens Primary School, SA
Doxa School, VIC
Dr Harry Little Memorial Pre School, VIC
Drummond P.S, VIC
Duncraig Primary School, WA
Dwellingup Primary School, WA

Eaglehawk North, VIC
Eaglehawk Primary School, VIC
East Butler Primary School, WA
East Claremont Primary School, WA
East Hamersley Primary School, WA
Edenhope College, VIC
Edensor Park Public School, NSW
Edi Upper Primary School, VIC
Edney Primary School, WA
Ellenbrook Primary School, WA
Elmore Primary School, VIC
Embleton Primary School, WA
Emmaus Catholic, VIC
Emmaus Catholic School, SA
Endeavour Primary School, WA
EPrimary Schoolom Primary School, VIC
Essendon P.S, VIC
Evatt Primary School, ACT
Fairfield Heights Primary School, NSW
Fairfield Primary School, NSW
Fairfield West Primary School, NSW
Fairvale Primary School, NSW
Fairview Park Primary School, SA
Falls Road Primary School, WA
Farrer Primary School, ACT
Federal State School, QLD
Fitzroy Primary School, VIC
Florey Primary School, ACT
Flynn Primary School, ACT
Forbes Primary School, SA
Forest Crescent Primary School, WA
Fowler Road Special School, NSW
Frayne College, VIC
Fyans Park Primary School, VIC
Gardenvale Primary School, VIC
Garfield Primary School, VIC
Garran Primary School, ACT
Geelong Grammar, VIC
Geelong South Primary School, VIC
Gilles Street Primary School, SA
Gilmore Primary School, ACT
Girton Grammar, VIC
Glebe Primary School, SA
Glen Osmond Primary School, SA
Glenelg Primary School, SA
Glengarry Primary School, WA
Glengarry Primary School, VIC
Glenorchy Primary School, VIC
Glenroy North Primary School, VIC
Golden Grove Primary School, SA
Golden Square Primary School, VIC
Good Shepherd Primary School, NSW
Gordon Primary School, VIC
Gormandale Primary School, VIC
Gowrie Primary School, ACT
Grahamvale Primary School, VIC
Grange Primary School, SA
Granville Public School, NSW
Granville South Public School, NSW
Grasmere Primary School, VIC
Great Western Primary School, VIC
Green Valley Primary School, NSW
Greenway Park Public School, NSW
Greenwith Primary School, SA
Greta Valley Primary School, VIC
Grey Street Primary School, VIC
Grovedale Primary School, VIC
Grovedale West Primary School, VIC
Grovelands Primary School, WA
Gulf View Heights Primary School, SA
Guthridge Primary School, VIC
Hahndorf Primary School, SA
Halidon Primary School, WA
Hallett Cove School, R-12, SA
Harvey Primary School, WA

Hastings Westpark Primary School, VIC
 Hazelwood North Primary School, VIC
 Heathcote Primary School, VIC
 Heckenberg Primary School, NSW
 Henley Beach Primary School, SA
 Hepburn Primary School, VIC
 Highbury Primary School, SA
 Hill End Primary School, VIC
 Hillsmeade Primary School, VIC
 Holsworthy Primary School, NSW
 Holt Primary School, ACT
 Holy Child Primary School, VIC
 Holy Family Primary School, Gowrie, ACT
 Holy Name Primary School, WA
 Holy Rosary, VIC
 Holy Rosary Primary School, QLD
 Holy Rosary School, WA
 Holy Rosary School, VIC
 Holy Spirit Primary School, ACT
 Holy Trinity Primary School, Curtin, ACT
 Honeybee Childcare Centre, VIC
 Hoxton Park Primary School, NSW
 Hughes Primary School, ACT
 Immaculate Heart Primary School, NSW
 Inglewood Primary School, VIC
 Invermay P.S., VIC
 Iramoo Primary School, VIC
 Jells Park Primary School, VIC
 John Pujajangka-Piyirn School, WA
 John the Baptist Primary School, NSW
 Jolimont Primary School, WA
 Kalamunda Primary School, WA
 Kaleen Primary School, ACT
 Kalianna School, VIC
 Katunga South Primary School, VIC
 Kennington Primary School, VIC
 Kensington Primary School, VIC
 Kewdale Primary School, WA
 Kiewa Valley Primary School, VIC
 Kim Beazley School, WA
 Kingston On Murray Primary School, SA
 Kingston State School, QLD
 Kingstons P.S., VIC
 Kinlock Primary School, WA
 Knox Park Primary School, VIC
 Kurnai College, VIC
 Kururrungku Catholic School, WA
 La Perouse Primary School, NSW
 Lal Lal Primary School, VIC
 Lanyon High School, ACT
 Lardner and District Primary School, VIC
 Latrobe Special Development School, VIC
 Leda Primary School, WA
 Leithbridge Primary School, VIC
 Lesmurdie Primary School, WA
 Linden Park Primary School, SA
 Lismore Primary School, VIC
 Littlehampton Primary School, SA
 Liverpool Public School, NSW
 Liverpool West Primary School, NSW
 Lockleys North Primary School, SA
 Lockley's Primary School, SA
 Lockridge Primary School, WA
 Lockwood Primary School, VIC
 Lockwood South Primary School, VIC
 Lomandra School, NSW
 Lumen Christi Primary School, VIC
 Lurnea Primary School, NSW
 Luurnpa Catholic School, WA
 Macgregor Primary School, ACT
 Mackellar Primary School, VIC
 Maddington Primary School, WA
 Mahogany Rise Primary School, VIC
 Malmsbury Primary School, VIC
 Maple Street Primary School, VIC

Marian College, VIC
 Marion Primary School, NSW
 Marion Primary School, SA
 Marmon Primary School, WA
 Marryatville Primary School, SA
 Mary Immaculate Primary School, NSW
 Mary Immaculate Primary School, QLD
 Mary MacKillop Catholic Primary School, QLD
 Maryatville Primary School Oshc, SA
 Maryborough Special School, VIC
 McKinnon Primary School, VIC
 Meadowbank Primary School, VIC
 Medina Primary School, WA
 Meredith P.S., VIC
 Merri Creek Primary School, VIC
 Merrivale Primary School, VIC
 Merriwa Primary School, WA
 Merrylands East Primary School, NSW
 Milperra Primary School, NSW
 Mirboo North Primary School, VIC
 Mittagong Primary School, NSW
 Modbury Primary School, SA
 Modbury West Primary School, SA
 Moorabbin Heights Primary School, VIC
 Moorook Primary School, SA
 Mooroopna Primary School, VIC
 Morley Primary School, WA
 Mosman Church of England Prep School, NSW
 Moss Vale Primary School, NSW
 Mount Eliza Secondary College, VIC
 Mount Gravatt State School, QLD
 Mount Petrie State School, QLD
 Mt Egerton Primary School, VIC
 Mt Lawley Senior High School, WA
 Mullaloo Heights Primary School, WA
 Myrree Primary School, VIC
 Nambrook-Denison Primary School, VIC
 Napoleons Primary School, VIC
 Newbridge Heights Primary School, NSW
 Newcomb Park Primary School, VIC
 Newhaven College, VIC
 Newhaven Primary School, VIC
 Newlyn Primary School, VIC
 Newport Lakes Primary School, VIC
 Newton Primary School, WA
 Newtown Primary School, VIC
 Ngalangangpum School, WA
 Ngunnawal Primary School, ACT
 Nicholson Primary School, VIC
 Nilma Primary School, VIC
 Noorat Primary School, VIC
 North Adelaide Primary School, SA
 North Beach Primary School, WA
 North Dandelup Primary School, WA
 North Melbourne Primary School, VIC
 North Morley Primary School, WA
 North Parmelia Primary School, WA
 North Shore Primary School, VIC
 Northfield Primary School, SA
 Notre Dame College, VIC
 Notre Dame Primary School, WA
 Oberon Primary School, VIC
 Oberon South, VIC
 Ocean Reef Primary School, WA
 Oceanview College R-12, SA
 Olympic Village, VIC
 Orella Primary School, WA
 Orrvale Primary School, VIC
 Our Lady Help of Christians, VIC
 Our Lady Of Fatima Primary School, NSW
 Our Lady Of Fatima Primary School, QLD
 Our Lady of Mt Carmel, Mullewa, WA
 Our Lady Of The Assumption School, QLD
 Our Lady Of The Rosary Primary School, NSW
 Our Lady of the Rosary School, NSW

Our Lady Of The Rosary School, VIC
 Our Lady of the Sacred Heart, VIC
 Our Lady of the Sacred Heart, VIC
 Our Lady Star Of The Sea Catholic School, NSW
 Our Ladys School, VIC
 Padstow Heights Primary School, NSW
 Padstow North Primary School, NSW
 Padstow Park Primary School, NSW
 Palmerston District Primary School, ACT
 Parafield Gardens Primary School, SA
 Parkdale Primary School, VIC
 Parkside Primary School, SA
 Pascoe Vale South Primary School, VIC
 Painesville Primary School, VIC
 Pedare Christian School, SA
 Pembroke Primary School, VIC
 Pinjarra Primary School, WA
 Plympton Primary School, SA
 Point Cook Primary School, VIC
 Port Melbourne Primary School, VIC
 Port Noarlunga Primary School, SA
 Preston North East Primary School, VIC
 Prestons Primary School, NSW
 Princes Hill Primary School, VIC
 Quinns Beach Primary School, WA
 Quinns Rocks Primary School, WA
 Rawson Primary School, VIC
 Redan Primary School, VIC
 Redcliffe Primary School, WA
 Redwood Park Primary School, SA
 Renmark Primary School, VIC
 Reservoir East Primary School, VIC
 Richardson Primary School, ACT
 Richmond West Primary School, VIC
 Ringrose Public School, NSW
 Riverton Primary School, WA
 Rivett Primary School, ACT
 Rockingham Lakes Primary, WA
 Rollins Primary School, VIC
 Rosewall Primary School, VIC
 Rostrata Primary School, WA
 Sacred Heart Primary School, VIC
 Sacred Heart Primary School, VIC
 Sacred Heart Primary School, VIC
 Sacred Heart Primary School, NSW
 Sacred Heart Primary School, VIC
 Sacred Heart Primary School, VIC
 Sacred Heart Primary School, QLD
 Sacred Heart School, WA
 Sacred Heart School, VIC
 Seacliff Primary School, SA
 Sebastopol Primary School, VIC
 Sebastopol Secondary School, VIC
 Secret Harbour Primary School, WA
 Serpentine Primary School, WA
 SimPrimary Schoolon Primary School, VIC
 Skipton Primary School, VIC
 Smeaton Primary School, VIC
 Sorrento Primary School, WA
 South Coogee Primary School, WA
 South Eastern Metro Language Centre, WA
 South Lake Primary School, WA
 South Yarra Primary School, VIC
 Southern Cross Primary School, VIC
 Southwell Primary School, WA
 Spearwood Primary School, WA
 Specimen Hill Primary School, VIC
 Spring Gully Primary School, VIC
 St Agnes Primary School, SA
 St Agnes' School, QLD
 St Albans East Primary School, VIC
 St Albans Heights Primary School, VIC
 St Albans Primary School, VIC
 St Alipius' Primary School, VIC

St Aloysius' Primary School, VIC
 St Aloysius' School, VIC
 St Ambrose Primary School, QLD
 St Andrews Lutheran College, QLD
 St Annes Primary School, WA
 St Anthony's Catholic School, SA
 St Anthonys Primary School, VIC
 St Anthony's School, QLD
 St Augustines Primary School, VIC
 St Augustines Primary School, VIC
 St Augustines Primary School, SA
 St Augustine's School, WA
 St Augustine's School P - 10, VIC
 St Bede's Primary School, ACT
 St Bernards School, VIC
 St Brendans Primary School, NSW
 St Brendans Primary School, VIC
 St Brendans Primary School, VIC
 St Brendans Primary School, VIC
 St Cecílias Primary School, NSW
 St Clare of Assisi School, ACT
 St Clare's Primary School, VIC
 St Colman's Primary School, VIC
 St Columba's Primary School, QLD
 St David's School, SA
 St Declans Primary School, NSW
 St Dominics School, VIC
 St Flannans Primary School, QLD
 St Frances Xavier College, VIC
 St Francis College, QLD
 St Francis Of The Fields School, VIC
 St Francis Primary School, VIC
 St Francis Xavier, WA
 St Francis Xavier College, VIC
 St Francis Xavier Primary School, VIC
 St Francis Xavier Primary School, QLD
 St Francis Xavier Primary School, NSW
 St Francis Xavier School, SA
 St Francis Xavier School, VIC
 St Gabriels Primary School, VIC
 St Gertrudes Primary School, NSW
 St James Parish School, VIC
 St James Primary School, VIC
 St John The Baptist Primary School, SA
 St John the Evangelist, VIC
 St John's, WA
 St John's Primary School, VIC
 St Johns Primary School, NSW
 St Johns School, VIC
 St Joseph-The Worker Primary School, NSW
 St Joseph's, VIC
 St Joseph's Primary School, VIC
 St Joseph's, VIC
 St Joseph's, VIC
 St Joseph's, VIC
 St Joseph's, VIC
 St Joseph's Catholic Primary School, WA
 St Joseph's P.S, VIC
 St Joseph's Primary School, Hawthorn, VIC
 St Joseph's Primary School, SA
 St Josephs Primary School, NSW
 St Josephs Primary School, QLD
 St Josephs Primary School, SA
 St Josephs Primary School, WA
 St Josephs Primary School, VIC
 St Josephs Primary School, NSW
 St Joseph's School, SA
 St Joseph's School, VIC
 St Joseph's School, VIC
 St Joseph's School, VIC
 St Josephs School, VIC
 St Josephs School, VIC
 St Josephs School, WA
 St Josephs School, WA
 St Joseph's School, Ouyen, VIC

St Joseph's, Red Cliffs, VIC
 St Kieran Catholic Primary School, WA
 St Kierans Primary School, QLD
 St Kilians - Bendigo, VIC
 St Lawrence, WA
 St Liborius School, VIC
 St Luke's, VIC
 St Luke's Catholic School, QLD
 St Macartan's Primary School, VIC
 St Margarets School, VIC
 St Maria Goretti Primary School, WA
 St Martins Primary School, SA
 St Mary's, VIC
 St Mary's, VIC
 St Mary's, VIC
 St Mary's, WA
 St Mary's College, SA
 St Marys College, WA
 St Mary's Mansfield, VIC
 St Mary's Memorial School, SA
 St Mary's Primary School, VIC
 St Mary's School, VIC
 St Mary's School, VIC
 St Mary's School, VIC
 St Marys School, VIC
 St Marys School, VIC
 St Marys School, VIC
 St Marys School, VIC
 St Marys School, VIC
 St Marys School, VIC
 St Mary's School, VIC
 St Mary's, VIC
 St Matthew's School, Page, ACT
 St Michael & St Johns School, VIC
 St Michael's, VIC
 St Michaels Primary School, NSW
 St Michaels Primary School, VIC
 St Michael's Primary School, ACT
 St Monicas Catholic Primary School, VIC
 St Monicas Primary School, VIC
 St Monicas Primary School, VIC
 St Patrick's, VIC
 St Patrick's, VIC
 St Patricks College, VIC
 St Patricks Primary School, NSW
 St Patrick's School, VIC
 St Patrick's School, VIC
 St Patricks School, VIC
 St Patricks School, VIC
 St Paul's, VIC
 St Pauls Primary School, QLD
 St Peter Chanel School, VIC
 St Peter's, VIC
 St Peters Chanel Primary School, NSW
 St Peter's College Junior School, SA
 St Peters Lutheran School, VIC
 St Peter's Primary School, VIC
 St Peter's School, QLD
 St Pius X Primary School, VIC
 St Pius X Primary School, QLD
 St Teresas Primary School, SA
 St Therese Primary School, NSW
 St Therese's Primary School, VIC
 St Thomas Aquinas Primary School, VIC
 St Thomas More's School, VIC
 St Thomas More's, Campbell, ACT
 St Thomas the Apostle Primary School, VIC
 St Thomas The Apostle Primary School, ACT
 St Vincent's Primary School, Avanda, ACT
 St. Andrew's Lutheran College, QLD
 St. Mary's Primary School, VIC
 Stockdale Road Primary School, VIC
 Stratford Primary School, VIC
 Strathfieldsaye Primary School, VIC

Sturt Street Primary School, SA
 Surfside Primary School, VIC
 Surrey Downs R-7 School, SA
 Swan Marsh Primary School, VIC
 Swansea Primary School, NSW
 Tambo Upper Primary School, VIC
 Tate Street Primary School, VIC
 Taylor Primary School, ACT
 Tea Tree Gully Primary School, SA
 The Heights School, SA
 Theodore Primary School, ACT
 Thomas Chirnside Primary School, VIC
 Thomas Hassal Anglican, NSW
 Thorndon Park Primary School, SA
 TI Sports, VIC
 Tobruk Street Primary School, VIC
 Toongabbie Primary School, VIC
 Toora Primary School, VIC
 Torrens Primary School, ACT
 Toukley Primary School, NSW
 Traralgon (Kosciuszko St) Primary School, VIC
 Traralgon Secondary College-East Campus, VIC
 Traralgon South Primary School, VIC
 Traralgon Special Development School, VIC
 Trawalla Primary School, VIC
 Turner Primary School, ACT
 Tyers Primary School, VIC
 University Of Ballarat, VIC
 University Of South Australia, SA
 Upwey Primary School, VIC
 Urambi Primary School, ACT
 Waaia-Yalca Primary School, VIC
 Walkaway Primary School, WA
 Wallington Primary School, VIC
 Wandana Primary School, SA
 Wangaratta Primary School, VIC
 Warlawurru Catholic School, WA
 Waroona District Primary School, WA
 Warrnambool Primary School, VIC
 Warwick Farm Public School, NSW
 Waterford West State School, QLD
 Wattle Grove Primary School, NSW
 Weeroona College P-12, VIC
 Wellcamp State School, QLD
 Werribee Primary School, VIC
 West Beechboro Primary School, WA
 West Greenwood Primary School, WA
 Westfield Park Primary School, WA
 Westmeadows Heights Primary School, VIC
 Westport Primary School, SA
 White Hills Primary School, VIC
 Whitfield Primary School, VIC
 Willagee Primary School, WA
 Wilmot Road Primary School, VIC
 Windermere Primary School, VIC
 Winterfold Primary School, WA
 Wirrabirra Primary School, WA
 Woody Yaloak - Ross Creek, VIC
 Woody Yaloak - Scarsdale, VIC
 Woody Yaloak - Smythesdale, VIC
 Woody Yaloak - Snake Valley, VIC
 Wodonga South Primary School, VIC
 Wodonga West Primary School, VIC
 Woodlands Primary School, WA
 Woodlupine Primary School, WA
 Wynn Vale Primary School, SA
 Yallourn North Primary School, VIC
 Yandoit P.S, VIC
 Yangebup Primary School, WA
 Yapeen Primary School, VIC
 Yarra Road Primary School, VIC
 Yinnar Primary School, VIC
 Yinnar South Primary School, VIC
 Yugumbir State School, QLD
 Yuille Primary School, VIC