

School Sport Australia Student Transition Framework

A national communication and navigation model for classification, representative school sport and onward pathways

Document	Details
Status	Remodelled project deliverable — Version 2.0
Prepared for	School Sport Australia, Member Bodies, schools and project partners
Primary responsibility	Accessible information and navigation for representative school sport pathways
Distribution focus	Teachers, School Sport Units, ACHPER and equivalent education networks
Date	September 2026
Related work	National School Sport and School Representative Sport Inclusion Policy and Guidelines

Framework outcome Students, parents/carers and teachers can readily find clear, trusted and sport-specific information about classification, School Sport Australia representative opportunities and where to obtain further pathway information. The choice to continue remains with the student and family.

1. Purpose

This framework fulfils the Play Well Inclusion Project transition-framework deliverable by setting out how School Sport Australia will communicate and signpost opportunities beyond school sport. It is deliberately designed around the role School Sport Australia can realistically and sustainably perform: provide clear, concise information at a national level, including links to the relevant governing organisations and a visible route into representative school sport for students with a disability.

School Sport Australia does not have ongoing contact with most students after a Championship. It should therefore not create an individual case-management or reporting model that relies on teachers or Member Bodies tracking families after a short representative experience. The more durable approach is to make the pathway understandable before, during and after a student's interaction with representative school sport.

2. Delivery status and project learning

The original project milestone was to design a transition framework by June 2026. Completion was delayed while School Sport Australia developed the related National School Sport and School

Representative Sport Inclusion Policy and Guidelines, including consistent terminology, classification and eligibility education, multiclass competition principles, safeguarding and privacy settings.

The revised framework incorporates this work and adopts a more realistic delivery model. It focuses on system communication and teacher enablement rather than individual tracking, while retaining the ability to use voluntary feedback and aggregate web data to improve resources.

3. National Adaption

National adaptation School Sport Australia will create a national School Sport Australia Inclusion and Classification Pathway Hub. It will not duplicate the work of authorised classification bodies. It will explain the pathway in plain language and direct people to the correct source for sport-specific eligibility, classification and club information.

4. Framework principles

- Information first - Clear information is the core School Sport Australia intervention; families should not need to understand a complex system before knowing where to start.
- Teacher-enabled, family-led - Teachers are the most effective route to students and families, but decisions and actions remain with the student and family.
- No added administrative burden - Communication tools must be short, reusable and capable of being shared through existing school and professional networks.
- Authoritative links - School Sport Australia explains representative school sport and links to the recognised organisation for eligibility, classification, club participation and sport-specific technical requirements.
- Choice, not pressure - Information is offered without implying that a student must pursue multiclass, club, representative or high-performance sport.
- Consolidated National model, local adaptation - School Sport Australia provides a national model and encourages Member Bodies to establish equivalent State or Territory frameworks and processes that are aligned with local school sport structures.
- Accessible by design - Website content, microlearning and downloadable sheets are written in plain language and available in accessible formats.
- External eligibility, classification and competition requirements must be checked with the authorised organisation before publication and at each annual content review.

5. School Sport Australia communication model

The communication model has four connected layers. Each layer uses the same core information so teachers and families receive a consistent message regardless of how they enter the system.

Layer	School Sport Australia action	Primary audience
1. National Hub	Establish a public Inclusion and Classification Pathway Hub on the School Sport Australia website	Teachers, parents/carers, students, Member Bodies and sport partners
2. Teacher Network	Distribute concise updates and resources through School Sport Units, ACHPER and equivalent teacher/professional networks	Teachers, school sport coordinators and school leaders
3. Education and Professional Development	Provide short, practical classification professional development opportunities for teachers and relevant school sport personnel	Teachers, coaches, managers, selectors and administrators
4. Downloadable resources and tools	Publish short information sheets for teachers and parents/carers, designed to be forwarded without further explanation	Teachers, parents/carers and students where appropriate

6. National Representative School Sport Inclusion and Classification Pathway Hub

The Hub should be the single national starting point. It should use clear tiles and plain-language questions rather than policy language. Content should be reviewed annually and whenever a sport's eligibility or competition rules materially change.

Hub section	What the visitor should find
Start here	A simple explanation of inclusion in school sport and the difference between general participation, representative selection, eligibility and classification
Can my student take part?	Information that classification is not required for general participation and an explanation of when it may be required for a classification-based representative event
Classification explained	What classification is, why it supports fair competition, what it is not, and the recognised categories relevant to School Sport Australia sports
Steps to classification	A short step-by-step guide: identify the sport and pathway; read the relevant requirements; collect evidence; apply to the authorised body; understand status, review and timing

Hub section	What the visitor should find
Sport pathways	Current School Sport Australia sports and classification-based opportunities, including links to each Championship's Rules and Guidelines
Where do we go next?	Links to the relevant NSO, NSO-D, State Sporting Organisation, Sport Inclusion Australia or other recognised organisation for club, community, state, national and international information
Learning and downloads	Free professional learning and short downloadable sheets for teachers and parents/carers
Find help	School Sport Australia contact route, relevant Member Body contacts where available, and links to authorised eligibility/classification organisations

7. Communication channels and distribution

The principal distribution route is the teacher network. Teachers and School Sport Units are already trusted by families and can expose the information to students and parents/carers at the point at which interest arises. School Sport Australia material should be easy to forward in a newsletter, email, school website or event communication.

Channel	Use
School Sport Australia website	Permanent hub, news items, sport pages and Championship information links
Direct email to School Sport Units and Member Bodies	Quarterly resource update and notification of material changes
Teacher networks	Distribution through School Sport Units, ACHPER and equivalent professional associations/networks
School Sport Australia Championships and School Sport Australia Games	QR code and webpage link in relevant programs, team information and event communications
Member Body channels	Encourage State and Territory adaptation of the School Sport Australia prototype with local contacts, pathways and selection information
Social and digital communication	Short awareness posts directing users to the Hub; never seek sensitive eligibility or medical information through social media

8. Free classification professional development

School Sport Australia will develop or curate free, short professional development designed for teachers and school sport personnel. It should be practical, optional and capable of completion in approximately 10–15 minutes per module. It is not a classifier training program and does not authorise a teacher to determine eligibility or classification.

Module	Learning outcome
1. Inclusion and representative school sport	Understand School Sport Australia's role, the purpose of inclusion and how to communicate respectfully with students and families
2. Classification and eligibility basics	Distinguish general participation, eligibility and sport classification; understand why diagnosis alone is not a sport class
3. Supporting the next step	Know how to direct a family to the national Hub, the relevant School Sport Unit, Member Body and authorised sport organisation
4. II-1, II-2 and II-3 pathways	Understand the role of Sport Inclusion Australia and the need to use current authorised eligibility information
5. Practical communication	Use inclusive terminology, protect privacy and avoid promising selection, classification or a place in a program

9. Downloadable information sheets

- Teacher guide: supporting a student to explore representative school sport and classification.
- Parent/carer guide: understanding classification and the next steps in school representative sport.
- Student-friendly pathway guide: what choices are available and where to find help.
- Classification quick guide: what it is, when it may be required and who decides.
- II-3 pathway guide: school sport eligibility and the relevant recognised pathways in approved sports.
- Sport-specific pathway sheets for approved School Sport Australia multiclass or classification-based sports.
- Member Body prototype pack: suggested webpage structure, copy blocks and local-link checklist.

Design requirement Each sheet should be no more than two pages, use plain language, include a QR code to the national Hub and provide links rather than reproducing technical eligibility forms or clinical requirements.

10. Responsibility boundaries

Party	Responsibility under this framework
School Sport Australia	Develop and maintain the national Hub, microlearning, information sheets and national representative-school-sport information; keep links current; promote the resources through national channels
Member Bodies	Use, share and where feasible adapt the prototype to their State or Territory setting; provide local representative pathway and contact information; retain control of their selection processes
School Sport Units, schools and teachers	Share relevant information through existing communication channels and support students/families to understand their options. Individual follow-up is optional, not a reporting requirement
Parents/carers and students	Decide whether to explore an opportunity, use the information and contact the relevant organisation. Families remain responsible for applications, registrations and ongoing participation decisions
Authorised sport and eligibility organisations	Determine eligibility/classification where applicable; manage their own processes, requirements, timelines, fees and technical rules
Clubs and local providers	Provide club/community information and manage local entry, participation, adjustments and any membership requirements

11. Club and community participation

Club participation is valuable but is not a delivery responsibility that School Sport Australia can track student-by-student. The National Representative School Sport Inclusion and Classification Pathway Hub will provide links so parents/carers can find the correct sport, State Sporting Organisation, National Sporting Organisation, disability sport organisation or local-provider information. The Hub will clearly state that local program availability, membership, entry, safety arrangements and any adjustments are matters for the receiving organisation.

Where a sport or location has no visible appropriate opportunity, the resource should record the gap for future discussion with the relevant sport partner. School Sport Australia should not promise that a club pathway exists merely because a student has participated in representative school sport.

12. Low-burden monitoring and improvement

Individual tracking after School Sport Australia participation is not required. Teachers should not be asked to complete ongoing reports about family decisions or club participation. School Sport Australia will instead use low-burden, aggregate indicators to understand whether the information is reaching its intended audience and whether it is useful.

Measure	Low-burden method
Reach	Website visits, QR scans, information-sheet downloads and email distribution records
Teacher engagement	Microlearning registrations/completions and optional short post-module feedback
Usefulness	Optional one-minute survey for teachers and parents/carers; periodic feedback through Member Bodies and School Sport Units
System coverage	Annual check of links, approved sport information and Member Body prototype uptake
Service gaps	Voluntary reports of missing information or unavailable pathways, captured without personal student data
Participation context	Use existing Championship and Member Body aggregate multiclass participation data where available; do not create a new individual reporting burden

13. Governance safeguards

- The framework provides information and navigation; it does not guarantee classification, selection, club membership, event entry, funding, transport or progression to a representative or high-performance pathway.
- The use of a website link or information sheet does not transfer responsibility for club delivery, classification, local adjustments or sport-specific technical decisions to School Sport Australia.
- Teachers and Member Bodies are not required to maintain individual student transition records or chase post-Championship outcomes.
- School Sport Australia must not publish a classification label, eligibility advice or sport pathway claim unless it is consistent with the current requirements of the authorised organisation.
- Personal, health and classification information must not be collected through public webpages, email campaigns or social media unless necessary, authorised and managed under applicable privacy and child-safety requirements.
- Future classification-based divisions and sports will be considered individually according to demand, technical rules, partner readiness, workforce capability, safety and financial sustainability. The framework itself does not require every School Sport Australia sport to add a division.

14. Implementation plan

Period	Priority actions	Output
September 2026	Agree content architecture using the NSW model as the prototype; confirm source links with SIA and priority sport partners	Approved Hub map and content plan
October–December 2026	Build national Hub; develop micro-learning modules and core downloadable sheets; circulate prototype to Member Bodies and teacher networks	Pilot national resource suite
January–June 2027	Launch teacher-network communications; embed resource links in relevant School Sport Australia sport and Championship information; invite State/Territory adaptations	National communication rollout
July–December 2027	Review web and learning data; gather voluntary feedback; update content and support approved inclusion pilots such as Boccia and Basketball 3x3	Version 2.1 and implementation report
2028 onward	Annual link check, content refresh and incremental expansion to approved sports and Member Body prototypes	Business-as-usual information pathway

Appendix A — Suggested parent/carers pathway

1. Visit the School Sport Australia National Representative School Sport Inclusion and Classification Pathway Hub.
2. Read the short guide for the relevant sport and identify whether the student is exploring general participation, representative school sport or a classification-based event.
3. Use the Hub link to the appropriate authorised organisation for current eligibility or classification information, if required.
4. Discuss representative school sport opportunities with the school, School Sport Unit or relevant Member Body using the published selection information.
5. Use the linked sport or local-provider information to explore club/community opportunities if the student and family choose to do so.
6. Return to the National Representative School Sport Inclusion and Classification Pathway Hub or contact the named organisation if the family needs to identify the next source of information.

Appendix B — Source and prototype references

[NSW School Sport Unit — Classification](#)

[Sport Inclusion Australia — Included Through School Sport](#) & [Sport Inclusion Australia — Eligibility](#)

[School Sport Australia — Policies](#)

[Australian Sports Commission — Play Well Strategy](#)