

New Zealand Secondary Schools' Sports' Council Inc.

Annual Report 2006



New Zealand
Secondary Schools
Sports Council

New Zealand Secondary Schools' Sports' Council Incorporated

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New Zealand Secondary Schools Sports Council Inc. Mission and Strategic Plan 2006 - 2009

Mission: Fostering healthy participation and achievement in quality secondary school sport.

New Zealand Secondary Schools Sports Council Inc. is the sports service organisation that co-ordinates, promotes and protects secondary school sport for students. It has been established, by schools, to act as guardian of the heritage and the values of secondary school sport for all students. It represents and is accountable to every New Zealand secondary school and to all students.

Strategic Objectives 2006 – 2009

1. To co-ordinate quality sport provision for all secondary school students:	2. To maintain and increase the participation levels of secondary school students in quality sport:	3. To support those involved in quality sport for secondary school students:	4. To promote quality sport for all secondary school students:
1a. To co-ordinate secondary school sporting opportunities so that they meet the varied needs of students, schools and sports organisations. 1b. To protect core values, such as accessibility and equity, of secondary school sport 1c. To strengthen links between schools and community agencies - national, regional and local. 1d. To improve the entry/exit transitions to and from secondary school sport	2a. To maintain present opportunities and the levels of participation and achievement. 2b. To increase participation in secondary school sports events.	3a. To assist all agencies involved in the provision of quality sport opportunities for young people in secondary school. 3b. To assist regional and school sports co-ordinators in the provision of quality sport opportunities for young people in secondary school. 3c. To assist principals, teachers and community volunteers in the provision of quality sport opportunities or young people in secondary school. 3d. To monitor the quality of events and activities.	4a. To establish a more widespread acceptance of the benefits of quality sport. 4b. To have sport acknowledged as an important part of a young person's education. 4c. To act as an advocate for regional and school sports co-ordinators, for teachers and for community volunteers so that their contributions are valued.

Strategic Initiatives 2006 - 2009

1.1 co-ordinate quality sports opportunities for young people [13-19 years] that will allow them to be involved at their level of ability and interest	2.1 work with SPARC to achieve outcomes that are the strategic priorities of both organisations	3.1 assist SPARC to provide training and support for all secondary school sports co-ordinators, regional secondary school sports directors and secondary school sport development officers	4.1 promote the personal and societal benefits of participation by young people in quality sports programmes
1.2 assist national sports organisations and event organizing committees to offer quality events for secondary school students within a schedule that is acceptable to schools	2.2 assist national sports organisations and event organizing committees to offer a wide range of quality events, available to all students	3.2 provide, with SPARC, professional development forums for secondary school sports personnel on a region, zone and national basis	4.2 promote the importance of secondary school sport and the issues that affect it through local and national media
1.3 use the NZSSSC sanctioning process to maintain the highest standards, both of competition and of equity, in secondary school sport	2.3 assist regional secondary school sports directors and secondary school sport development officers to offer a variety of events to cater for the interests and abilities/disabilities of students	3.3 advocate for secondary school sports co-ordinators, regional secondary school sports directors, secondary school sport development officers, teachers and community volunteers assisting in secondary school sports programmes	4.3 strengthen relationships with Ministry of Education and education support organisations [PENZ, SPANZ, PAC, PPTA, NZEI]
1.4 monitor the quality of presentation of secondary school sports events	2.4 gather, and present to national and regional forums, data on secondary school sports involvement	3.4 work to gain continued improvements in the employment conditions of and the remuneration for secondary school sports co-ordinators, regional secondary school sports directors and secondary school sport development officers	4.4 establish and strengthen strategic alliances between NZSSSC and other agencies e.g. SPARC, MoE, Ministry of Health, Ministry of Social Welfare, Sfrito, tertiary institutions.
1.5 assist national and regional sporting organisations provide training opportunities for secondary school athletes, coaches and officials	2.5 assist SPARC to encourage and facilitate the ongoing self-review of all schools' sports programmes	3.5 lobby for continued growth in Vote Education funding and seek alternative funding that could assist schools in the provision of quality secondary school sport	4.5 participate, on a frequent basis, in forums of principals, sports co-ordinators and community groups throughout the country
1.6 investigate and implement new ways of involving the community in secondary school sport opportunities	2.6 monitor the significance of and the changing roles of volunteers [teachers and non-teachers] in secondary school sport		
1.7 strengthen the links between secondary schools and community sporting agencies, primary schools and tertiary institutions			
1.8 find and disseminate examples of successful initiatives that have smoothed the transition to and from secondary school sport.			

Report from the Chair of NZSSSC Inc.

I am pleased to present the fourteenth annual report of the New Zealand Secondary Schools' Sports' Council and the fourth Annual Report of New Zealand Secondary Schools' Sports' Council Incorporated. [NZSSSC]

We have included

- a statement of financial performance for the year ended 31 January 2007
- NZSSSC Strategic Plan 2006 - 2009
- the topline results from the NZSSSC Representation Census 2006
- a position paper on secondary school sport that was prepared by NZSSSC for Sparc

These provide a summary of another busy year with 153 national or island secondary schools sports events being offered. When the information here is supplemented by the details that are maintained on www.nzsssc.org.nz it is clear that secondary school sport (and its servicing) remains a significant element of both schools' and national/regional sports organisations' programmes.

There have been some pleasing achievements for NZSSSC and for secondary school sport in 2006.

- NZSSSC awarded 5 Life Memberships to Quentin Tapsell, Warren Jowett, Harry Shepherd, Harry Cast and Chris Saunders; all have made a major contribution to NZSSSC and secondary school sport, not least through their work as principals on the Board of NZSSSC.
- There were also 15 Service to Secondary School Sport Awards made. These were to Kate Leebody & Glenda Mann [Netball]; Keri Thomas [Weightlifting]; Ron Bragg [Condor 7s]; Barrie Truman, Kathy Seaward & Grant Jarvis [all Soccer]; Steve Kissick [Rugby]; Raewyn Judson [Softball]; Alec McNab [Athletics] Derry Gobert, Jim Murdoch & Ross Sutherland [all Yachting]; Fred Strachan [Rowing] & Graham Feist [Badminton]. I am pleased to offer my congratulations to these sports volunteers who have done so much, over many years, for young people in secondary school sport.
- Schools, and NZSSSC, welcomed the allocation, by SPARC, of continued funding for sports co-ordinators' positions
- AUT completed, for SPARC, a Best Practice Review of Sport and Physical Activity for Young People aged 13 to 18. NZSSSC was pleased to assist in this, not only in the consultation phase where several members were heavily involved, but also in the preparation and adoption of an NZSSSC Position Paper [attached]. We look forward with interest to the release of Sparc' s response to the AUT paper.
- NZSSSC welcomed and assisted a project from Sfrito that will provide Professional Development System [PDS] pathways and possible qualifications for school based sports co-ordinators. It is very heartening that 82 sports co-ordinators have registered for PDS in 2006.
- NZSSSC has worked with schools using MUSAC, Integris, KAMAR & PCSchool Student Management Systems to assist sports co-ordinators to manage their work more efficiently through software packages; this has already started to pay dividends with a 29% increase [151 to 195] in the number of schools reporting electronically in 2006 c.f. 2005
- The NZSSSC Census for 2006 reports a huge involvement in secondary school sport; it is really encouraging to see the wide and growing range of opportunities in sports and physical activities that are available to and grabbed by young people.
- One of the highlights of the year has been the continuation of a productive relationship with New Zealand Community Trust. Grants of \$53,000 were approved for 2006-07 projects. This has allowed NZSSSC to recommend to the Annual General Meeting that the 2007 NZSSSC Levy be set at the same level as in 2005 & 2006; this in spite of the increasing activity of NZSSSC. We greatly appreciate the support of people from the New Zealand Community Trust and I take this opportunity to thank them publicly for their assistance.
- 100% [427/427] of eligible secondary and composite schools have paid their Annual Levy for 2006.

I am pleased to acknowledge the high quality of secondary school sport that is provided to our students and the substantial commitment of school trustees, principals, teachers and community personnel to this provision. I offer my thanks to all who make any contribution here.

That is not to say that the year was without any difficult moments. There are serious tensions about the timing and the costs brought about by the increasing provision of a range of sporting opportunities for young people; these are exacerbated by the changes in society and in academic requirements.

Sport has become a high profile element of many school programmes and of many individual students' lives and their hopes or expectations; the pressure to succeed in the marquee events increases the need for protection of the ethics that are or should be inherent in school sport. During the year, NZSSSC has grappled with the issue of the apparently growing disparity in performance between schools that have the capacity to attract the best athletes and those that are simply 'blessed' with those whom they have got; we will strive to achieve a policy and practice that is best for all students in secondary school sport.

NZSSSC wants to work even more closely with schools, and with National Sporting Organisations and other providers to manage the highest quality of secondary school sport.

Appreciation

Once again, it is a pleasure to record my thanks to the Board members, to Peter Sharp, our Executive Director, and to the Management Committee for the time and effort given to providing improved opportunities for our young sportsmen and sportswomen.

During 2006 Harry Cast and Chris Saunders resigned from their positions as principals and, therefore, from the Board. Over a very long period, both have made a huge contribution to secondary school sport in their schools, in their regions where both were influential leaders of their colleagues and on the Board of NZSSSC. I thank them and wish them well in their new careers.

I have relinquished my role as Chair of the Principals' Management Committee of College Sport Wellington and, therefore, I will no longer represent Wellington on the Board of NZSSSC; I am pleased to report that Richard Campbell from Paraparaumu College has taken over both roles. I believe NZSSSC has been and will continue to be served very well by the principals who volunteer their time to its important work.

Prue Kelly
Chair

Newsletters 2006.

All Newsletters from 1998 to 2006 are on www.nzsssc.org.nz Newsletters/Archives

Audited Financial Report for the year ended 31 January 2007

GST exclusive

Statement of financial performance for the year ended 31 January 2007:

2006

Income:

86,367	School levies	89,586
35,000	SPARC - investment funding (2006 year)	50,417 ¹
26,782	Grants from New Zealand Community Trust	39,500 ²
14,882	Reimbursements	25,503
128	Advertising	427
139	Interest	2,536
163,298	Total	207,969

Expenditure:

32,863	Conference	31,936
10,020	Directory and Wall Planner	6,357
11,487	Board Meetings	13,884
54,000	Executive Director – salary	54,000
28,000	Office expenses	28,000
28,007	Support (travel, accommodation etc. excl. Board meetings)	26,004
	Data Management	14,322
5,954	Printing	956
3,570	Web Site	2,547
3,856	Communications	4,032
1,442	Subscriptions	1,308
151	Income Tax	-
250	Audit	300
179,600	Total	183,646
<u>24,827</u>	Less 2004 Grants	-
154,773		183,646

8,525	Net Operating Income	24,323
<u>65,980</u>	Accumulated Funds 1/2/2006	<u>74,505</u>
<u>74,505</u>		<u>98,828</u>

Represented by:-

Assets

83,255	Bank of New Zealand	121,228
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Liabilities

8,750	Sparc funding in advance	8,333
	NZCT funding in advance	13,500
	GST	567

<u>74,505</u>		<u>98,828</u>
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¹ Sparc Investment Funding of \$8,333 for 2 months to 31 March 2007 carried forward

² NZCT grant funding of \$13,500 for 3 months to 31 March 2007 carried forward

Secondary Schools Sports Representation Census 2006

Summary of Topline Results

These results show the national pattern of secondary schools sports representation over the last few years. We have made the full figures for a sport available to the national body, while the regional figures have been sent to the offices of the Regional Sports Directors and Regional Sports Trusts.

NZSSSC is extremely grateful, once again, to the sports coordinators in schools who completed the census. Without their help and their care, this information would not be available. We know that it takes time but we have ample evidence of the value of the resulting information that would not otherwise be available. And we are pleased that 'SportSCID', 'Sports Director' & 'KAMAR' have been able to assist you in collecting the data. I know that sports co-ordinators in 195 schools [48% of schools] were delighted to process the information in, literally, seconds. Please call your local Regional Sports Director if you are unsure of how to access these.

It is a tribute to school trustees, principals and, especially, teachers and a large number of community volunteers that New Zealand secondary school sport is such a major element in New Zealand's sporting culture.

Part A: 1. The Number of Students Representing the School in Sport

There was very little change in the number and percentage of New Zealand secondary school students representing their school in sport in 2006 compared with 2005.

	Total	Girls	Boys
1996	131,456	63,213	68,243
1997	136,674	65,036	71,638
1998	135,862	64,186	71,676
1999	139,536	65,818	73,718
2000	139,765	65,899	73,866
2001	141,418	67,112	74,306
2002	139,046	65,824	73,222
2003	144,481	68,661	75,821
2004	146,984	69,238	77,746
2005	145,645	69,290	76,355
2006	146,049	69,279	76,770

(Note: These figures refer to the number of students who represented their school in sport. Thus a student who represents in 1 sport is counted once, as is another student, involved in 4 sports, counted only once here in Part A.)

Part A: 2. The % of Students Representing the School in Sport

	Total	Girls	Boys
1996	57%	52%	60%
1997	57%	54%	59%
1998	56%	53%	59%
1999	55%	52%	58%
2000	56%	55%	59%
2001	57%	55%	60%
2002	55%	53%	58%
2003	55%	53%	58%
2004	55%	52%	57%
2005	54%	51%	56%
2006	53%	51%	56%

It is, still, most encouraging to see high numbers of young people getting the chance to represent their school in sport, it is great to note the quality of the competition that is provided for them and it is reassuring to see the pleasure that it brings to so many, - athletes, teachers, coaches, officials and parents.

Part A: 3. Average number of reported involvements per student

Note:

1. the involvements ratio includes only participating students; it divides the total number of involvements by the total # of individual students who participate .

1996	1.60 reported involvements
1997	1.60 reported involvements
1998	1.76 reported involvements
1999	1.75 reported involvements
2000	1.71 reported involvements
2001	1.67 reported involvements
2002	1.64 reported involvements
2003	1.65 reported involvements
2004	1.64 reported involvements
2005	1.67 reported involvements
2006	1.67 reported involvements

Part A: 4. The Number of Teaching Staff Involved in Sport

40% of the teaching staff is involved in the school sports programme. It is a very large number of people – **9,126 teachers assist in the sports programme.**

We are still concerned about the changing nature of staff involvement. While the numbers remain encouraging there is continued concern that, with other pressures on their time, those teachers who are being counted here are doing less than previously.

But, the good news is that the number of teachers who are identified as coaches (as distinct from managers or liaison people) in one or more sports is the highest on record.

Teachers as Coaches

1996	4,692
1997	5,037
1998	5,013
1999	5,291
2000	5,434
2001	5,246
2002	5,056
2003	5,146
2004	5,393
2005	5,424
2006	5,489

Part B: Sports Leadership Data. Coaching, Managing, Officiating

The previous paragraphs counted the number of separate individuals who were involved in representing their school in sports in 2006 or in servicing this involvement. The following data refers to the total involvement in the programme. So a person involved in netball and tennis counts 2 in this part of the summary.

It can be seen that overall numbers in coaching have dropped slightly c.f. 2005 but the number and proportion of school staff [teachers and non-teachers] has increased. We are not sure whether the continuing decline in student coaches [and officials] is a issue or whether it does no more than reflect the increasing range of sporting and non-sporting commitments of young people.

B1: Coaching

	<u>School Staff</u>	<u>Community</u>	<u>Students</u>
1998	8,600 (43%)	7,303 (37%)	4,050 (20%)
1999	8,794 (41%)	7,699 (36%)	5,008 (23%)
2000	8,786 (43%)	7,489 (37%)	4,196 (20%)
2001	8,523 (43%)	7,485 (38%)	3,946 (19%)
2002	7,658 (40%)	7,435 (39%)	3,900 (21%)
2003	7,910 (41%)	7,709 (39%)	3,976 (20%)
2004	8,026 (41%)	7,868 (40%)	3,690 (19%)
2005	7,994 (42%)	7,596 (40%)	3,610 (19%)
2006	8,120 (43%)	7,285 (38%)	3,544 (19%)

B2: Managing

	<u>School Staff</u>	<u>Community</u>	<u>Students</u>
1998	5,048 (58%)	3,041 (35%)	598 (7%)
1999	5,179 (59%)	2,995 (34%)	588 (7%)
2000	5,288 (57%)	3,429 (37%)	542 (6%)
2001	5,476 (61%)	3,111 (34%)	565 (5%)
2002	5,115 (55%)	3,608 (39%)	507 (6%)
2003	5,386 (56%)	3,751 (39%)	516 (5%)

2004	6,128 (56%)	4,102 (38%)	630 (6%)
2005	6,779 (61%)	3,911 (35%)	465 (4%)
2006	7,505 (62%)	3,874 (32%)	765 (6%)

B3: Officiating

	School Staff	Community	Students
1998	1,213 (24%)	1,410 (28%)	2,414 (48%)
1999	1,348 (22%)	1,506 (25%)	3,260 (53%)
2000	1,617 (26%)	1,679 (27%)	2,861 (47%)
2001	1,428 (23%)	1,686 (28%)	2,952 (49%)
2002	1,314 (23%)	1,574 (28%)	2,786 (49%)
2003	1,298 (24%)	1,526 (30%)	2,536 (46%)
2004	1,204 (21%)	1,808 (31%)	2,742 (48%)
2005	1,172 (26%)	1,334 (29%)	2,079 (45%)
2006	1,268 (28%)	1,302 (29%)	1,959 (43%)

Summary of above

It is pleasing to note that the reduction of involvements of coaches, managers and officials [CMOs] in 2005 c.f. 2004 has been reversed in 2006 with and additional 682 CMOs. There are **35,622** people involvements providing sports experiences for secondary school students but, if there are to be greater numbers of students involved, either through increasing rolls or increased sports activity, we need to have more people servicing this need.

(Repeat: A person involved in netball and tennis counts 2 in this part of the survey.)

	School Staff	Community	Students
1998	14,879 (44%)	11,770 (35%)	7,202 (21%)
1999	15,321 (42%)	12,201 (34%)	8,851 (24%)
2000	15,691 (44%)	12,597 (35%)	7,599 (21%)
2001	15,428 (44%)	12,282 (35%)	7,363 (21%)
2002	14,086 (42%)	12,617 (37%)	7,194 (21%)
2003	14,594 (42%)	13,086 (38%)	7,028 (20%)
2004	15,203 (42%)	13,640 (38%)	6,989 (20%)
2005	15,945 (46%)	12,841 (37%)	6,154 (18%)
2006	16,893 (47%)	12,461 (35%)	6,267 (18%)

Members of the school staff, teachers predominantly but also non-teachers, still provide the largest proportion of sports leadership for secondary school students and, in fact, continued to increase the proportion significantly in 2006; 47% of the coaches, managers and officials taking secondary school sports are found from the school staff.³

N. B. Data for all national sports codes from 1996 to 2006 are available for information or downloading from: www.nzsssc.org.nz

³ Data in 1998 was obtained from schools representing 86.69% of the student population; 1999 data comes from 86.5% of students; 2000 comes from 88.70% of the students, 2001 has a 98.33% return while, for 2002, the return was 99.56%. Data in 2003 was supplied by 98.25% of schools. In 2004, schools with 99.42% of students provided returns. In 2005 & 2006, schools with 99.9% of students provided returns. All data have been extrapolated to provide an indication of the total numbers.

It is acknowledged that there will be some variations caused by a school responding in one year and not another. We are satisfied, however, that the major indications are sound.

Sport for young people 13 – 18 years. 'The role of secondary schools'

The sporting environment for young people at secondary school

New Zealand is, arguably, fortunate that the sporting experiences for young people aged 13 to 18 years, at most age and ability levels and for most codes, are centred on its secondary schools. The major reasons for this historical position are the proven capabilities of secondary schools and, more especially their teachers, to offer quality sports opportunities and through the acceptance, by National Sporting Organisations [NSOs], that school based sport is important to their code for both participation and performance outcomes.

The capability of schools and, subsequently, the acceptance by NSOs has been based on

- the sporting expertise and professional management skills of the schools' teaching staff and, increasingly, of others from the community that schools may enlist,
- the willingness and ability of these people to volunteer their services and
- the decisions of school principals and Boards of Trustees to commit substantial resources to this part of their schools' wider educational programme.

These are discretionary resources; sports provision in schools, as with any such activity, is affected by internal and external factors that, at one time, may enrich it and, at another time, may threaten its very existence.

External factors are often beyond the control of sports administrators who are forced to respond in any way they can. But there are also some elements within sport that are not helpful if the intended outcome is the best possible sporting environment for young people. These should be able to be managed by those who provide sport for young people; it is an area that could be improved and it is a primary focus in this paper.

A significant factor in the provision of sport for young people is the presence of competent, caring adult leadership. Competent, caring adult leadership has the capacity to establish a culture in sport that will eliminate many of the counter-productive factors that are described in this paper.

But adults can also elect, deliberately or by omission, not to act as competent, caring adult leaders in sport; indeed, young people's sport seems to produce more than its share of normally reasonable people turning into unreasoning zealots so that principles that might sensibly be agreed become clouded by personalities and intransigence. This position is more likely to occur when there is lack of clarity on the desired courses of action. For this reason, New Zealand Secondary Schools Sports Council believes that it would be helpful to work towards agreed understandings between all sport providers who offer sporting opportunities to young people.

Recommendation 1:

That, in order to create sporting environments that best meet the varying abilities and interests of young people, Sparc prepares a discussion document outlining protocols and guidelines that could be agreed by all providers of sporting opportunities for young people.

Some of the issues

A. Definition of Sport

There is a confused perception, apparently growing among those who comment on sport for young people, that the word 'sport' is restricted to those seeking high performance and that lower levels of competitive involvement are, somehow, not sport. It seems that, for some, there is a distinction between 'sport' and 'non-competitive (sic) sporting activities'.

This is particularly unhelpful when young people are involved because many of them do not see themselves as being 'A' team aspirants yet they would definitely see themselves as playing sport; clearly, in our opinion at least, a school with 34 Netball teams has 34 teams playing the 'sport' and a group of students who form a team amongst themselves to play indoor cricket, with no intention of training or practising, are playing 'sport'. It is important that these students are identified as sports participants, not least by themselves and by those who provide the opportunities for them but also by others who look on at what they do.

Recommendation 2:

That the following definition be adopted:

'Sport' is a physical activity that is governed by rules and engaged by participants in varying degrees of competition.

B. Should secondary schools offer sports programmes?

Schools, grappling with the demands of the ever-changing curriculum, the expectations of a vibrant society and a diminishing real budget are, quite clearly, asking questions about what they should be providing [or what they are capable of providing] for their students. The answers to these questions could result, in some schools at least, in sport being a casualty, however much this might be regretted. There will be a reduced chance of this happening if those participating in any debate are well informed about the benefits of sport to young people and to society and if they are aware of what may be lost if the community is not able to pick up what they might be considering dropping. In this, as in many other matters, schools should see themselves as central hubs of their community.

We note four key learning outcomes in a recent discussion paper that describes a vision for the future of secondary education:

"Successful students in 2026 will have:

- the capacity to learn*
- the capacity to participate in a future society*
- the capacity to be part of the New Zealand tradition*
- the capacity to value self and others."⁴*

It should not be too difficult to present 'sport' as a vehicle for the achievement of at least one of those learning outcomes. Those who believe that quality sport has the capacity to bring significant societal benefits to need to be on the front foot to allow the chance of its widest potential for good being realised.

Recommendation 3:

That, inter alia, the discussion document referred to in Recommendation 1. seek answers to the following questions:

- Do New Zealanders want secondary schools to continue to provide sport or to opt out of sports provision?*
- Do New Zealand sporting bodies want secondary schools to continue to provide sport or to opt out of sports provision?*
- Do New Zealand educationalists, [BoTs, principals, teachers and officials], want secondary schools to continue to provide sport or to opt out of sports provision?*
- Do New Zealand students want secondary schools to continue to provide sport or to opt out of sports provision?*

⁴ Secondary Futures, "Students First", p6.

- *If schools were to opt out of sports provision, for whatever reason, could local community organisations fill the gap and provide comparable sporting activities for its young people?*
 - *[If yes, it is easily argued that we have not lost the most important element, high quality sporting activities, at a variety of competition levels, for young people.]*
- *If the answer above is no, what will be lost in addition to the loss of the high quality sporting activities for young people?*

C. School or club?

If it is accepted that, as now, schools will offer sports in their programmes, there will continue to be occasions when there is conflict between schools and clubs for the sporting participation of students who attend secondary schools. These occasions are, fortunately, rare but each one, more often than not, results in tensions that are unfortunate. Worse, they will often produce an outcome that will ignore the best interests of the young person and that may be far removed from what was originally intended by any of the parties involved.

In addition to the harm created by wrestling over individual athletes there is a no less serious threat to the provision of sport for young people. Where there is a finite resource [e.g. 15 students attending a secondary school and who want to play hockey] and there are competing parties for their skills, unless one of the parties is much the stronger, or the parties come to some agreement, or luck intervenes, there is a real chance that, with insufficient players in any one organisation to form a team, none of the 15 potential hockey players will be able to play their preferred sport.

Recommendations 4 (i) to 4 (ix):

That,

- i) for most secondary school students, a school setting be the primary setting for sporting opportunities **in team sports**,*
- ii) a secondary school providing an opportunity for a student to compete in sport in a regular [e.g. weekly] sporting competition have first call on the student as long as the school offers a level of involvement/competition/quality that allows the optimum sporting and social development of the student,*
- iii) notwithstanding the significance of traditional school sporting events such as school, regional and national athletics and swimming sports, for most secondary school students, a community [club] or family setting be the primary setting for sporting opportunities in **sports that are based on individual**, as distinct from team, **performance** [for example and not exclusively, track and field, swimming, skiing, cycling, golf, kart sport, shooting, bowls, equestrian],*
- iv) where a school is not able to or does not choose to provide appropriate opportunities for its students to compete in some or any, individual or team, sporting competitions, the school assists its students to communicate with and play for local community club[s] and provides all reasonable access to students for the community club[s],*
- v) a school provide appropriate recognition of students who excel in sports, including those that are based in the community, and, for those events that are available, encourages participation in school regional or national competitions in codes that are more traditionally centred in a community setting [e.g. athletic/swimming sports],*
- vi) a school provide school leavers with advice and guidance about their community sport and physical activity options,*
- vii) a school and local or regional community associations/clubs ensure that they work together to offer sporting opportunities of the highest quality for the young people in their shared community,*
- viii) a school and local or regional community associations/clubs make all reasonable efforts to accommodate what could otherwise be competing commitments on young people [e.g. representative and school commitments, competition scheduling, summer/winter and winter/summer transitions],*
- ix) a school and local or regional community associations/clubs communicate regularly to ensure that they are jointly meeting agreed obligations.*

D. One size won't fit all

It is acknowledged that any agreed national protocol or guidelines will not be capable of covering all situations. If there is acceptance of the principle that each young person's individual sporting development is of major [paramount?] importance, a place will need to be found for mechanisms that accommodate situations, individual, group and regional, that are different from the norm.

Recommendation 5:

That agreed protocols and guidelines contain discretionary clauses with the intention of providing, on a case-by-case basis, opportunity for the sporting needs of all students to be met.

e.g.

- i) *provisions are in place to allow a student to apply to the school for a dispensation to play in a setting other than the school. This provision is available to all students; however it is a particularly important consideration for talented players and for those whose athletic development would not be best served by staying in the school environment. The school agrees that there will be occasions when the teams that it is able to field in any sporting code may not cater for the specific sports development needs of a student and agrees that it will allow dispensations if it accepts that a student's best needs are met elsewhere.*
- ii) *in the event of disagreement between the school and a student over a claim by the latter that the school does not provide a suitable level of competition in a sporting code that it offers and, based on this factor alone, the student wants to play in a community setting, there are appropriate systems in place for the matter to be handled quickly and objectively. These are likely, in the first instance, to involve the relevant local association [RSO]; they will consider the needs of the student as paramount and they should be binding on the school, the community club and the student. If there is still no agreement reached between the parties, the matter will be referred to the national sports organisation that is encouraged to involve NZSSSC.*

E. Inconsistencies within codes and between schools

There may be discord through the various levels of administration within a sport or between schools. What the NSO accepts as a guiding principle may or may not be agreed by its regional bodies and may, even more liberally, be interpreted or ignored by the local clubs. Similarly, individual schools may approve practices that are at odds with what schools collectively have agreed as national guidelines.

Recommendation 6:

That the protocols/guidelines, that will be agreed by all providers of sporting opportunities for young people, include clearly described Codes of Conduct that will apply through sporting codes and through secondary schools.

F. Varied and changing capabilities of event providers

Many NSOs and RSOs are well capable and enthusiastically prepared to do whatever is necessary to ensure that young people in secondary schools receive the highest quality sporting opportunities within a school setting; others are less capable and/or such provision is not a priority for them. Where each code positions itself here is not necessarily a function of size and dollars. Nor is it constant over time.

There is a history, at both national and regional levels, of school-based sports administrators assisting NSOs and RSOs to present the highest quality product. There is also a history of school-based sports administrators becoming frustrated by the lack of commitment of some NSOs and RSOs and, as a result, setting up their own administrations to offer codes that they believe are being poorly served by the relevant NSO/RSO. Uncertainties and inefficiencies may be created when what should have been short-term interventions become entrenched and are perceived, by the school-based administrators themselves or by others, as the optimal form of administration for the code.

Recommendation 7:

That the 'sport owns sport' principle be re-affirmed to make it clear that the responsibility for the development of a sport, at this level as at others, is placed firmly with those who are the guardians of the heritage of the code.

Recommendation 8:

That, without any diminution of the clarity of the principle in Recommendation 7, NSOs and RSOs be encouraged to establish partnerships or relationships with 'Youth Committees' or 'Junior Advisory Boards' or similar. These may include formally constituted 'teacher associations', regional secondary school sports offices or informal groups of teacher volunteers. The recommendation acknowledges the benefits to be gained by enlisting the volunteer support and the expertise that is available from people willing to assist NSOs and RSOs in the presentation of the highest quality sporting experiences for young people.

Recommendation 9:

That, where the NSO or RSO is not capable of or not interested in the provision of high quality sporting opportunities for secondary school teams or individuals, teacher associations, regional secondary school sports offices or informal groups of teacher volunteers be given every encouragement if they wish to provide those opportunities until such time as the NSO/RSO demonstrates appropriate capability and interest. When/if this stage is reached Recommendations 7 & 8 will apply.

G. Diminishing involvement of school-based coaches/officials/managers

There is evidence of a decreasing involvement by secondary school teachers in providing sport for students. Involvement in sporting and physical activity programmes by teaching staff (as with other community members) is a voluntary contribution to the education of young people and it is confronted by a host of challenges. Not only do the issues of workload and increasing age reduce the scale of the offering from those teachers who are involved, but also, young teachers emerging from the teacher training institutions are not replacing those who have been heavily committed over many years.

But, before it is accepted as a given that there will be fewer teachers involved in providing sport for young people, it is important to question whether or not those who promote sports participation have done all that is possible to present, to education policy decision makers, the wider benefits brought through the involvement, by young people, in regular, quality sports and physical activity.

H. The role of Sport in health promotion

Reducing levels of physical skill competencies and, not unrelated to this, increasing concerns about diet and weight management are major concerns. Obesity and its associated health risk factors have rapidly become recognised as global issues of epidemic proportions with governments being pressured into interventions that are afforded high priority and high levels of funding.

In seeking successful interventions, there may be a temptation to accept that what is on offer currently has failed and to look only at new interventions that will be attractive to young people. Sound research and clever thinking will certainly devise new activities that are in tune with the needs of young people today. Sound research and clever thinking will also, however, recognise that sports and sporting activities, presented in formats that match the varied ability and interest levels of young people, still offer an approachable, often appealing avenue for young people to be involved in physical activity and, by this involvement, to be encouraged to consider the implications of healthy diet and sufficient exercise.

The potential for quality sporting opportunities to achieve desired health promotion goals, or, for that matter, any other goals, is limited by its reach. We believe that the decisive factor in the extent of the 'reach' in this context is not that we have arrived at the point where all young people who are likely to be attracted to or 'captured' by sport have been catered for but that we have not had the chance to arrive at that point because of the lack of sufficient 'competent, caring adults'.

The issue and its solution can be found in the basic laws of supply and demand. The shortage of the supply of coaches, managers and officials has diminished and, in some cases, denied the demands, overt and covert, of young people for sport. This could change, or it could be changed but it requires new thinking.

Recommendations 10 (i) to 10 (v):

That

- i) *Sparc, with the assistance of relevant agencies, including the Ministries of Education and Health, other government agencies and NZSSSC, prepare a paper on the individual and societal benefits to be gained by the involvement of young people in quality sporting activities;*
- ii) *this paper be the basis for a revaluation, by education authorities including those in teacher training institutions, of*
 - *the status of sport in the secondary school curricular and co-curricular programmes and*
 - *whether or not sport is reaching its potential in building key physical competencies, positive attitudes to healthy lifestyles, and social capital and*
 - *whether or not education through sport receives the level of servicing that is considered to be appropriate to allow achievable education outcomes to be reached;*
- iii) *in the context of the findings of the revaluation above, a range of measures, designed to encourage involvement by, to coin a phrase, 'more teachers, more often,' be researched and implemented and*
- iv) *again in the above context, a review of the time allocations and teaching practices related to sports education in teacher training institutions be conducted and consequential changes implemented ;*
- v) *the significance of the role of secondary schools sports co-ordinators be reviewed and re-stated;*
- vi) *the professional development needs of secondary schools sports co-ordinators be supported by the promotion and enhancement of the Sfrito 'Professional Development System [PDS] or similar training opportunities.*

I. Rural and remote communities

For several years there have been growing concerns about the difficulties faced by rural communities. For New Zealand's major sports, most of these communities have to cope with small numbers and a difficulty in fielding teams; many of them are considerably distant from main centres where most of the better facilities are located; this adds time and financial difficulties for support personnel in getting their students to sporting events and it brings a real concern that they and their students will, sooner or later, become disenchanted.

Recommendation 11:

That Sparc continue to seek ways to assist the sporting involvement of young people who are living in remote, rural communities where small and decreasing numbers of participants and large and increasing travel distances are contributing to provide exceptional difficulties for those seeking sporting involvements. This investigation and any interventions that result will involve the full range of relevant sector agencies.

The Good News: Best, at least, Really, Really Good Practice

While a major aim of this paper is to prompt discussion on sporting provision for young people in secondary schools and the paper focuses on some difficult matters, the number and scope of which may appear to be depressingly large, we are constantly reminded of and excited by some outstanding work that is currently being performed in schools.

Consideration of these individual case studies provides compelling evidence that some of the major issues that have been identified here are already being expertly addressed in a sample of schools. What has been successful in these schools and the way the outcomes were achieved can be used as models for others. We believe that it is important that such work be acknowledged, that it be added to the collective intelligence on school sport in the community and that it be promoted across all sectors.

A personal brainstorming several moments produced examples such as the following; there will be many similar:

Awatapu College – *Walking Group*
East Coast Region ‘*Sport on the Move*’
Hillcrest High School, Wellington College & Otago Boys’ High School - *clubs*
Onehunga High School – *Push Play*
St Catherine’s College - *Basketball team*
Tauranga Boys’ College - *Titans*
Waimea College – *Sports leadership in Senior PE*

others, others, others.....

Recommendation 12:

That NZSSSC prepare a document of ‘good practice’ and provide this to Sparc, so that it can be made widely available to all schools, national and regional sports bodies, government agencies, local authorities, Members of Parliament and, not least, the media.