



ACHPER[®]
Victorian Branch Inc.

2018

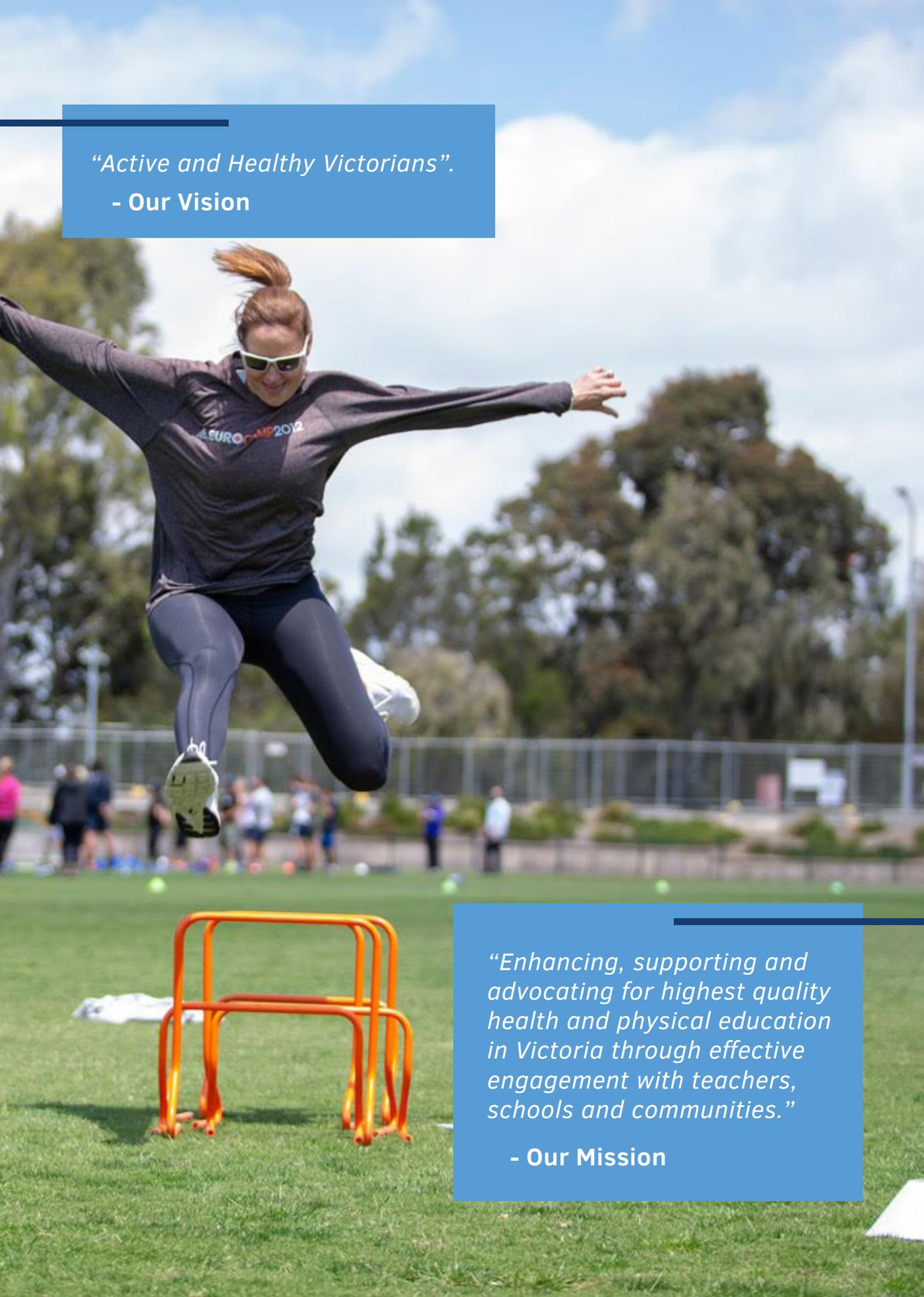
ANNUAL REPORT

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A woman with her hair in a ponytail, wearing sunglasses and a dark long-sleeved shirt with "EURO-CAMP 2012" printed on it, is captured mid-air, jumping over a set of orange hurdles on a grassy field. She has her arms outstretched and a joyful expression. The background shows a blurred outdoor setting with trees and other people in the distance under a blue sky with light clouds.

“Active and Healthy Victorians”.
- Our Vision

“Enhancing, supporting and advocating for highest quality health and physical education in Victoria through effective engagement with teachers, schools and communities.”

- Our Mission

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Year in Review

President's Report

2018 provided opportunities for ACHPER Victoria to engage in many exciting projects and initiatives, the details of which appear throughout this report.

A whole day strategic planning activity enabled the Board and staff to work together to identify clear directions for the branch including:

- Greater attention to member services;
- Advocating for the profession and the role of physical activity in improving student outcomes;
- Provision of high quality teaching and learning resources;
- Provision of high quality professional learning opportunities for HPE professionals;
- Engaging with key stakeholders to support physical activity and physical literacy initiatives within the education sector.

I wish to thank members of the ACHPER Victoria Board for the many hours and wisdom they contribute to meetings, portfolio groups and behind the scenes.

Our 2018 Board members were:

- Chloe Dew – (elected) Teacher, Black Hill Primary School
- Tony Goodwin – (co-opted) Principal, Murtoa F-12 College
- Dr Deana Leahy – (co-opted) Senior Lecturer, Monash University
- Associate Professor Amanda Mooney – (elected) Vice President, Higher Degrees by Research Coordinator, Deakin University
- Paula Parkin – (elected) HPE Coordinator, Luther College
- Kate Simpson – (elected) General Manager Education and Sport, Lifesaving Victoria
- Associate Professor Anthony Watt – (elected) Director, Learning and Teaching, Victoria University
- Peter Wright – (elected) President, former Principal and ACHPER Fellow

In 2018 we established four working portfolios designed to drive the goals set in our strategic plan. In 2019 these portfolio groups will operate again and support the work of the ACHPER Victoria Board and staff. The four portfolios are:

1) Allied Stakeholders

The purpose of this portfolio is to seek engagement with key stakeholders and collaborate to support the delivery of high quality HPE in our schools. This group will actively seek to advocate for the HPE profession, whilst supporting the projects being delivered by key stakeholders.

The 2018 group comprises of representatives from:

- ACHPER Victoria
- Lifesaving Victoria
- VicSport
- VicHealth
- Gymnastics Australia
- School Sport Victoria

- DHHS Sport and Recreation
- Teaching and school leadership staff (DET and Independent)

2) Schools

The goal is to create a community for HPE teachers and seek out and respond to priority issues and needs facing teachers and schools. This portfolio has representation from members of the ACHPER Victoria Board, staff, tertiary sector and teachers from primary, secondary and P-12 schools.

3) Tertiary Education and Research

This group is chaired by a tertiary representative from the ACHPER Victoria Board and seeks to foster meaningful partnerships with the tertiary sector. Its sphere of influence reaches out to the VIT, Pre-Service Teacher-training courses and AITSL.

4) Finance, Governance and Human Resources

This group plays an important role in advising the board and offers checks and measures in the following areas:

- Finance;
- Policy;
- Staffing;
- Budgeting;
- Human resource and work development;
- Governance.

As part of this report, I believe it is relevant to reflect on the strategies of key stakeholders.

The Sport Australia “National Sport Plan 2030” was released midway through 2018. A target to reduce inactivity amongst Australians by 15% by 2030 underpins the first of four strategic priorities “Building a more Active Australia”. The report goes on to state in order for the target to be met, ‘more people of all ages will engage in sport and physical activity throughout every stage of their life.’

The outcomes hoped for are:

- Improved physical health;
- Improved mental health;
- Personal development;
- Strengthening our communities;
- Growing the economy.

The Victorian Government has also set targets for the Education State. The second target is designed to build resilience and increase physical activity in our children. Specifically the targets are:

- By 2025, Victorian students reporting ‘high resilience’ will grow by 20 percent from 68.8% (2016) to 84.1% (2025);

- By 2025, the proportion of students doing physical activity, for an hour a day five times per week, will grow by 20 per cent from 51.8% (2016) to 65.5% (2025).

The Victorian Government has also set targets through the Active Victoria strategic framework for sport and recreation in Victoria 2017 – 2021 to increase the number of Victorians participating in sport and active recreation. School are named as key partners working together with the NFP, commercial, local government, state government and federal government sectors.

What a wonderful synergy these strategic priorities and goals have with the ACHPER Victoria vision “Active and Healthy Victorians” and mission “Enhancing, Supporting and Advocating for highest quality Health and Physical education in Victoria through effective engagement with teachers, schools and communities”.

The contribution of health and physical educators in setting the foundations for every child to be able to enjoy a long, active and healthy life is profound. ACHPER Victoria is committed to supporting and advocating for the important work HPE professionals undertake every day.

I have enjoyed my year as president of the ACHPER Victoria board and I am buoyed by the number of candidates nominating for ACHPER board positions. Opportunities to contribute to the work of ACHPER are many, including joining as a member, sitting on a portfolio group, presenting at professional learning sessions and contributing as a writer of curriculum and resource materials. Please consider putting your name forward as a potential contributor to the work of ACHPER Victoria.



Peter Wright
President ACHPER Victoria

Year in Review

CEO Report

We commenced 2018 by moving out of our office on the Yarra River and into a new location a little further down the river in Richmond with walls we can draw on and a fresh, vibrant energy.

In our new office desks move up and down so we can stand when we need to and we've even got a little patch of grass (albeit faux) on the balcony to inspire us to get outdoors.

Looking back over the past 12 months one of our most significant achievements was the development and implementation of our #TOTW (Tip of the Week). The #TOTW began as a "what if"... What if we could give teachers a practical, easy to apply tip each week which not only engages our audience but also supports the delivery of high quality HPE. Well... we've done it!

Our first #TOTW was published in Dec 2017 and since then we have published a further 41 tips which have been downloaded more than 42,000 times in 2018. What's more, it is not just teachers who are loving the tips, key stakeholders from government, tertiary and industry sectors have all praised the work ACHPER Victoria is doing in this space. The most satisfying (and important) aspect to the #TOTW is the evidence demonstrating their impact (which you can read more about further in this report). An enormous pat on the back goes to the ACHPER Victoria professional learning team for their courageous and dedicated efforts in producing this exceptional resource.

Stakeholder collaboration is critical in our sector. There is much to achieve, and this can be done with increased efficiency and effectiveness through collaboration. ACHPER Victoria undertook a critical collaboration with Sport Australia in 2018 to develop tools to support physical literacy across the education sector. This work had input from teachers, advisors and industry experts from across Australia and is just a starting point to the effective relationships which can be developed between education and sport to achieve joint outcomes.

Another example of cross sector collaboration are our two Department of Health and Human Services - Supporting Victorian Sport and Recreation funded projects which aim to support better collaboration between sport and education and to address LGBTI inclusive practices within HPE and school sport.

ACHPER Victoria continues to receive strong support from the Victorian Department of Education through our Strategic Partnerships Program and 2018 was the first year of our current triennium agreement. You can read more about this project and the afore mentioned projects further in this report.

Partnerships are essential to achieving our goals and I'd like to thank RHSport for their continued support and, in 2018, we welcomed Victoria University and Transport Accident Commission as annual partners. We look forward to working together with our annual partners well into the future.

In 2018 we welcomed Adriana Hlede (Professional Learning Coordinator) and Kim Tamas (Communications and Marketing Officer) to the ACHPER Victoria team. We were also joined by Cassie Betadam and Dr Helen Brown who both made significant impact as consultants to our team in 2018. Expanding the team is always a great sign of a flourishing organisation and right at the very end of 2018 we managed to squeeze in another new team member when we welcomed Dr Trent Brown into a newly created Professional Learning Coordinator role. Things brings our core operational team to 9.

The ACHPER Victoria Board farewelled Trevor Robertson and Wendy Powson who both made significant contributions to the organisation and completed their maximum eight year board tenure in May 2018. These vacancies were filled by co-opted board members Tony Goodwin in August and Dr Deana Leahy in November.



The most unanticipated event of 2018 was my absence (due to injury) from our flagship event, the ACHPER Victoria State Conference held in November. On reflection, what I learned was this event would roll on even if all of our staff were absent. The reality is once more than 1000 teachers arrive on site at Monash University, Clayton it is all out of our hands and over to you. It's your conference, you make it the success it is. Which is why it will continue to be the largest celebration of health and physical education in the southern hemisphere for years to come.

The stories of connection and inspiration we hear from delegates and presenters tells us you often learn just as much from being around each other as you do from listening to the presenters. And the most valuable thing for us is that we learn from being around you. I'll be certain not to miss it in 2019!

The most inspiring moment of 2018 was meeting a teacher who attended our workshop "Teaching PE for The First Time". This teacher had the courage to share her experience as the school kid who hated PE. When her principal designated her as the PE teacher all her fears and insecurities of being the uncoordinated child who hated PE and was bad at sport came back to the surface. She was determined to be the best PE teacher she could and to demonstrate to all her students there is a safe and secure place in her lessons for students to learn alongside her and together they would succeed, fail, learn and grow.

At the end of 2018 I saw a photo of this same teacher and she was proudly wearing a brightly colour t-shirt with the following message emblazoned across the front...

"I never dreamed I'd grow up to be a super cool PE teacher but here I am killing it!"

What a year 2018 was, thank you for being so inspiring, dedicated and fun!

Hilary Shelton
CEO ACHPER Victoria

Our Board



President

Mr Peter Wright
ACHPER Fellow

Peter has been a member and advocate of ACHPER and the HPE community for many years. He commenced his career as a Physical Education teacher and retired after 8 years as Principal of Koonung Secondary College. Peter is also a member of the School Sport Victoria Board.



Vice President

Assoc. Professor Amanda Mooney
Deakin University

Following a decade's experience of teaching HPE in secondary schools, Amanda's experience in the tertiary sector provides a valuable standpoint from which to best support connections between ACHPER, school and tertiary sectors.



Ms Paula Parkin
Luther College

Paula is passionate about the need for quality HPE in our schools. Paula has taught in several Victorian schools, from Foundation to Yr 12; in Tertiary institutions and is a previous ACHPER Victoria Staff Member.



Ms Chloe Dew
Black Hill Primary

Inspired by her Year 9 PE teacher, Chloe committed to a career as a PE educator. By encouraging students to focus on their individual performances, this teacher changed Chloe's perspective and motivated her to believe in herself and her abilities.



Ms Kate Simpson
Life Saving Victoria

Kate has been a member of Life Saving Victoria's (LSV) executive management team for seven years and has strong organisational leadership skills and highly values continuing personal and professional development.



Assoc. Professor Anthony Watt
Victoria University

Anthony has been associated with ACHPER as a physical education teacher and then as an academic from 1990. Tony also has extensive skills in the area of Physical Education Pedagogy, both as a practitioner and as a researcher.



Mr Tony Goodwin
Principal, Murtoa College

Tony has taught from Foundation through to year 12. His main teaching methods have been Physical Education, Health, Outdoor Education and Sport. Tony is currently a Principal of an F-12 college.



Dr Deana Leahy
Senior Lecturer, Monash University

Deana's expertise and research area of health education enhanced ACHPER's ability to provide support to teachers delivering the health components of the HPE curriculum.

Our Staff



Hilary Shelton
Chief Executive Officer



Bernie Holland
Professional Learning
Manager



Adriana Pinder
Professional Learning
Coordinator



Annie Kay
Professional Learning
Coordinator



Kim Tamas
Marketing &
Communications Officer



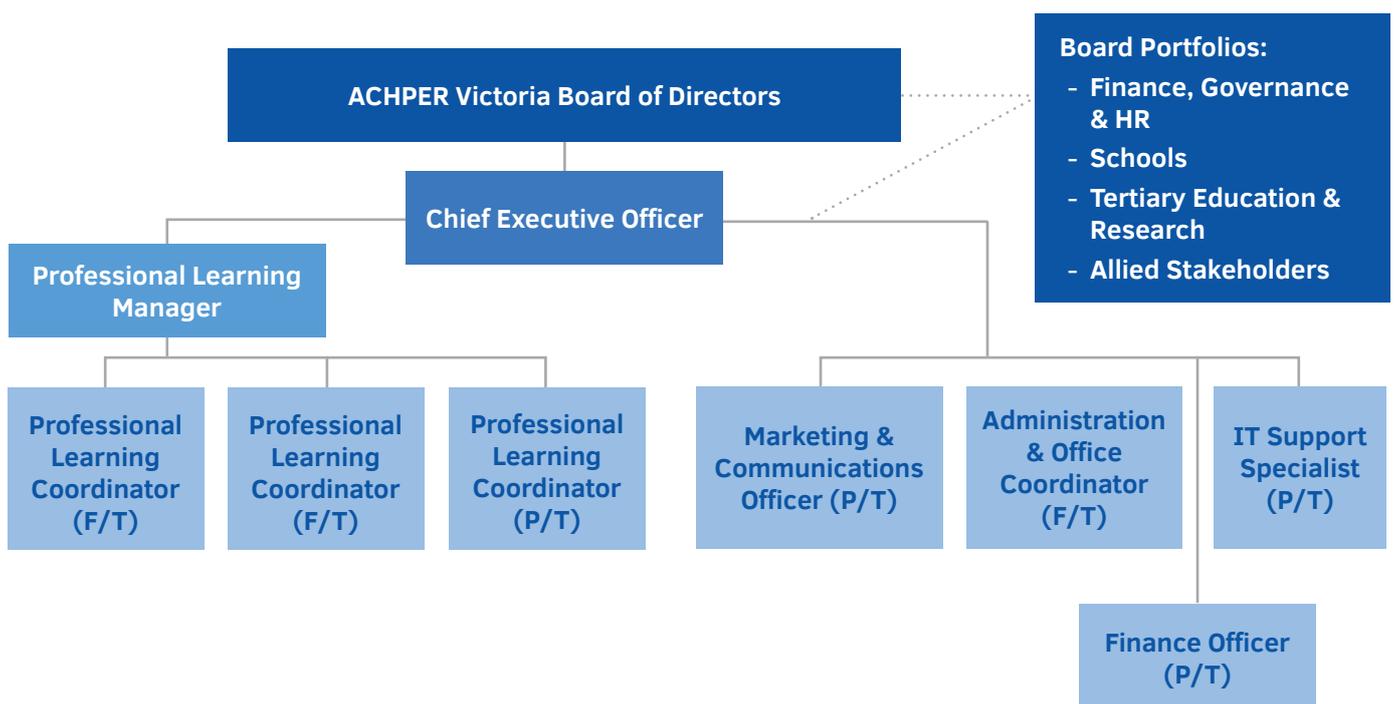
Kerrie Borrie
Administration &
Office Coordinator



Christina Harry
Finance Officer



Lee Massi
IT Support Specialist





Strategic Priorities

Strategic Plan 2018-20

Vision: Active and Healthy Victorians

Mission: Enhancing, supporting and advocating for highest quality health and physical education in Victoria through effective engagement with teachers, schools and communities.



Strategic Pillar: Educate

OBJECTIVE 1: ENSURE HIGH QUALITY CONTENT

Everything the ACHPER Victoria team does ends up as content of some kind. Whether it be face to face workshop presentations, online webinars, hard copy resources, such as our Curriculum Support Charts, digital resources, like our #TOTW, news articles on our website, social media posts, VCE trial exams, sample VCE SACs, resources we develop in collaboration with stakeholders, professional advice over the phone or email... it is all content and we strive for it all to be high quality so you can rest assured you are receiving the best professional support possible.

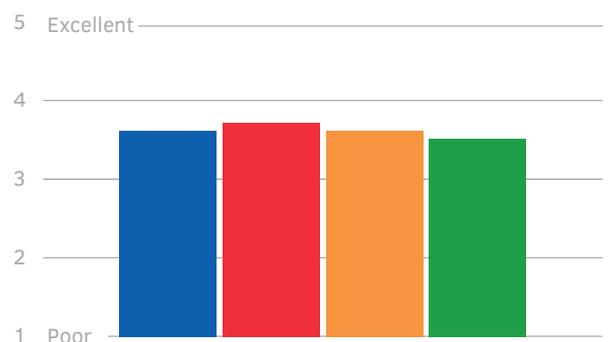
We achieve high quality by taking time to plan, research, develop, review, test, evaluate, reflect and change. Each step of the way we ensure the right people, with great expertise and broad perspectives, are engaged so the resulting content is the best it can be.

Developing workshop programs is conducted with an evidence base and up-to-date practice. Our professional learning team achieve this by engaging in the latest research and practise methodologies. We attend professional learning and discover who is doing what and doing it best and we learn from them. Engaging others is critical to ensuring our quality remains high therefore we engage other teachers, academics and industry experts to collaborate with us. Mentoring and supporting teachers to build capacity in themselves and others is a key strategy to ensuring high quality content. Many teachers who present and/or develop resources with ACHPER Victoria receive mentoring and we work side by side to co-develop the best professional learning opportunities. We source our collaborating teachers through our own observations, recommendations from others and evaluation feedback from conference sessions.

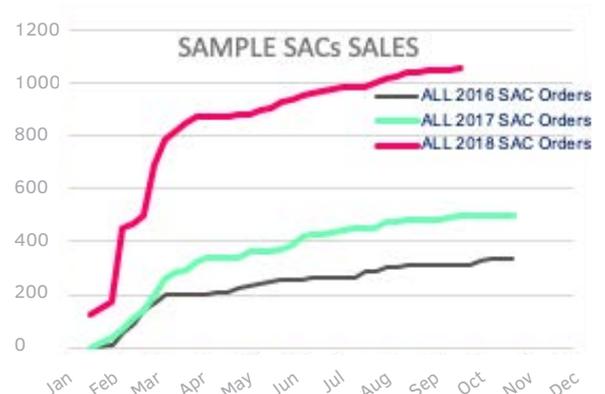
Our 2018 data from the Primary HPE Conference and the Secondary/VCE HPE Conference indicate on average delegates are reporting an increase in knowledge and confidence to teach HPE content.

- Program content was consistent with the title and description/abstract
- Presenter/s delivered in an engaging and professional manner
- Level of confidence to teach this content has increased based on session
- My content knowledge level has increased based on this session

2018 Primary and Secondary/VCE Conference



Trial exam and Sample SAC writing teams consist of more than 50 consultants including lead writers and up and coming new contributors. The writing teams are supported by reviewers and an in-house project manager, editor and formatting team. The sales growth in our VCE Trial Exams and VCE Sample SACs over the past four years is indicative of the quality of these products and ever-increasing reach of our communications strategy.



OBJECTIVE 2: DELIVER ACCESSIBLE AND RELEVANT PROFESSIONAL LEARNING AND RESOURCES

ACHPER Victoria has a strategic focus to ensure the professional learning opportunities we are providing meet the demands of the profession. The implication of this has been a change in how we are providing our support to teachers. The number of face to face events delivered has reduced by 60% over the past 5 years and our available teacher resources have increased by 70%. This reflects the changing nature of how teachers want to engage with professional learning and the impact digital technologies has on accessibility and dissemination of information.

By always ensuring high quality content, focussing on the relevance and accessibility of our events, combined with a targeted marketing and communications strategy we are showing an increase of 17% in teachers attending workshops, webinars and conferences.

Event	Month	Location	Attendees
Teaching PE Education for the First Time	Feb	Parkville	32
VCE Outdoor and Environmental Studies - Examiners Report	Mar	Webinar	35
VCE VET in Sport and Recreation - Examiners Report	Mar	Webinar	20
VCE Physical Education - Exploring the New Exam Specifications	Mar	Webinar	104
VCE Health and Human Development - Exploring the New Exam Specifications	Mar	Webinar	58
Fundamental Movement Skills and Game Sense for primary teachers	Mar	Parkville	51
Primary HPE Conference	Jun	Footscray	177
Secondary and VCE HPE Conference	Jun	Footscray	244
VCE Teacher Exam Preparation (HHD, PE OES & VET Sport & Recreation)	Aug	Carlton	145
ACHPER Victoria State Conference	Nov	Clayton	1098
	2018 Total		1964
	2017 Total *		1885
	2016 Total **		1429
	2015 Total		1626

* Excludes 422 delegates at VCAA VCE HHD New Study Design professional learning

** Excludes 657 delegates at VCAA VCE PE New Study Design professional learning

We also offer in-school, customised workshops as a growing part of our strategy to deliver accessible and relevant professional learning. In 2018, 5 schools took up this option and our team delivered sessions on a variety of focus areas such as FMS, game sense, invasion games/thematic approach, curriculum reviews and assessment in PE.

The ACHPER Victoria #TOTW (Tip of the Week) was an instrumental project which took momentum in 2018 and had a profound impact on the way we engaged with our audience and delivered professional learning.

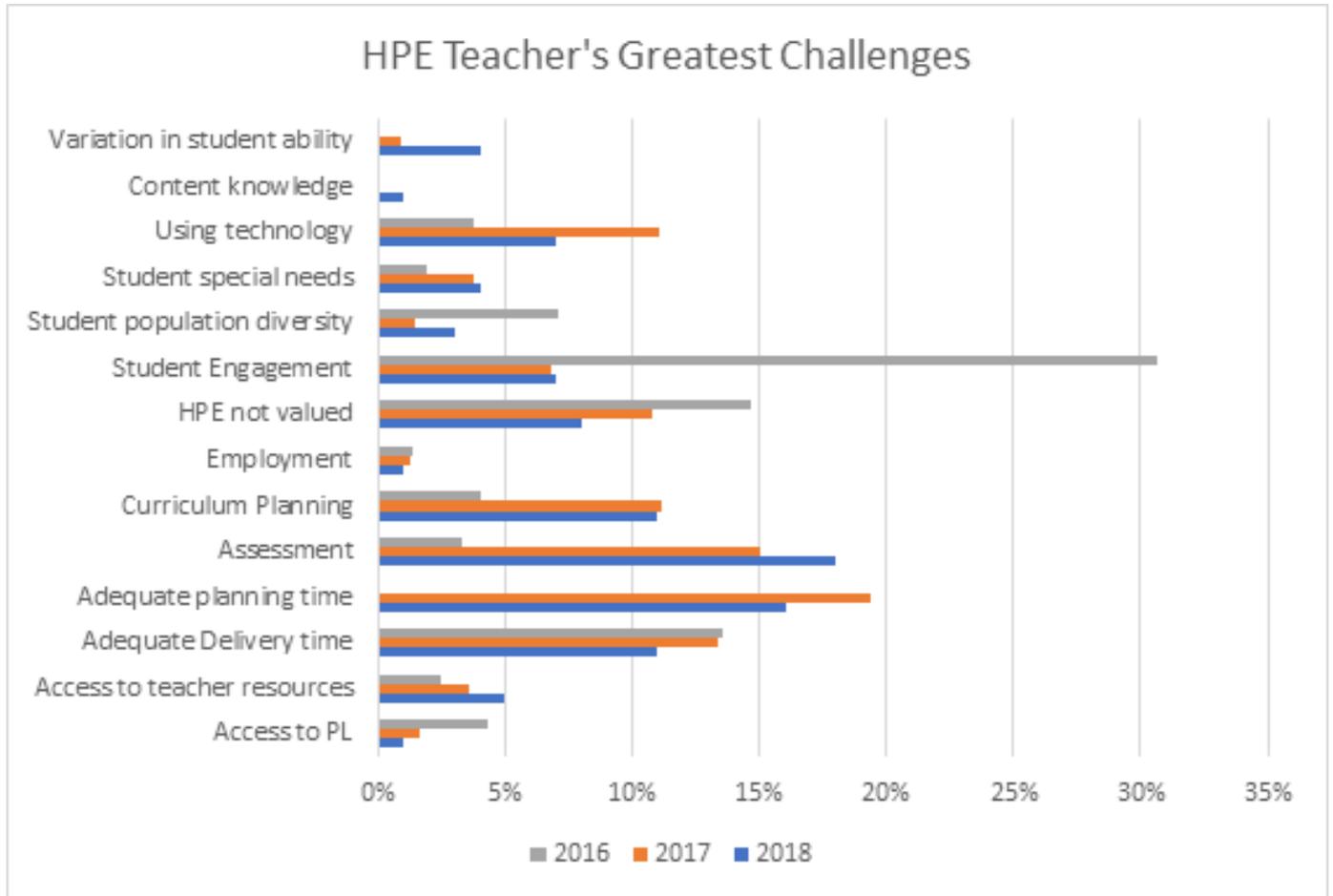
The very first #TOTW was published in December 2017 and, throughout 2018, we published a further 41 tips which have resulted in an amazing 27,433 downloads via the email circulation and a further 14,713 downloads via our social media channels. What’s more, we have the feedback which demonstrates the impact this resource is having on teacher capacity.

Below are examples of how teachers are using the #TOTW

#TOTW	Topic	Why has it been useful / how did you use it?	What effect on teaching / learning did it have?
3	Building Relationships and Establishing Procedures with New Classes	We used the 'Vales in PE' with our yr. 7-10 classes. We modified slightly to meet our needs and then had all students sign a copy to say they would meet those expectations.	It really set the tone for the year we wanted to have. Expectations were clear and have been a great reference point for undesirable behaviour throughout the year. As such, we've had engaged classes where maximum learning can occur.
15	Forming Teams	I am a primary school teacher, without any HPE qualifications and have taught HPE for 1.5 years without knowing how detrimental it is to get students to 'pick teams'. I will use a number system from now on, or some other form of grouping so students don't feel unworthy. Getting students to choose their own teams was something the teachers did when I was growing up, and I didn't know any different. Thanks for sharing this tip!	Students will feel less vulnerable, and not cringe when it's time to choose sides. It will support everyone's social and emotional development to play with other kids who aren't necessary their friend.
17	Teaching Fundamental Movement Skills (FMS)	This tip was extremely useful to me as these skills are the main focus of all I do in my teaching. It is very important to be reminded of what I can do as an educator to improve my teaching of FMS. I used the resources suggested in this tip to enhance my planning and teaching. The tip on FMS was invaluable to me.	Watching the informative videos showing the components of each FMS gave me a clearer understanding of how to target my lessons particularly to students who are just beginning to learn a FMS. By focusing on the needs of each individual student I am better able to assist them to develop the particular FMS I am teaching.
19	Tips for Teacher Wellbeing	It made me realise how important it is to connect with other teachers around my area. Since then I have reached out to a handful of different P.E teachers.	I got to experience different ways others teach and put them into my own practice.
20	Using a Thematic Approach to Structure Your Curriculum	In planning for a more student-centred focus to learning this tip provided the prompt for a different approach to structuring our curriculum. With this approach we are planning to restructure our units in 2019	I anticipate we will see stronger learning and assessment across our entire curriculum. We will have greater time to delve deeper into the technical and tactical aspects across broader themes such as invasion games. With the use of a teaching games for understanding-game sense approach I anticipate lessons will allow activities to be scaffolded for various skill levels and enhance participation and skill repetition. This will foster student self efficacy and motivation to be physically active.

Each year we collect information from our delegates which can be used to inform our professional learning program and also to provide greater insight into the HPE profession. Since 2016 we have been asking teachers, “What is your greatest challenge as a teacher of HPE?”

Below is a chart which tracks the responses to this question from 2016 through to 2018.



Strategic Pillar: Collaborate

OBJECTIVE 3: DEVELOP PROACTIVE RELATIONSHIPS WITH KEY STAKEHOLDERS

Working with others enables us to have a much bigger impact than what is possible on our own. Below are highlights from 2018 demonstrating great outcomes achieved through effective collaboration.

Strengthening student wellbeing and achievement through Health and Physical Education (Department of Education, Strategic Partnerships Program)

ACHPER Victoria has funding through the DETs Strategic Partnerships Program 2018 -2020. The program aims to improve student outcomes by building teacher capacity to deliver high-quality Health and Physical Education and whole-of-school physical activity and wellbeing and has the following expected outcomes:

1. Increased teacher competence and confidence to deliver high-quality Health and Physical Education.
2. Improved delivery of whole-of-school approaches to increase student outcomes in health and wellbeing.
3. Increased understanding across the education sector and broader community of the values and purposes of Health and Physical Education

ACHPER Victoria will achieve these outcomes through the provision of online learning, in-school consultancies, resources and face-to-face events.

Supporting Sport and Recreation in Victorian Schools (Department of Health and Human Services)

ACHPER Victoria received funding from Sport and Recreation Victoria as part of the 2016-2019 Supporting Victorian Sport and Recreation (SRV) program to encourage children in Victorian primary schools to be more active at school and within the community by exposing them to a greater range of activities. A major focus of the project is connecting the education and sport sectors, and providing frameworks to show how they can work together to promote and encourage more children to participate in sport and physical activity at school and within their local community. In 2018 ACHPER Victoria delivered the program to two Victorian Primary Schools.

The project emphasis has been to teach thematic units of work rather than individual sports. These 8-weeks units focus on three different sports and are aimed at students in years 3 -6. Within these units, students are taught the skills and game concepts and strategies they need to successfully participate in these sports through sport specific small-sided modified games. Students are encouraged to link the similarities and differences between different sports to understand that if they can play one sport, they can apply the same skills and game strategies to play similar sports.

To ensure ongoing teacher professional learning, ACHPER Victoria staff regularly attend the schools to discuss the units of work with teachers and receive feedback on the effectiveness of the units and assessment tasks provided. An important aspect of the project is to help develop authentic links with local sporting clubs by inviting external coaches to co-deliver Physical Education classes or run sport clinics during school lunch times.

Physical Literacy Project (Sport Australia)

ACHPER Victoria worked with Sport Australia in 2018 to develop a suite of resources to support the implementation of Physical Literacy in Australian schools. These resources aimed at teachers and school leaders will build upon the previously created Physical Literacy Definition and draft Standard to further embed the concept of physical literacy into whole of school teaching and practice.

The work with Sport Australia supports their new direction and commitment to building the world's most active nation, known for its integrity, sporting success and world leading sports industry. With physical literacy creating the foundation for lifelong movement, Sport Australia wants to see all Australians developing the skills, confidence and motivation to move for life.

Strengthening LGBTI Inclusion in School Physical Education and Sport

(Department of Health and Human Services)

ACHPER Victoria has been funded through Sport and Recreation Victoria to create a learning module for pre- and in-service teachers, focusing on increasing awareness and strategies to improve inclusion of LGBTI students in HPE, Sport and Physical Activity in schools.

Research into this area shows LGBTI identifying students experience a high level of anxiety and stress in PE and sport environments as a result of homophobic bullying, and the gendered nature of sport is a key issue influencing their opportunities to participate.

The project will involve collaborating with academics, practicing teachers and expert organisations such as Proud2Play, to develop an evidence-based module which informs teachers about the issues LGBTI students face and promote inclusive practices to help provide more opportunities for positive experiences in school HPE, sport and physical activity.

Tertiary Presentations

Throughout October 2018, members of the Professional Learning team visited pre-service teachers at various universities, sharing information about who we are and how we can help practicing HPE teachers.

The sessions focused on introducing student teachers to HPE advocacy and support, professional learning, consulting and resources we provide and why it is important to be aware of us, and become members.

Annual Partnerships

ACHPER Victoria is proud to work alongside and be supported by organisations committed to improving societal health outcomes through the promotion and support of high quality health and physical education. In 2018 we were pleased to have the following annual partners:

Transport Accident Commission:

The TAC is renowned for its groundbreaking road safety campaigns. Together with other road safety agencies, the TAC developed the 'Towards Zero' strategy to create a future where no lives are lost on our roads and every journey is a safe one. To achieve this vision, the community needs to understand how we can make this goal a reality. In line with this thinking, the TAC has created the world-first Road to Zero Education Complex at the Melbourne Museum. The Road to Zero Education Complex was developed by TAC in partnership with Melbourne Museum and with education experts to ensure its content aligns with Victoria's curriculum, in particular Year 9 and 10 Health and Physical Education and Science. ACHPER Victoria are pleased to support resources and experiences which support quality education outcomes.

Victoria University:

Victoria University (VU) has a long history supporting Physical Education commencing in the early 1970s with Footscray Institute of Technology, VU's predecessor institution, which was among the first in Australia to offer courses in Physical Education. VU's outstanding reputation in sport, exercise science and active living is underpinned by a long tradition of extensive course offerings, major research, international partnerships, state-of-the-art facilities and expert academic staff from around the world. This has led VU to be ranked 12th in the world for Sport Science. The VU/ACHPER Victoria partnership will include delivery of knowledge exchange events, professional development events for ACHPER Victoria members and activities to support regionally based teachers and students

RHSports

RHSports has been helping customers with wholesale sporting equipment and apparel solutions for over 35 years. Formerly known as Ross Haywood Sports, they continually introduce innovative and customised products to their range. The team at RHSports work hard to provide high quality, price competitive products that withstand the rigorous use of school and club environments. ACHPER Victoria love working with RHSports because they understand the importance of Health and PE and school sport and they take the time to get to know their customers and provide helpful solutions for school's equipment and apparel needs.



Networking

ACHPER Victoria held four successful networking sessions throughout 2018. These took place at our AGM/Awards ceremony in May, the June Primary Conference and Secondary/VCE Conference and our November State Conference. It is our experience teachers appreciate the opportunity to catch up with colleagues, friends, ACHPER Victoria staff, presenters and exhibitors. Often the discussions which take place at these events are a continuation of the learning which has taken place in conference sessions.

Member function

In June we held a member exclusive dinner with special guest Associate Professor Shane Pill (ACHPER National President). Members and annual partners enjoyed an evening of fine wine and food and great conversation. The feedback from this event was very positive and one member described it as “this is like a staff room full of PE teachers”! For primary PE teachers, where they are often the only PE teachers in the school events and networking such as this are incredibly valuable, and we intend to facilitate more opportunities for connecting in 2019.

Tertiary Program Leaders Meeting

Twice yearly ACHPER Victoria facilitates a “Tertiary Program Leaders Meeting” of all leaders of HPE programs within Victorian tertiary institutions. This highly engaged group consists of representatives from each tertiary institution leading or coordinating programs within ACHPERs areas of focus. The group meet biannually, and discussions are facilitated around agenda items which address hot topics, connections with practice, reflections on practice and impact of policy. The meetings are scheduled to coincide with our Primary conference in June and State conference in November and participants are offered an opportunity to attend a feature or keynote presentation at the conference either before or after the Tertiary Program Leaders Meeting. In 2018 the meetings were chaired by ACHPER Victoria board member, Associate Professor Amanda Mooney and the following guest speakers were present:

- Professor Chris Hickey, Deakin University and Editor-in-Chief ACHPER Journal: Curriculum Studies in Health and Physical Education.
- Associate Professor Shane Pill, Flinders University and ACHPER National President.
- Dr Rachael Whittle, Curriculum Manager, Health and Physical Education, Victorian Curriculum and Assessment Authority.
- Pierre Comis, Director – Physical Literacy Leadership, Sport Australia
- Robin O’Neill, Executive Director, Sport Australia

Communications and Social Media

	The Pulse eNewsletter	#TOTW (Tip of The Week)	Twitter @vicachper	Facebook ACHPER Victoria
What is it?	Regular updates of upcoming events and professional learning opportunities and important updates on topics pertinent to HPE.	Weekly tips for HPE teachers to implement.	Keep up to date with regular posts on upcoming events, industry news, TOTW and other interesting news.	Keep up to date with regular posts on upcoming events, industry news, TOTW and other interesting news.
Frequency	Twice per term (8 per year)	Weekly	Daily	Daily
Did you know?	In 2018 we sent 68,021 copies of The Pulse with an average open rate of 19%	In 2018, we delivered 41 TOTW's to 345,826 recipients with an average open rate of 22.08%	As at 31 Dec 2017 we had 2,216 profile followers (^10.36%)	As at 31 Dec 2017 we had 1,502 page likes (^24.85%)

Social Media Engagement: Twitter

As at 31 Dec 2018 we had 2,216 profile followers (^10.36%)

ACHPER TIP
ACHPER Victoria @vicachper
#TipOfTheWeekHPE No.5 includes questions to help you assess the use of fitness testing in your school and determine if you are #FitnessTesting or #FitnessTeaching. Check it out! <http://bit.ly/2GalEK7> #PhysEd #PE pic.twitter.com/9nCenbAwEh

Impressions	2,620
Total engagements	68
Link clicks	23
Media engagements	17
Detail expands	8
Likes	6
Hashtag clicks	6
Retweets	5
Profile clicks	3

Reach a bigger audience
Get more engagements by promoting this Tweet!

Get started

ACHPER Victoria @vicachper
Having too much fun in Mark Collard from @playmeo's session 'Top 10 Games to Build & Strengthen #Relationships In Your Classroom' #ACHPERVICPrimary #HPE pic.twitter.com/LOGFNj8U7n

Impressions	2,706
Media views	453
Total engagements	120
Media engagements	50
Detail expands	29
Likes	19
Profile clicks	10
Hashtag clicks	5
Retweets	4
Link clicks	2
Replies	1

Reach a bigger audience
Get more engagements by promoting this Tweet!

Get started



ACHPER Victoria @vicachper
The #VCAA seek an Assessment Development Manager for #PhysicalEducation to manage the development and implementation of classroom assessments for students in Victorian schools. If you'd like to learn more visit <http://bit.ly/2RgsapS> pic.twitter.com/N0lky8HIZI

Impressions	3,690
Total engagements	20
Link clicks	12
Detail expands	5
Media engagements	1
Likes	1
Profile clicks	1

 Reach a bigger audience
Get more engagements by promoting this Tweet!

[Get started](#)

Social Media Engagement: Facebook

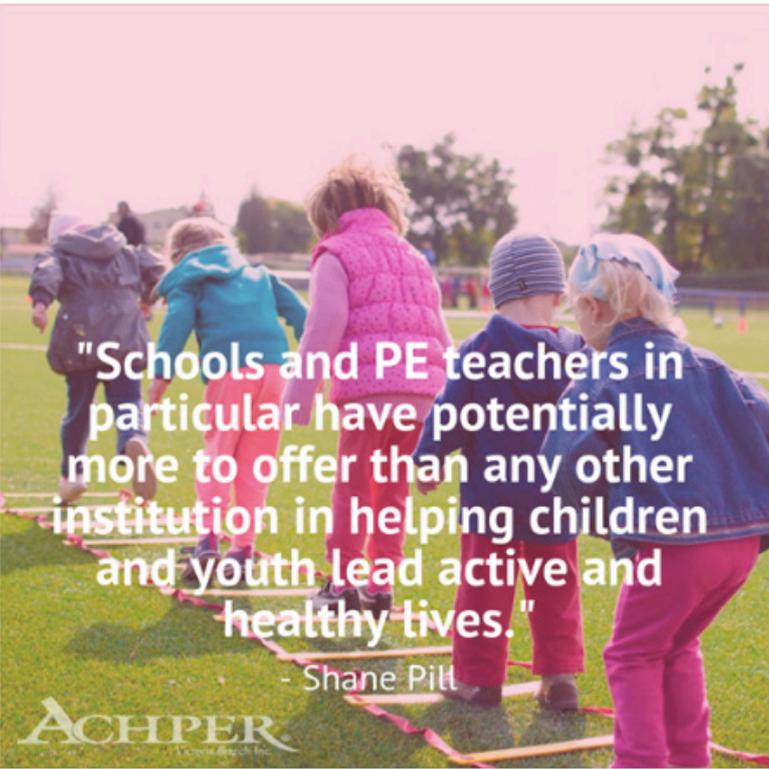
As at 31 Dec 2018 we had 1,502 page likes (^24.85%)



ACHPER Victoria

Published by Katherine Karvess [?] · 9 September 2018 · 

...



"Schools and PE teachers in particular have potentially more to offer than any other institution in helping children and youth lead active and healthy lives."

- Shane Pitt



 **Get more likes, comments and shares**
Boost this post for \$300 to reach up to 140,000 people.

2,079
People reached

191
Engagements

[Boost Post](#)

 Kyra Mitchell, Sarah Jayne and 54 others 3 Comments 7 shares

 Like
 Comment
 Share


Performance for your post

2,079 People Reached

112 Reactions, comments & shares 

86  Like	51 On post	35 On shares
10  Love	6 On post	4 On shares
9 Comments	5 On Post	4 On Shares
7 Shares	7 On Post	0 On Shares

79 Post Clicks

19 Photo views	0 Link clicks 	60 Other Clicks 
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NEGATIVE FEEDBACK

1 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

ACHPER Victoria
Published by Katherine Karvess [?] · 8 November 2018 · 🌐

As #HPE educators, we are well aware of the potential and importance of #physicaleducation to help shape the future health and wellbeing of young people. This is a great read from [The Conversation](#) you can share with your colleagues to remind them of this too 😊



[About This Website](#)

THECONVERSATION.COM

Physical Education is just as important as any other school subject

🌱 **Get more likes, comments and shares**
Boost this post for \$300 to reach up to 140,000 people.

3,386 People reached **479** Engagements [Boost Post](#)

Performance for your post

3,386 People Reached

208 Reactions, comments & shares ⓘ

169 Like	38 On post	131 On shares
10 Love	3 On post	7 On shares
17 Comments	3 On Post	14 On Shares
12 Shares	12 On Post	0 On Shares

271 Post Clicks

0 Photo views	53 Link clicks ⓘ	218 Other Clicks ⓘ
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NEGATIVE FEEDBACK

0 Hide Post **0** Hide All Posts
0 Report as Spam **0** Unlike Page

Reported stats may be delayed from what appears on posts

ACHPER Victoria
Published by Sprout Social [?] · 29 November 2018 · 🌐

Action shot from "Fun Warm Up Activities & Fitness Games for Secondary Years" w/ [PE Made Easy's](#) Airlie Swallow and Heath Hay showing us some fun, exciting and inclusive warm-up activities and fitness games that you can implement in your secondary classes #ACHPERVIC18



🌱 **Get more likes, comments and shares**
Boost this post for \$300 to reach up to 140,000 people.

Performance for your post

3,893 People Reached

55 Reactions, comments & shares ⓘ

34 Like	8 On post	26 On shares
2 Love	1 On post	1 On shares
18 Comments	11 On Post	7 On Shares
1 Shares	1 On Post	0 On Shares

553 Post Clicks

84 Photo views	0 Link clicks ⓘ	469 Other Clicks ⓘ
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NEGATIVE FEEDBACK

0 Hide Post **1** Hide All Posts
0 Report as Spam **0** Unlike Page

Reported stats may be delayed from what appears on posts

Strategic Pillar: Advocate

OBJECTIVE 5: SHOWCASE AND CELEBRATE EXCELLENCE IN HEALTH AND PHYSICAL EDUCATION

ACHPER Victoria has been recognising excellence in HPE through our awards program for many years. Each year we recognise:

- outstanding graduating tertiary students;
- outstanding research in honours, masters and doctoral courses;
- outstanding contribution to ACHPER Victoria and the HPE profession through our Victorian Honour Awards;
- outstanding contribution to ACHPER and the HPE profession nationally through national award recognition as a Fellow, Life Member or Honorary award recipient of ACHPER.

For the first time, we will recognise outstanding teacher practice in HPE at our 2018 Awards ceremony. We have the following four new awards which are open for ACHPER members and aligned with the AITSL teacher standards:

1. ACHPER Victoria HPE Teacher of the Year (Primary F – 6)
2. ACHPER Victoria HPE Teacher of the Year (Secondary 7 – 12)
3. ACHPER Victoria Innovative Program (Primary F– 6)
4. ACHPER Victoria Innovative Program (Secondary 7 – 12)



ACHPER Fellow

As part of our ongoing recognition of excellence in ACHPERs areas of focus the ACHPER Victorian Board endeavour to nominate members based in Victoria for the annual ACHPER National Awards.

In 2018 ACHPER Victoria nominated Associate Professor John Quay for an ACHPER Fellow award. John was awarded ACHPER Fellowship by the ACHPER National Board in April 2018. Below is the submitted citation.

“Associate Professor John Quay, you are an outstanding member of the ACHPER family.

In your 17 years of membership, your engagement continues to be committed and meaningful. Your contribution to the ACHPER Victoria Board, national journal editorial team and ACHPER Victoria’s Tertiary Education and Research portfolio is significant and highly purposeful.

In addition to your esteemed academic career, you continue to significantly contribute to building practice excellence in physical education, through teacher education and provision of professional learning for ACHPER. Your patience and kindness in mentoring students and teachers is evidence of your desire to contribute to the development of others.

John, ACHPER Victoria and ACHPER members greatly benefit from your positivity, insight and generous contribution. It gives us immense joy to see your efforts recognised in the awarding of this ACHPER Fellowship.”



OBJECTIVE 6: ENGAGE AND LOBBY KEY STAKEHOLDERS

The ACHPER Victoria team meet regularly with key stakeholders such as The Department of Education, the Victorian Curriculum and Assessment Authority, Sport and Recreation Victoria, School Sport Victoria and many state sporting associations, health agencies and other commercial and NFP organisations working in the health and physical activity sector.

Key outcomes of our stakeholder relationships in 2018 were:

- Sport Australia - collaboration to develop resources addressing Physical Literacy in schools.
- Sport and Recreation Victoria - additional funding to develop teacher professional learning addressing LGBTI and inclusion in HPE and school sport.
- VicHealth - collaboration to present to state sporting associations who received funding in the 2018 Growing Participation in Sport funding round.
- Victorian Responsible Gambling Foundation – ACHPER Victoria provided feedback on their ‘Love the Game’ schools education program
- Victorian School Sport Council – attended meetings and contributed to discussion throughout 2018
- Deakin IPAN Transform Us! – we have provided ongoing advice and dissemination of information.
- The following organisations collaborated with ACHPER Victoria in 2018 in creating #TOTW content: Eating Disorders Victoria, Life Saving Victoria, the Victorian Curriculum and Assessment Authority and Deakin IPAN Transform Us!

Portfolio groups

In 2011 the ACHPER Victoria board established portfolio groups to support the associations strategic work. In 2018 the portfolio structures were reviewed and realigned with current strategic priorities. Below is an outline of the portfolio framework.

2018 PORTFOLIO GROUPS				
Portfolio Title	Finance, Governance & Human Resources	Schools	Tertiary Education & Research	Allied Stakeholders
Chair	Peter Wright	Paula Parkin	Amanda Mooney	Peter Wright
Board	Vacant	Chloe Dew	Tony Watt	Kate Simpson
Portfolio members (non-board)	Mark Collard Wendy Powson Trevor Robertson	Sapna Sachdeva Mark Quinlan Sharna Spittle	John Quay Trent Brown	Meghan Mayman Rayoni Nelson Lynne Sheehan Steve Harvey
Staff member/s	Christina Harry Hilary Shelton	Adriana Hlede Bernie Holland	Bernie Holland Hilary Shelton	Hilary Shelton Bernie Holland
Purpose statement	To review and make recommendation to the board about financial reporting, budgets, risk management, policy development, corporate governance and human resources.	To envision and enact initiatives which support the needs of teachers and schools to deliver high quality health and physical education.	To envision and enact initiatives which support ACHPER's involvement in the preparation and ongoing development of teachers, research activities and dissemination of knowledge.	Through proactive relationships and lobbying with key stakeholders we will develop a community to support and encourage practice excellence in HPE.
Key outcomes for 2018	Recommended and monitored updated financial controls. Implemented constitution review. Supported ongoing staff performance appraisal process. Instigated insurance review. Made recommendations to the board for increased resourcing in key operational areas.	Establishing portfolio composition Greater awareness of breadth of topics and narrowing of focus is required. Commencement of membership strategy discussions.	Ongoing consideration of evidence base for quality professional learning. Recommendations for increased pre-service teacher engagement. Continued facilitation of program leaders' network which provides critical updates and access to industry insights. Sourcing of international academic to present 2019 Melbourne University/ACHPER Victoria Fritz Duras lecture.	Established portfolio composition Instigation of mapping stakeholder engagement in projects within ACHPERs scope. Sharing and increased awareness of stakeholder projects.



Membership & Awards

Fellows & Life Members

Sandy Allen-Craig	Fellow	Anne Morgan	Fellow	Josephine Anwin	Life Member
Janice Arney	Fellow	Pat Nagle	Fellow	Eunice Gill ^(dec)	Life Member
Camille Bradley	Fellow	David Parkin OAM	Fellow	Lambert G Hamilton ^(dec)	Life Member
Trent Brown	Fellow	Garry Powell	Fellow	Chris Hickey	Life Member
Colin Davey ^(dec)	Fellow	John Quay	Fellow	Lorna McConchie ^(dec) ...	Life Member
Brian Dixon	Fellow	Michael Reynolds	Fellow	Elaine M Murphy	Life Member
Neil Evans	Fellow	Brian Safe ^(dec)	Fellow	Merlyne Nagle ^(dec)	Life Member
Helen Fraser	Fellow	Roy Sandstorm	Fellow	Brian Nettleton ^(dec)	Life Member
Peter Fryar ^(dec)	Fellow	Brendan Smith	Fellow	Frank Pyke ^(dec)	Life Member
Ian Gittus ^(dec)	Fellow	David Smyth	Fellow	Peter Reichenbach OAM	Life Member
Margaret Horton	Fellow	Kevin Soulsby	Fellow	Patricia Robertson	Life Member
Judy Jones	Fellow	Dennis Stanton	Fellow	Lynne Sheehan	Life Member
John Kilpatrick	Fellow	Peter Swan	Fellow	Jeff Walkley	Life Member
Norman Lacy	Fellow	Richard Tinning	Fellow	Albert W Willee ^(dec)	Life Member
David Lawson	Fellow	Bill Walker	Fellow		
Naomi Lind	Fellow	Elizabeth Walpole ^(dec)	Fellow		
Thomas Mann ^(dec)	Fellow	Peter Wright	Fellow		

Years of Membership Recognition

Ben Appleford	5 Yrs	Warren James	10 Yrs	Garry Powell	30 Yrs
Nicholas Brook-Anderson	5 Yrs	Kerrin McCrum	10 Yrs	Nadine Richards	30 Yrs
Heather Douglass	5 Yrs	Ab Tornatora	10 Yrs	Alison Gribble	40 Yrs
David Gow	5 Yrs	Bronwyn Wearne	10 Yrs		
Sue Grad	5 Yrs	James Will	10 Yrs		
John Johnson	5 Yrs	Michael Woolhouse	10 Yrs		
Kristina Khoo	5 Yrs	Kimberley Saxon	15 Yrs		
Adam Klan	5 Yrs	Bradley Child	20 Yrs		
Sarah Pizzoferrato	5 Yrs	David Cuzens	20 Yrs		
Celine Quek	5 Yrs	Lisa Hurst	20 Yrs		
Sophie Shopov	5 Yrs	Paul Lindsay	20 Yrs		
Thomas Skinner	5 Yrs	Graham Matthews	20 Yrs		
Pam Tibballs	5 Yrs	Hans Pederson	20 Yrs		
Garry Whicker	5 Yrs	Kathryn Wilcox	20 Yrs		
Stacey Armstong	10 Yrs	Trent Brown	25 Yrs		
Paul Boraston	10 Yrs	Grant Sargent	25 Yrs		
Cindy Chalmers	10 Yrs	Kristen Waldron	25 Yrs		
Geoff Cunningham	10 Yrs	Shane Bertrand	25 Yrs		
Kimberley Elliot	10 Yrs	Jackie Bell-Warren	30 Yrs		

Honour Awards 2018

These awards recognise individuals who have demonstrated dedication, passion and service to the advancement of Health and Physical Education in Victoria and who have done so with a strong connection to ACHPER Victoria.



2018 Recipient

Katherine Jones

Katherine has been part of the ACHPER community since 2001 when she became a member. Since establishing her expertise in teaching secondary health and physical education Katherine has provided consistent and valuable support and advice to ACHPER Victoria and the broader profession through presenting at our conferences, workshops and contributing as a writer to our VCE trial exam and SAC resources. Her main contributions have been in both the VCE PE and HHD space and this double talent is a rarity. Katherine has also played a role in the governance of ACHPER Victoria while serving on the board from 2006 -2011 and has mentored other teachers as they establish themselves as ACHPER presenters.

Katherine has provided expertise to highly regarded organisations such as Oxfam and Transport Accident Commission in the development of their curriculum resources and in doing this and all her other contributions is a strong advocate for ACHPER.

Katherine, we would like to thank you for your ongoing support and professionalism. You are someone with great integrity who provides ACHPER Victoria with valuable expertise in an honest, reliable manner and without compromise to quality or professionalism. We know when we call on you, you'll do your best to say yes and we want you to know this does not go unnoticed. We are incredibly grateful for all you do for us and the profession of teaching.

Past Recipients

2017

Dr Helen Brown
Mark Corrie
Nerida Mathews

2016

Jacqui Peters
Andy Hair
Ray Breed

2015

James Guthrie
Wayne Judge

2014

John Hazlett
Marilyn John
Mary Wilson

Excellence in Teaching Awards 2018

Health & Physical Education Teacher of the Year

This award is open to ACHPER members who are currently practicing (part or full time) primary and secondary teachers in Victorian schools teaching within ACHPER's areas of focus being health education, physical education, recreation and outdoor education.

Nominees must demonstrate excellence in relation to their professional knowledge, practice, innovation and engagement in the teaching of physical education, health education, and/or outdoor education. The criteria for these awards is based on the AITSL Professional Standards for Teachers and nominations will be assessed by a judging panel.

ACHPER Victoria HPE Teacher of the Year (Primary F-6)

Christina Polatajko

Newbury Primary School

ACHPER Victoria HPE Teacher of the Year (Secondary 7 -12)

Richard Allan

Melba College

Innovative Program Award (Primary F - 6)

Innovative Program Award (Secondary 7-12)

These awards are open to any Victorian primary school or secondary school demonstrating overall excellence in the following criteria as it relates to ACHPER's areas of focus being health education, physical education, recreation and outdoor education. The school must have at least one staff who is a current ACHPER member.

The innovative program does not necessarily have to comprise the entire Health and Physical Education curriculum but may focus on one or more parts of it. The program should be original and innovative in approach and have completed at least one full cycle of implementation, including evaluation, to be considered.

A program might be something developed across the entire school or focus on one, or two, year levels or possibly across a group of schools within a network. It might be focused on a particular target group of students or on a specific aspect of the HPE curriculum e.g. swimming, sedentary behaviour, SEPEP etc.

Not awarded in 2018.

Tertiary Awards 2018

2018 Award for Most Outstanding Graduating Student - Program Award

Matthew	Rawnsley	<i>Australian Catholic University</i>	Bachelor of Exercise and Sports Science
Josh	Holt	<i>Deakin University</i>	Bachelor of Health & Physical Education
Anita	Coffa	<i>Deakin University</i>	Bachelor of Health & Physical Education
Tom	Crawford	<i>Federation University Australia</i>	Bachelor of Health and Physical Education
Hayley	Boxall	<i>Federation University Australia</i>	Bachelor of Health and Physical Education/Bachelor of Outdoor and Environmental Education
Sarah	Wilson	<i>La Trobe University</i>	Bachelor of Outdoor and Environmental Education
Kate	Sloan	<i>La Trobe University</i>	Bachelor of Physical & Health Education
Maddison	Jansen	<i>La Trobe University</i>	Bachelor of Physical & Health Education
Katherine	Crow	<i>Monash</i>	Bachelor of Primary/Secondary Education (Health and Physical Education)
Caillan	Symons	<i>Monash</i>	Bachelor of Secondary Education (Health and Physical Education)
Eugene	Pring	<i>RMIT</i>	Bachelor of Applied Science (Health and Physical Education)
Georgia	Campbell	<i>Victoria University</i>	Bachelor of Education (Primary Physical Education)
Stuart	Mulholland	<i>Victoria University</i>	Bachelor of Physical Education and Sport Science
Clarissa	Valkovic	<i>Victoria University</i>	Master of Teaching Secondary (Primary Physical Education)
Mark	Jansz	<i>Victoria University</i>	Master of Teaching Secondary (Health Education)
Tamara	Riddell	<i>Victoria University</i>	Bachelor of Education

2018 Award for Most Outstanding Graduating Student - Specialist Studies

Eilish	Flagg	<i>Australian Catholic University</i>	Bachelor of Education (Primary) Specialist Area: Health and Physical Education
Trent	Hill	<i>Deakin University</i>	Bachelor of Education (Primary) - Warrnambool Specialist Area: Physical Education
Peter	Hannan	<i>Deakin University</i>	Bachelor of Education (Primary) Specialist Area: Physical Education
Joshua	Loader	<i>Deakin University</i>	Bachelor of Education (Primary) - Geelong Specialist Area: Physical Education
Bianca	Bell	<i>La Trobe University</i>	Bachelor of Outdoor Education (Extended) Specialist Area: Recreation/Outdoor Education
Molly	Gould	<i>La Trobe University</i>	Bachelor of Physical & Outdoor Education Specialist Area: Health Education
Susannah	Woolley	<i>University of Melbourne</i>	Master of Teaching (Primary) Specialist Area: Health and Physical Education
Sarah	Ridout	<i>University of Melbourne</i>	Master of Teaching (Secondary) Specialist Area: Health Education
Hayley	Gossow	<i>University of Melbourne</i>	Master of Teaching (Secondary) Specialist Area: Physical Education
Edin	Selimovic	<i>University of Melbourne</i>	Master of Teaching (Secondary) Specialist Area: Physical Education

2018 Award of Distinction for Most Outstanding Research

Erin	Walklate	<i>Victoria University</i>	Masters of Education
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Financial Report

Overall profit for 2018 was \$74,984 and 2018 income was 10% higher than the previous year.

The main contributors to increased income were funded projects undertaken with Sport Australia and Department of Health and Human Services: Sport and Recreation Victoria and higher sales results for our VCE resources. It is likely increased marketing and communications and early release of Trial Exams and Sample SACs drove the 22% rise in Trial Exam sales and 134% rise in Sample SACs sales.

Professional learning event attendees increased to almost 900 across 2018. Annual conference delegates were lower than the previous year and this is possibly a reflection of the increasing delegate numbers at our single day Primary HPE and Secondary/VCE HPE conferences which are held in June.

ACHPER Victoria is in a strong financial position at year end 2018 and will continue to leverage off this to drive strategic outcomes for 2019 and beyond.

**THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643**

FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
31 DECEMBER 2018**

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THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED
31 DECEMBER 2018

	Note	2018 \$	2017 \$
Revenue	3	1,313,573	1,193,639
Administration expense		(136,263)	(151,347)
Employee benefits expense		(601,037)	(532,288)
Depreciation expense		(11,826)	(2,448)
Membership expense		(53,478)	(53,672)
Professional development expense		(41,916)	(63,869)
Project expense		(392,987)	(338,401)
Other expense		<u>(1,082)</u>	<u>(535)</u>
Current year surplus/(loss) before income tax		74,984	51,079
Income tax expense		<u> </u>	<u> </u>
Current year surplus/(loss) after income tax		<u>74,984</u>	<u>51,079</u>
Retained surplus at the beginning of the financial year		<u>453,810</u>	<u>402,731</u>
Retained surplus at the end of the financial year		<u><u>528,794</u></u>	<u><u>453,810</u></u>

**THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643**

**ASSETS AND LIABILITIES STATEMENT
AS AT
31 DECEMBER 2018**

	Note	2018 \$	2017 \$
CURRENT ASSETS			
Cash and cash equivalents	4	372,076	142,078
Other financial assets	5	269,127	351,975
Trade and other receivables	6	33,020	128,536
TOTAL CURRENT ASSETS		<u>674,223</u>	<u>622,589</u>
NON-CURRENT ASSETS			
Property, plant and equipment	7	87,602	10,756
TOTAL NON-CURRENT ASSETS		<u>87,602</u>	<u>10,756</u>
TOTAL ASSETS		<u>761,825</u>	<u>633,345</u>
CURRENT LIABILITIES			
Trade and other payables	8	163,169	138,586
Provisions	9	69,862	40,949
TOTAL CURRENT LIABILITIES		<u>233,031</u>	<u>179,535</u>
TOTAL LIABILITIES		<u>233,031</u>	<u>179,535</u>
NET ASSETS		<u>528,794</u>	<u>453,810</u>
MEMBERS' FUNDS			
Retained Profits		528,794	453,810
TOTAL MEMBERS' FUNDS		<u>528,794</u>	<u>453,810</u>

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED
31 DECEMBER 2018

	Retained Earnings	Total
	\$	\$
Balance at 1 January 2017	402,731	402,731
Surplus attributable to the entity	51,079	51,079
Other comprehensive income	-	-
Shares issued	-	-
Balance at 31 December 2017	453,810	453,810
Surplus attributable to the entity	74,984	74,984
Other comprehensive income	-	-
Shares issued/(forfeited)	-	-
Balance at 31 December 2018	<u>528,794</u>	<u>528,794</u>

**THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643**

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED
31 DECEMBER 2018**

	Note	2018 \$	2017 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Project and conference funds received		526,455	467,731
Membership subscriptions received		87,045	81,843
Operating grants received		278,221	231,150
Other receipts		524,146	359,918
Payments to suppliers and employees		(1,195,540)	(1,194,852)
Interest received		11,081	8,424
		<u> </u>	<u> </u>
Net Cash provided by operating activities	10	<u>231,408</u>	<u>(45,786)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from/(payment for) investments		82,848	-
Payments for purchase of property and equipment		(84,258)	(1,244)
		<u> </u>	<u> </u>
Net Cash provided by (used in) investing activities		<u>(1,410)</u>	<u>(1,244)</u>
Net increase (decrease) in cash held		229,998	(195,359)
Cash at the beginning of the year		<u>142,078</u>	<u>337,437</u>
Cash at the end of the year	4	<u><u>372,076</u></u>	<u><u>142,078</u></u>

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2018

Note 1: Statement of Significant Accounting Policies

This financial report is special purpose financial report prepared in order to satisfy the financial reporting requirements of the *Associations Incorporation Reform Act 2012 (Vic)* and the *Australian Charities and Not-for-profits Commission Act 2012*. The committee has determined that the Association is not a reporting entity. The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where specifically stated, current valuation of non-current assets. The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in preparation of this financial report.

a. Cash and Cash Equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of three months or less.

b. Income Tax

The income tax expense (revenue) for the year comprises current income tax expense (income).

The association does not apply deferred tax.

Current income tax expense charged to the profit and loss is the tax payable on taxable income calculated using applicable income tax rates enacted, or substantially enacted, as at the end of the reporting period.

Current tax liabilities (assets) are therefore measured at the amounts expected to be paid to (recovered from) the relevant taxation authority.

The Association is exempt from paying income tax by virtue of Section 50-45 of the Income Tax Assessment Act, 1997. Accordingly, tax effect accounting has not been adopted.

c. Property, Plant and Equipment

Leasehold improvements and office equipment are carried at cost less, where applicable, any accumulated depreciation.

The depreciable amount of all property, plant and equipment is depreciated over the useful lives of the assets to the association commencing from the time the asset is held ready for use. Leasehold Improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

d. Employee Entitlements

Provision is made for the Association's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits have been measured at the amounts expected to be paid when the liability is settled.

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2018

Note 1: Statement of Significant Accounting Policies (cont.)

e. Provisions

Provisions are recognised when the Association has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured. Provisions are measured at the best estimate of the amounts required to settle the obligation at the end of the reporting period.

f. Impairment of Assets

At the end of each reporting period, the entity reviews the carrying values of its tangible and intangible assets to determine whether there is an indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying amount. Any excess of the asset's carrying value over its recoverable amount is recognised in the income and expenditure statement.

g. Revenue

Revenue is brought to account when received and to the extent that it relates to the subsequent period it is disclosed as a liability.

Grant Income

Grant income received, other than for specific purposes, is brought to account over the period to which the grant relates.

Deferred Income

Unspent grant income received in relation to specific projects and events is not brought to account as revenue in the current year but deferred as a liability in the financial statements until spent for the purpose received.

Capital Grants

Grant Income received relating to the purchase of capital items is shown as Unamortised Capital Grant and brought to account over the expected life of the asset in proportion to the related depreciation charge.

Interest Revenue

Interest revenue is recognised using the effective interest rate method, which for floating rate financial assets is the rate inherent in the instrument.

Donations

Donation income is recognised when the entity obtains control over the funds which is generally at the time of receipt.

All revenue is stated net of the amount of goods and services tax (GST).

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2018

Note 1: Statement of Significant Accounting Policies (cont.)

h. Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO). Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the assets and liabilities statement.

	2018	2017
	\$	\$
Note 2: Income Tax Expense		
Prima facie tax payable on operating profit at 30% (2017: 30%)	74,984	51,079
Less tax effect of:		
- non-taxable member income arising from principle of mutuality	<u>(74,984)</u>	<u>(51,079)</u>
Income tax expense	<u><u>-</u></u>	<u><u>-</u></u>
Note 3: Revenue		
Operating Activities		
- Membership Subscriptions	87,045	95,924
- Operating Grants	278,221	246,150
- Other Income	281,194	204,132
- Professional Development Income	144,343	155,787
- Conference	377,936	436,080
- Project Income	134,019	47,142
- Interest Income	10,815	8,424
	<u><u>1,313,573</u></u>	<u><u>1,193,639</u></u>
Note 4: Cash and cash equivalents		
Cash at Bank	371,773	142,047
Petty Cash	303	31
	<u><u>372,076</u></u>	<u><u>142,078</u></u>
Note 5: Other financial assets		
Term Deposits - maturity greater than 3 months	<u>269,127</u>	<u>351,975</u>
	<u><u>269,127</u></u>	<u><u>351,975</u></u>
Note 6: Trade and other receivables		
Trade receivables	22,333	120,943
Prepayments	10,006	6,646
Accrued Income	681	947
	<u><u>33,020</u></u>	<u><u>128,536</u></u>

**THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643**

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2018**

	2018	2017
	\$	\$
Note 7: Property, plant and equipment		
Office Equipment - Original Cost	107,106	22,848
Less accumulated depreciation	(19,504)	(12,092)
	<u>87,602</u>	<u>10,756</u>
Note 8: Trade and other payables		
Current		
GST Payable	30,767	25,587
Trade Creditors	41,898	89,159
Sundry creditors and accruals	90,504	23,840
	<u>163,169</u>	<u>138,586</u>
Note 9: Provisions		
Current		
Employee Entitlements	<u>69,862</u>	<u>40,949</u>
Non-Current		
Employee Entitlements	<u>-</u>	<u>-</u>
Note 10: Reconciliation of Cash Flow from Operations with Profit from Ordinary Activities after Income Tax		
Profit after income tax	74,984	51,079
Cash flows excluded from operating profit attributable to operating activities		
Non-cash flows in profit		
- Depreciation	11,826	2,448
- Loss (Profit) on sale	(4,414)	145
Changes in assets and liabilities;		
- (Increase)/decrease in trade and other debtors	95,516	(34,471)
- Increase/(decrease) in trade and other payables	24,583	(56,551)
- Increase/(decrease) in provisions	28,913	(8,436)
Net cash provided by Operating Activities	<u>231,408</u>	<u>(45,786)</u>

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 DECEMBER 2018

	2018	2017
	\$	\$
Note 11: Operating Lease Commitments		
Operating leases contracted for but not recognised in the financial statements		
Payable - minimum lease payments:		
- no later than 12 months	38,295	27,880
- between 12 months and five years	46,250	-
- greater than five years	-	-
	<u>84,545</u>	<u>27,880</u>

The Association has a property lease commitment, it is a non-cancellable operating lease with a three-year term, with rent payable monthly in advance. The lease has an option to renew and expires 30 July 2020. The lease has 27 months remaining.

THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.
ABN 23 911 016 643

STATEMENT BY MEMBERS OF THE COMMITTEE
FOR THE YEAR ENDED
31 DECEMBER 2018

The Committee has determined that the Association is not a reporting entity and that this special purpose report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee of The Australian Council for Health, Physical Education and Recreation Victorian Branch Inc.:

a) the financial statements and notes of The Australian Council for Health, Physical Education and Recreation Victorian Branch Inc. are in accordance with the Associations Incorporation *Reform Act (Vic) 2012* and the *Australian Charities and Not-for-profits Commission Act 2012* , including:

i. giving a true and fair view of its financial position as at 31 December 2018 and of its performance for the financial year ended on that date; and

ii. complying with the *Australian Charities and Not-for-profits Commission Regulation 2013* ; and

b) there are reasonable grounds to believe that The Australian Council for Health, Physical Education and Recreation Victorian Branch Inc. will be able to pay its debts as and when they become due and payable.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:



Chairperson

1 April 2019



Vice President

1 April 2019

**THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.**

**AUDITOR'S INDEPENDENCE DECLARATION UNDER SECTION
60-40 OF THE AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS COMMISSION ACT 2012**

In accordance with the requirements of section 60-40 of the *Australian Charities and Not-for-profits Commission Act 2012*, as auditor for the audit of The Australian Council for Health, Physical Education and Recreation Victorian Branch Inc for the year ended 31 December 2018, I declare that, to the best of my knowledge and belief, there have been:

- i. no contraventions of the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit; and
- ii. no contraventions of any applicable code of professional conduct in relation to the audit.

Sean Denham

Dated:

Sean Denham & Associates
Suite 1, 707 Mt Alexander Road
Moonee Ponds VIC 3039

**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
THE AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
VICTORIAN BRANCH INC.**

Opinion

I have audited the accompanying financial report, of The Australian Council For Health, Physical Education And Recreation Victorian Branch Inc., which comprises the assets and liabilities statement as at 31 December 2018, statement of changes in equity, statement of cash flows and the income and expenditure statement for the year then ended, notes comprising a summary of significant accounting policies and the certification by members of the committee.

In my opinion, the accompanying financial report of The Australian Council for Health, Physical Education and Recreation Victorian Branch Inc. has been prepared in accordance with Div 60 of the *Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act)* including:

- a) giving a true and fair view of the Association's financial position as at 31 December 2018 and of its financial performance for the year then ended; and
- b) complies with Australian Accounting Standards to the extent described in Note 1 to the financial statements, and the requirements of the *Associations Incorporation Reform Act 2012 (Vic)* and Div 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of my report. I am independent of the association in accordance with the *Associations Incorporation Reform Act 2012 (Vic)* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the association's reporting responsibilities under the *Associations Incorporation Reform Act 2012 (Vic)* and the *Australian Charities and Not-for-profits Commission Act 2012*. As a result, the financial report may not be suitable for another purpose. My opinion is not modified in respect of this matter.

Responsibility of the Committee for the Financial Report

The committee of the association are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 of the financial report is appropriate to meet the requirements of the *Associations Incorporation Reform Act 2012 (Vic)* and the *Australian Charities and Not-for-profits Commission Act 2012* and the needs of the members. The committee's responsibility also includes such internal control as the committee determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the committee are responsible for assessing the association's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the committee either intend to liquidate the association or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibility for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the committee.
- Conclude on the appropriateness of responsible entities' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the association's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions that may cause the to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Sean Denham

Dated:

Suite 1, 707 Mt Alexander Road
Moonee Ponds VIC 3039



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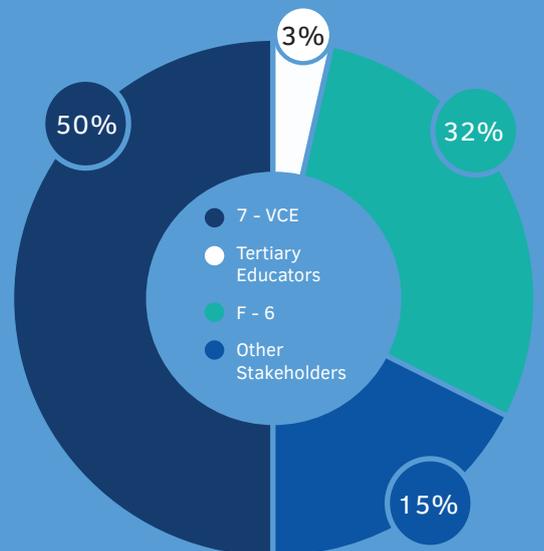
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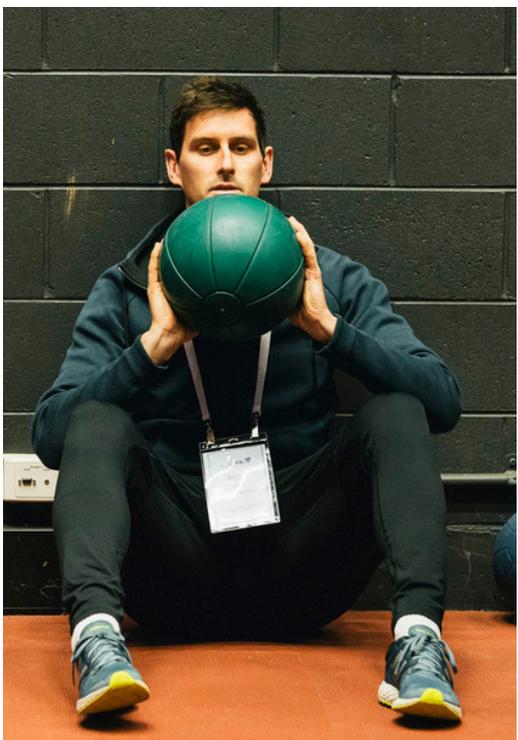
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