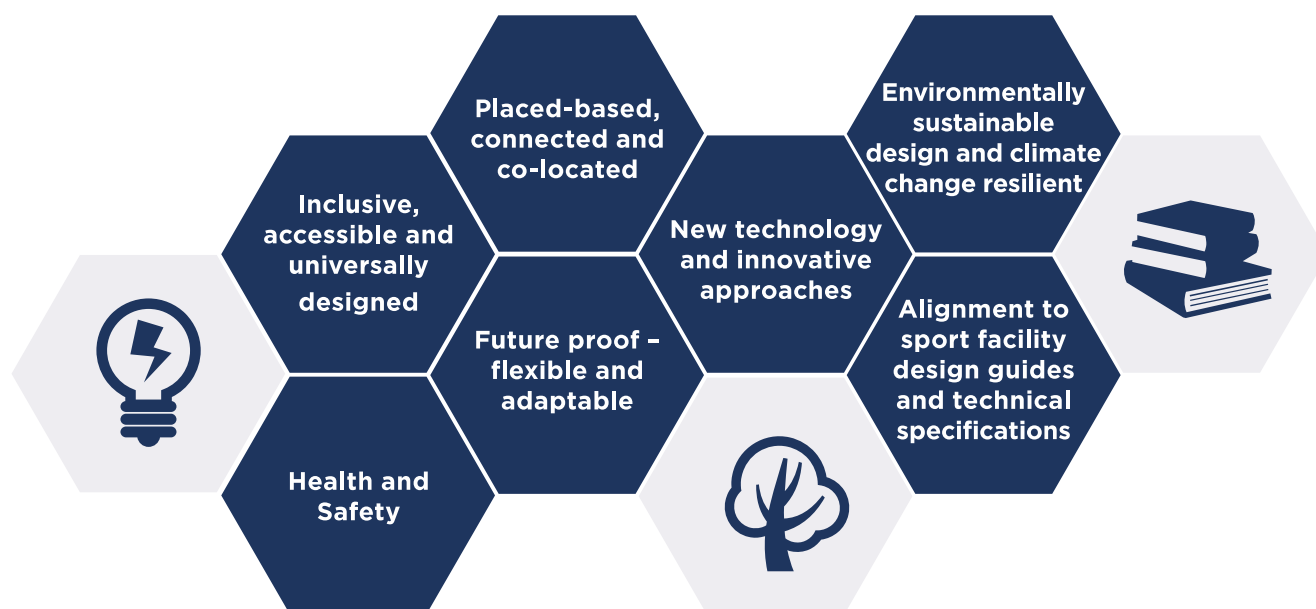


Local Sport Grant Program 2025

Universal Design Principles

Universal Design is about creating an inclusive society. It helps everyone navigate their environment easily and makes them feel that they belong in that place. By requiring all Office of Sport prospective grant applicants to comply with Universal Design Goals and Principles, the public money provided to successful organisations will deliver the ‘best value for money’ outcomes for the community from the government via their proposals.

Applicants should focus on demonstrating industry best practice in project design and development, including but not limited to:



- Project’s capacity to provide increased participation for women and girls, people with disability, First Nations peoples, people from culturally and linguistically diverse communities and LGBTQIA+ people through accessible and inclusive facilities with equitable program offerings.
- Project’s capacity to increase utilisation and user satisfaction.
- The development or upgrade of multi-sport facilities which can also be used for other events that contribute to the local community.
- Addressing significant gaps in facilities and/or demonstrated community need.
- Demonstrate stakeholder engagement, consultation, co-design and support.
- Connecting with Country and/or Designing with Country.
- Partnerships and collaboration which maximise outcomes.
- Sustainable and climate resilient design incorporating consideration of all-weather uplift (i.e., consideration of flood, drought, fire, sun safe and weather conditions that impact on utilisation).
- Provision of quality social infrastructure including safe places that support community.
- Alignment with the infrastructure strategy or plan of the relevant council (local government authority), State Sporting Organisation, and National Sporting Organisation.
- Benchmarked to comparable projects and facilities.
- All designs must comply with National Construction Code.

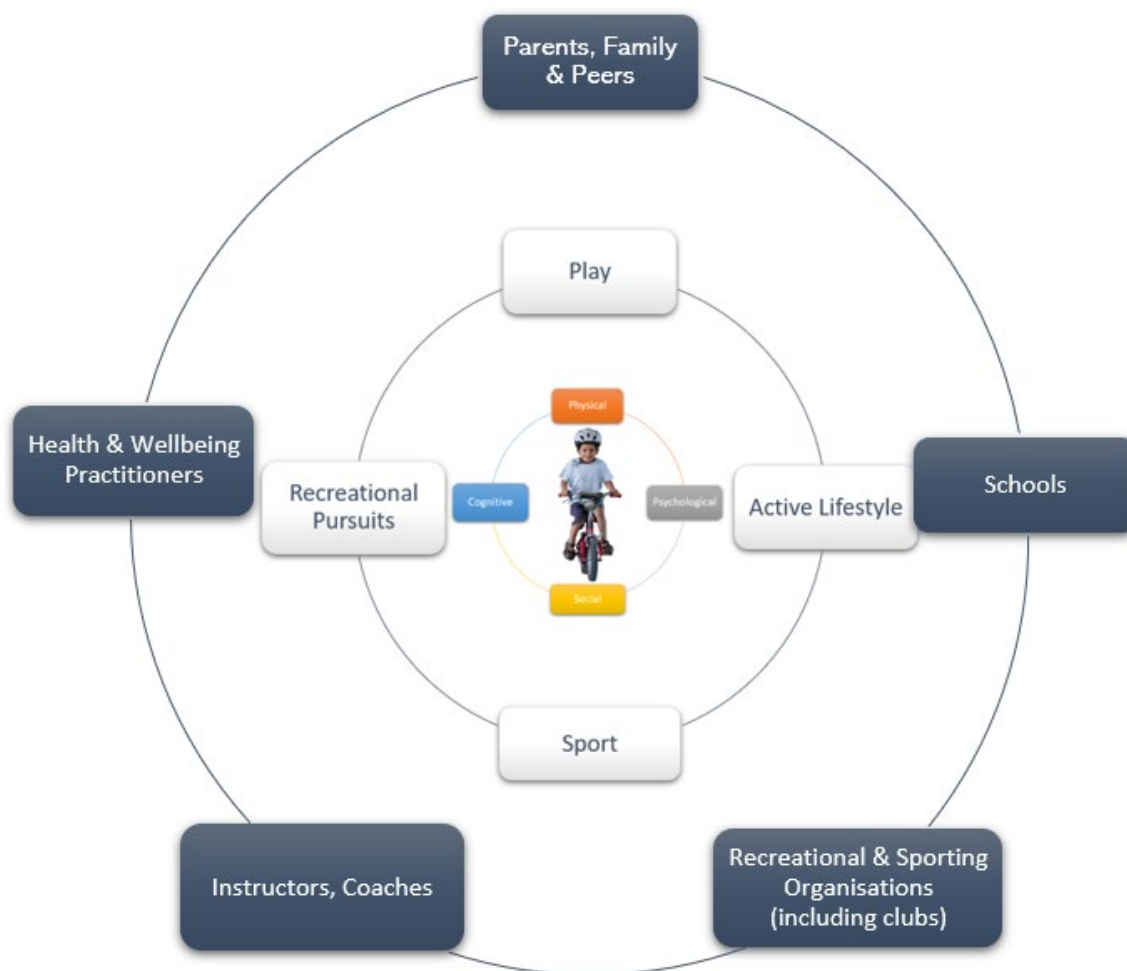
Physical Literacy

Physical literacy is about developing the holistic and integrated skills, knowledge and behaviours that give individuals at all ages, the confidence, competence and motivation to enjoy active and healthy lifestyles and engage in fulfilling play, sport and active recreation.

For children in particular, physical literacy through a complement of developmental learning experiences including free play and guided discovery, is critical in facilitating their Physical, Physiological, Social, and Cognitive development.

- **Physical:** Motor coordination and control, mastery of fundamental movement skills, development of sporting skills, physical fitness and self-expression.
- **Psychological:** Positive and proactive attitudes and behaviours towards being physically active.
- **Social:** Skills and positive and fulfilling interactions with others.
- **Cognitive:** knowledge, self-awareness, self-regulation and decision making.

For more information on the concept of Physical Literacy, please refer to the **Australian Physical Literacy Framework** developed by Sport Australia (https://www.sportaus.gov.au/physical_literacy)



To effectively nurture an individual's physical literacy requires the right fit of stimulus and guidance, opportunity, support and progression at the right time, specific to an individual's level of development, ability, motivation and life-stage (see image below). Within the NSW Office of Sport's FTEM NSW System level resources (See below).

Foundation, Talent, Elite and Mastery NSW (FTEM)

The NSW Government's FTEM (Foundation, Talent, Elite and Mastery) NSW Participant and Athlete Framework (see image) provides an inclusive, practical and progressive blueprint and guidance for all stakeholders including parents, teachers and coaches to facilitate an individual's physical literacy and expression and enjoyment within sport and recreational physical activity, across the life span continuum. The complement of progressive Foundational levels of FTEM NSW to support the acquisition and application of physical literacy are unpacked further in the image below.



Within the NSW Office of Sport's FTEM NSW System level resources (See [https://www.sport.nsw.gov.au/sites/default/files/2021-08/FTEM NSW Systems Overview Full Version with all levels.pdf](https://www.sport.nsw.gov.au/sites/default/files/2021-08/FTEM%20Systems%20Overview%20Full%20Version%20with%20all%20levels.pdf)) , you can find detailed information specific to each FTEM level which is further unpacked ecologically at an individual (required integrated holistic competencies), *environmental* (i.e., schools, parents, coaches etc) and system level, providing evidence-based and integrated advice and recommendations.

For more information on the NSW Government's **FTEM NSW framework** and aligned resources for parents and children, please visit <https://www.sport.nsw.gov.au/pathways-and-development/resources-and-tools>

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