

# RUNNING SECONDARY SCHOOL SPORT



# Foreword

Whether it's on the court, on the field, in and on the water, or on our streets and backyards, sport is part of our DNA. And our time at school is often when we will shape the experiences, skills, attitudes and friends that will develop our love of sport and games and set us up for a lifetime in sport and recreation.

More than 145,000 secondary students pull on the school jersey or play regularly in school competitions every year and they are supported by 10,500 school staff, 6000 of them teacher coaches.



This Guide is designed to make your role easier by pointing you to examples of good practice, case studies, templates and tools, to help you do your job. Some of the information you need is in this guide; some has been collated from others in similar positions who have developed great ideas and followed them through; and some is yet to be developed but will be added to the online version of *Running Secondary School Sport* as we source it.

Thanks for your commitment to developing a love of sport in our young people and for your fantastic work in putting together programmes, events and support that will ensure sport continues to be a feature of the school years of our young people, and a significant part of New Zealand's sporting culture.

Roger Wood  
Sport New Zealand

**The role of the sport coordinator, the parent and community volunteers, teachers and all those who support sport in schools is increasingly important and valuable.**



But it's getting tougher to keep sport in the lives of our young people, and school staff are under pressure too. For young people it's NCEA, part-time work, caregiver responsibilities, peer pressure and a wide variety of leisure options. For teachers their workload has increased, they are under the gun to ensure the government's numeracy and literacy targets are landed, there's more reporting, less professional development support and increased parental expectations. And they are often parents too, trying to fit in support for their own kids who are playing sport.

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# Terms and Definitions

TERM	DEFINITION
Annual plan	An implementation document that identifies roles/responsibilities, timelines and tasks. It typically links to a longer-term strategic plan and/or sport plan.
Co-curricular activities	Activities that are outside class time but connected to the curriculum, such as: <ul style="list-style-type: none"> <li>▪ free time/spontaneous play</li> <li>▪ sport and games before and after school, during interval and lunch, through clubs, community groups and inter-school competitions</li> <li>▪ cultural groups e.g. Polyfest.</li> </ul>
Community organisations	Include sport clubs, recreation organisations (e.g. Scouts, Duke of Edinburgh's Hillary Award), territorial authorities (local councils, recreation centres and pools), commercial recreation centres, commercial providers of sport (e.g. indoor sports centres), support organisations (e.g. Rotary, Project K), sponsors of sport, and parents/whānau.
Informal sport	Social or recreational sport without the need to abide by a schedule of competition or activity, and at a time or place of the participant's choosing.
Inter-school	Between secondary schools.
Intra-school	Within the same secondary school.
Participant/athlete-centred approach	This approach requires sport providers to listen to and consider the needs, wants and perspectives of children and young people when planning and implementing programmes. It means recognising and catering for individual differences in terms of development, ability and other factors that may impact on participation.
Physical Education (PE)	Refers to the mandatory element in a school's curriculum concerned with movement and wellbeing. It is implemented in school curriculum time and includes: <ul style="list-style-type: none"> <li>▪ using planned learning experiences based on <i>Health and Physical Education in the New Zealand Curriculum</i></li> <li>▪ opportunities for students to be physically active</li> <li>▪ a variety of relevant and appropriate experiences for learning in, through and about movement.</li> </ul>

TERM	DEFINITION
Sport	Includes organised and informal sport activity during school time and outside school time, and outdoor recreation.
Sport plan	The school's long term sport plan for how to run sport in school. It aligns with the school's overall strategic plan and has a specified term.
Sport staff	Includes sport coordinators, sport administrators, directors of sport, heads of sport.
Strategic plan	A school's overall plan that contains its long-term (3-5 years) objectives and how these objectives will be achieved. It is approved by the Board of Trustees.
Young person-centred philosophy	Ensures young people receive the greatest possible value from their participation and are encouraged to remain participating over time.

ACRONYM	DEFINITION
BOT	Board of Trustees
EOTC	Education Outside the Classroom
MOE	Ministry of Education
NAGs	National Administration Guidelines
NEGs	National Education Goals
NSO	National Sport Organisation
NZSSC	NZ Secondary Schools Sports Council
RAMS	Risk Analysis and Management System
RSD	Regional Sports Director
RSO	Regional Sport Organisation
RST	Regional Sports Trust
SAP	Safety Action Plan
TA	Territorial Authority
TIC	Teacher in charge

# Introduction

## Purpose of this Guide

Sport New Zealand's Running Secondary School Sport is a comprehensive tool designed to assist and guide running sports in secondary schools. It provides practical information and resources to help people involved in managing and organising school sports to prioritise and plan sports that are well run, fun and will ultimately encourage young people to keep participating in sport.

## Who it's for

Sport coordinators, teachers and the key drivers of sport in schools.



## HOW TO USE IT:

The Guide can be used as a complete resource or you can read and use each section on its own depending on the information and resources you need.

**The Guide is split into three sections:**

### 1. THE SCHOOL SPORT ENVIRONMENT

About kids: who influences them to play sport, how they participate and why; how schools fit into the sport sector and the structure of sport in schools; the roles and responsibilities of those involved with managing secondary school sports; and who funds school sports.

### 2. SPORT SUPPORTERS

About the parents, whanau, teachers, coaches, volunteers, peers and community who support young people in sport.

### 3. RUNNING SPORT

How to plan and run secondary school sports; practical information on planning, sport policies, competition delivery, and health and safety requirements.



Relevant resources are linked throughout the Guide and are available online at: [www.sportnz.org.nz/rsss](http://www.sportnz.org.nz/rsss).

# Getting started

Welcome to secondary school sport. Here are a few handy tips and resources to help you get started in your role of managing and organising school sports.

## Your job description

As a member of the sport staff in your school you will be an integral part of developing, coordinating, maintaining and evaluating a strong school sport environment both internally and externally. Your role will include:

- organising school and inter-school sports teams
- organising coaching programmes in school sports
- liaising with community clubs
- managing sports resources and facilities.

The personnel roles within a school's sport staff can vary from school to school. Take a look at the example job descriptions for a [Sport Director](#), [Sport Coordinator](#), [Sport Administrator](#) and [Sport Assistant](#).

## Induction checklist

Your school will have an induction process when you first start in the sport coordinator's role. See an [induction checklist example](#) to help you through that process and to highlight your key tasks.

## Support for you - Regional Sports Directors

Regional Sports Directors (RSDs) are personnel dedicated to supporting you and secondary school sport. They're employed through Regional Sports Trusts (RSTs) and also in dedicated College Sport offices (e.g. College Sport Auckland, College Sport Wellington, School Sport Canterbury, Otago Secondary School Sports Association, Southland Secondary School Sport).

Typically the RSDs:

- are jointly funded by Sport NZ and secondary schools
- are connected to RSTs and the sport resources and personnel they house
- advocate for sport with principals and Boards of Trustees in their regions
- coordinate and deliver a regional calendar of inter-school events
- support the sport coordinator and provide professional learning opportunities
- report to local secondary school principals.

See a [list of RSDs](#) on Sport NZ's website.

## Planning your year

At the end of the year, it's really important to schedule all your school's sport events for the next year and to calendar when you need to start planning for these. For example, you should start planning in November/December for the following year's summer tournament and in April/May for the winter tournament. Your RSD will send you a schedule of event dates.

Every year, the NZ Secondary Schools Sports Council (NZSSSC) puts together an events schedule of all secondary school sporting events and provides updates if things change. Check out the [events calendar on the NZSSSC website](#), and then create your own.

There are plenty of online calendars you can use to customise and help plan your own school's sporting events. Some example online calendars include Google, Outlook and Yahoo. There are also free Word and Excel calendar templates available online to download, for example, check out the [2015 calendar template](#) from [WinCalendar.com](#).

## Sport management systems

There are several electronic student management systems (SMS) that can efficiently manage your school's sporting functions. These include recording player, coach and team information such as including names, contact details, fees, uniforms and much more, as well as print lists that you may require from time to time.

The majority of schools use KAMAR and MUSAC; other systems include PCSchools and Synergetix. Both KAMAR and MUSAC run excellent helpdesks. Ask your school's system administrator for advice.

You also use the SMS to produce the school sport representation census, which is required at the end of each year by the NZSSSC and your RSD. See the NZSSSC website for [how to produce the census](#).

The census asks for information about participation levels in each sporting code as well as information on school coaches, officials and managers. It would pay to start using your SMS to record sport data from **the beginning of the year** and update it regularly throughout the year so that when census time comes around, all the information you require is already in the SMS and you're familiar with using the system.



Resources and templates are available online at: [www.sportnz.org.nz/rsss](http://www.sportnz.org.nz/rsss).



# 1

## The School Sport Environment



School sport management is about good organisation, facilitation and supervision of sports. This means making sure that students are in the right place, at the right time, playing against the right opposition, using the appropriate uniforms and equipment, and supported by dedicated people.

## 1.1 About Kids

To encourage kids to play school sport and to keep participating after they leave, schools need to understand young people, their development needs, and who or what motivates and influences them.

### Ages and stages of development

The sporting needs of children change as they develop not only physically but also emotionally, socially and cognitively. While the majority of children pass through the same developmental phases, each child develops at their own pace. Chronological age is a poor indicator of development and progress, especially in sport.

There is no magic age at which a child is ready to play organised sport. Evidence suggests that success in sport does not depend on how early a child gets involved in sport, but is associated with a child participating when they are optimally ready to participate.<sup>1</sup>

For more information on ages and stages, see [Athlete development - characteristics and needs](#) from Sport NZ's Coach Development Framework.

### Participation patterns and trends

Having fun, quality sport experiences are key factors for young people to stay interested and involved in sport throughout their secondary school years and beyond. Quality experiences include having safe social and physical environments to play sport in, and consistency of sport delivery and communication among sport providers.

The 2013 NZ Secondary Schools Sports Council (NZSSSC) School Sport Representation Census shows that the participation trends established over recent years continue:<sup>2</sup> (continued on following page).

<sup>1</sup>Sport New Zealand 2014, *Good Practice Principles* [online], available URL: <http://www.sportnz.org.nz/managing-sport/guides/good-practice-principles-for-the-provision-of-sport-and-recreation-for-young-people>

<sup>2</sup>NZ Secondary Schools Sports Council 2013, *Representation Census 2013: Participation & Teacher Involvement in Sport by Region* [online], available URL: <http://www.sportground.co.nz/nzsssc/71315/1>

### EXCUSES FOR DROPPING OUT OF SCHOOL

- Sport is no longer important anymore because I can drop it at school
- It's too time consuming
- Sport is boring
- Sport means I miss out on parties and socialising

### REAL REASONS FOR DROPPING OUT OF SPORT

- Friends have dropped out which breaks up teenagers' social circles
- Too scared to play because of the threat of injury
- It's intimidating – being laughed at for lack of ability or making mistakes
- Sport is too competitive
- Seeing unfair play or unsporting conduct

*"The **main** reason [I dropped out] was I wasn't getting any work done and I decided to concentrate more on **studies**..*

*It was always after school and it went on for **two or three hours** and I'd get home at like **7pm** and I'd be all dirty and muddy, have a shower, eat dinner and then go to sleep. I had no **time**."*



19 year-old Female,  
past Touch Player

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)

- Fifty-three percent of students (50% girls; 56% boys) represented their school in sport.
- Teachers still provide the majority of our school sporting leadership but the numbers of teachers involved in coaching and managing continues a slow decline. In 2013, 34% of teachers were involved in coaching, managing or officiating school sport, down 1% from the previous year.
- There are an increasing number of students taking on the coaching role in secondary schools.
- Traditional sports are still very relevant to our schools; rugby and netball had the greatest numbers with almost 30,000 students taking part in each, and football (24,000) in third spot.
- Big sports that have shown rapid growth over the last 5 years include basketball (20,000 up 15%), volleyball (16,000 up 21%), touch (14,000 up 16%) and badminton (12,000 up 13%) Smaller sports that are growing rapidly include Waka Ama, table tennis, adventure racing, orienteering and futsal.

### TOP 10 SPORTS PARTICIPATED IN BY SECONDARY SCHOOL STUDENTS<sup>2</sup>

	BY GIRLS		BY BOYS		ALL STUDENTS	
	Sport	Numbers	Sport	Numbers	Sport	Numbers
1.	Netball (outdoor)	28,449	Rugby Union	25,946	Netball (outdoor)	28,947
2.	Volleyball	9,739	Football	14,936	Rugby Union	28,794
3.	Football	8,418	Basketball	12,380	Football	23,354
4.	Basketball	7,825	Cricket (outdoor)	8,659	Basketball	20,205
5.	Hockey (outdoor)	7,251	Touch	7,162	Volleyball	15,626
6.	Touch	6,725	Athletics	6,763	Touch	13,887
7.	Badminton	5,480	Hockey (outdoor)	6,485	Hockey (outdoor)	13,736
8.	Athletics	5,392	Volleyball	5,887	Athletics	12,155
9.	Tennis	3,155	Badminton	4,561	Cricket (outdoor)	10,439
10.	Rugby Union	2,848	Tennis	3,779	Badminton	10,041

Source: NZSSSC Representation Census 2013.

Summary data from the census can be found on the [NZSSSC website](#).

#### Key participation patterns from the 2011 Young People's Survey:

- Most young people like playing sport but as they age young people like playing sport less.
- Sport participation is higher for boys than girls in most respects. Most young people spend 3 or more hours a week taking part in sport and recreation, when we combine the time spent participating in both formal and informal settings.
- Schools play an important role in providing sporting opportunities for young people. The way a school values, organises and resources sport, and encourages and supports students, are important influences on young women's experiences of sport.<sup>3</sup>
- Sports clubs and school sports teams are an important part of many young people's sporting lives.

<sup>3</sup>Burrows L, McCormack J 2011, Sport NZ research summary factsheet series: Young Women's Views and Experiences of Sport [online], available URL: <http://www.srknowledge.org.nz/research-completed/sport-and-recreation-in-the-lives-of-teenagers/>



Sources: Sport NZ's infographic: Are our kids on the sideline or in the game?

- The majority of girls and boys want to try or do more of one or more sports/activities. Sports that interested both boys and girls of all ages are basketball, football and tennis.

For more information, see the [Young People's Survey](#) results on Sport NZ's website.



## Key influencers

Young people are influenced by several factors to play sport.

### PARENTS

Parents are the number one influencer on kids to play sport and to continue playing sport.

For children aged 10 to 15 years, about half had a parent or caregiver that encouraged them to take part in physical activity almost daily or more often during a normal week.<sup>4</sup>

Parents should be involved in their children's sports; they can contribute and help to make sport experiences positive. They can be involved by helping to manage, administer, coach, or be officials for school sport. Parents are often role models for their children.

Around 20% of kids aged 10 to 15 years reported having a parent or caregiver take part in physical activity with them almost daily or more often during a normal week.<sup>4</sup>

"SPORT IS A REALLY COOL WAY TO ENJOY TIME WITH MY BROTHERS AND SISTERS WHEN I HAVE TO LOOK AFTER THEM AFTER SCHOOL"

Sources: Sport NZ's infographic: Are our kids on the sideline or in the game?

### FRIENDS

Friends are the second biggest influencer of kids to play sport. The opportunity to be social and have fun with friends is one of the most important reasons for kids to get involved with school sports.<sup>3</sup>

Fifty-one percent of boys and 40% of girls aged 10 to 15 years reported doing sport or active things with their friends almost daily.<sup>4</sup>

### SIBLINGS AND HEROES

Siblings are a big influence on girls to play sport and for boys, sports heroes are very important.

"Don't tell them they're **WRONG**, it kills them. Never abuse your players in your team – never abuse them. **Yell** but you've got to yell **positive**. Yell encouragement – don't yell because they **stuffed up**."

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)



Netball Coach

"You want a **coach** that will take **advice** from you as well – he might not **know** everything and **YOU** might be able to give him some **pointers**."

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)



17 year-old Male, Cricket Player

<sup>4</sup>National Institute for Health Innovation, The University of Auckland: Maddison R, Pfaeffli Dale L, Marsh S, et al. 2014, The New Zealand Physical Activity Report Card for Children and Youth [online], available URL: [http://nihi.auckland.ac.nz/sites/nihi.auckland.ac.nz/files/NZ%20PA%20report%20card\\_short%20version.pdf](http://nihi.auckland.ac.nz/sites/nihi.auckland.ac.nz/files/NZ%20PA%20report%20card_short%20version.pdf)

### COACHES AND INSTRUCTORS

One of the most common reasons young people give for quitting a sport is that they didn't like the coach. Good coaches have a participant/athlete-centred approach which focuses on the needs of the kids; they encourage kids to participate and learn, they listen to their players, understand their needs and then work with them to help them succeed in their sport.

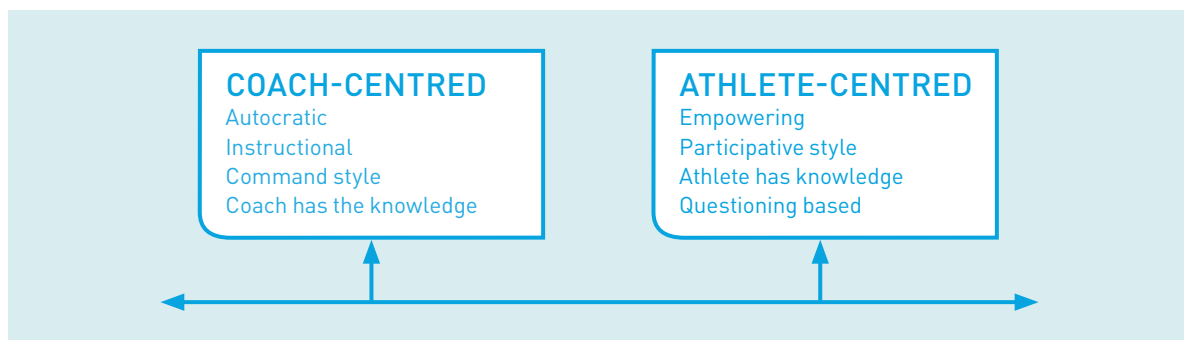
Good community coaches have a huge positive impact on the development of young people.<sup>5</sup> They:

- communicate honestly
- use respectful language

- talk to the whole team rather than singling out one person
- match the level of difficulty of the activity to the ability of the athletes
- provide positive and constructive performance feedback.

The NZ Coach Approach continuum (fig.1) illustrates two different styles of coaching. Sport NZ advocates for an athlete-centred approach for coaching. In reality coaches may move between both approaches. For more information, see the [New Zealand Coaching Strategy](#) on Sport NZ's website.

FIGURE.1 NZ COACH APPROACH CONTINUUM



### Understanding kids' motivations to participate in sport

#### COMPETITION

Young people see sport as 'competitive' with the primary goal of winning. Around 20% of students are motivated by winning.

Sport that is seen as 'non-competitive' is highly rated by young people because the primary goals are getting together with friends, doing the best they can, and ultimately having fun. In non-competitive sport the rules can be changed to suit the participants and environment to make sure everyone can play and that no one is excluded.

#### FUN

Previous research on why young people participate in sport shows that they view sport mainly as a vehicle for fun, enjoyment and socialising.

*"A lot of people will play for the **fun** of it. You'll never **win** every game, but you've gotta have fun – that's it. Having fun and making **new friends**."*



15 year-old Male,  
Touch Player

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)

<sup>5</sup>Sport NZ 2012. *New Zealand Community Sport Coaching Plan 2012-2020* [online], available URL: <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/coaching/New-Zealand-Community-Sport-Coaching-Plan-20122020.pdf>

*"The kids enjoy the **social** side of it, the camaraderie you get in sport... and they develop long-lasting **friendships**."*

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)



### SOCIAL OPPORTUNITIES

Socialising and being with friends are primary reasons for kids participating in sport.

### HEALTH AND FITNESS

Young people see sport as a way to get fit and healthy, develop skills, establish identity, and balance the demands of academic work.

### WORD CLOUD ILLUSTRATING YOUNG PEOPLES' FEELINGS ABOUT SPORT

The most commonly cited responses appear as larger words and phrases.



### Barriers to participating in sport

Among secondary school students, 15% reported not participating in organised sport outside of school because there were no sports facilities in their area, 14% reported it costs too much, and 12% reported not being able to get to sports facilities.<sup>4</sup>

Barriers to participation in sport are numerous and complex, and include:

- the competitive nature of sport in secondary schools
- self-perception of sport competence
- co-ed PE classes can make young women anxious about how boys will respond to their sporting abilities and bodies
- the influence of friends can be an enabler and a barrier. For some, the opportunity to have fun with friends is a motivator, while others drop out of sport because their friends do
- lack of time due to work and family commitments
- costs associated with sport, for example, registration fees, and the cost of uniforms, equipment and transport are significant barriers.

## Continuing sport participation after leaving school

For some teenagers, sport is seen as ‘something you do while at school’. It can also be difficult for some young people to find a place to play sport once they leave school. To help with this, schools can foster relationships between students and local sports organisations and clubs before they leave school, and maintain regular contact with these organisations to encourage them to contact school leavers.

### WHAT WOULD ENCOURAGE YOU TO PLAY SPORT AT UNIVERSITY?

- Meeting new people, and other social activities [both females and males]

### WHAT WOULD DISCOURAGE YOU FROM PLAYING SPORT AT UNIVERSITY?

- Timing (e.g. commitment, flexibility of training and games, etc.) [both females and males]

### TOP 3 SPORTS INTERESTED IN PLAYING AT UNIVERSITY

- Netball, badminton and dance [females]
- Football, badminton and basketball [males]

Source: 2012 Sport beyond school: School leaver survey<sup>6</sup>



<sup>6</sup>Sport Beyond School 2012, School leaver survey [online], available URL: <https://cdn.auckland.ac.nz/assets/recreation/documents/2012%20School%20Leaver%20Survey%20Report%20and%20Key%20Findings.pdf>

## About Kids summary

Tips on what you can do to get kids playing sport, as well as staying involved in sport when they leave school:

- adopt a participant-centred approach to getting kids into sport
- increase the use of social leagues among young people, especially 15- to 19-year-olds
- create intra-school opportunities
- encourage parents to get involved in their kids' sport
- recognise and support young people who don't want to be in the top team but still want to participate
- develop databases of players and share them with sports organisations, codes and clubs to create an easy transition from school sport to club sport
- use websites, social media and the latest available technology to encourage students to get involved with and 'own' their school sport. For example, encourage text messaging, blogging, posting photos on the school website, etc., and regularly update school sports websites with results
- keep mates together – for most young people, sport is social rather than a means of achieving success
- be innovative with payment methods for parents to 'pay off' sports fees
- keep students well informed of competition and training dates and times so they can plan their schedules appropriately
- work with local RSTs or clubs to get equipment for those who can't afford it.



## 1.2 About Sport

Sport provides many benefits for young people such as opportunities to be social, and to improve health, wellbeing and social skills.<sup>7</sup>

To encourage children and young people to participate in sports, they need to feel physically and socially safe. Sport providers have a responsibility for protecting children and young people from physical, social and emotional harm.



GREATER AUCKLAND COACHING UNIT (GACU), FIRST STEPS IN COACHING: COMMUNITY GUIDE FOR COMMUNITY COACHES, 2011.

For kids to continue playing sport, the sport sector needs to provide them with quality experiences. In practise, this can mean:<sup>1,7</sup>

- sport opportunities are appropriate for the age and stage of development of the participants, meet their social and development needs, and are supported by caring and knowledgeable coaches, parents, organisers and officials
- plans and procedures are in place to make sure that potential risks are minimised, removed or managed effectively to protect kids from harm
- suitable facilities are available, accessible and in good order for young people's sport

- repetitive drills are avoided as these are likely to cause injury and boredom
- young people are encouraged to treat each other with respect and fairness
- safe and appropriate equipment is available, including protective gear where necessary
- being consistent – making sure there are consistent messages and approaches to sport delivery across providers.

These quality experiences come from a participant-centred approach. This approach requires sport providers to listen to and consider the needs, wants and perspectives of children and young people when planning and implementing programmes. It means recognising and catering for individual differences in terms of development, ability and other factors that may impact on participation.<sup>1</sup>

### FROM A CHILD OR YOUNG PERSON'S PERSPECTIVE, QUALITY MEANS:

- fun and enjoyment
- social opportunities and friendships
- lots of activity
- appropriate learning and development opportunities
- feeling good about yourself
- feelings of confidence/sense of achievement.

### What to look for in a sports provider

Schools should be able to recognise the sports that can provide quality experiences for their students, and the coaches who are appropriate and can provide these experiences.

When engaging community organisations to assist with sport programmes, schools should consider the following questions:<sup>8</sup>

<sup>7</sup>Sport NZ 2010, *Community Sport Strategy: Phase 1: 2010-2015* [online], available URL: <http://www.sportnz.org.nz/assets/Uploads/attachments/About-us/Community-Sport-Strategy.pdf>

<sup>8</sup>Ministry of Education 2007, *Physical Activity for Healthy, Confident Kids: Guidelines for Sustainable Physical Activity in School Communities* [Online], available URL: <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines>

- What is the purpose of the organisation’s programme or resource? Who benefits from the purchase of these programmes – the students or the organisation?
- Is the organisation’s programme or resource relevant to New Zealand students and schools? Is the programme inclusive? Does it meet the needs and interests of the targeted group? Are the aims and objectives of the programme clearly defined, and can they be evaluated?
- Does the organisation’s philosophy align with the school’s physical education (PE) and sport philosophy? Does it support the current learning programme and complement Health and Physical Education in the New Zealand Curriculum?
- Have the personnel been police checked, and do they have the knowledge and expertise to work within an educational setting? Are they willing to collaborate with relevant people and, if necessary, to adapt the programme to meet the needs of individuals or the school?
- Is the material feasible? Can it be previewed? Is it time- and cost-effective? Is there evidence of the programme’s or provider’s effectiveness? Does any of the content have ethical implications for the school? Will materials be available when needed?

For more information, see the [Guidelines for using external providers for physical education and school sport](#).<sup>9</sup>

## How schools fit into the sport sector

### ELEMENTS OF NEW ZEALAND’S SPORT DELIVERY SYSTEM



<sup>9</sup>Premier’s Council for Active Living NSW 2008, *Guidelines for using contracted external providers for physical education and school sport* [Online], available URL: [http://www.pcal.nsw.gov.au/\\_data/assets/pdf\\_file/0006/36393/Guidelines\\_for\\_using\\_contracted\\_external\\_providers\\_for\\_physical\\_education\\_and\\_school\\_sport.pdf](http://www.pcal.nsw.gov.au/_data/assets/pdf_file/0006/36393/Guidelines_for_using_contracted_external_providers_for_physical_education_and_school_sport.pdf)

## Roles and responsibilities

### SPORT NEW ZEALAND

Sport NZ is the national agency for sport in New Zealand. It works in partnership with national sport organisations (NSOs), regional sports trusts (RSTs), territorial authorities (TAs) and other sector groups as required. Sport NZ's role is to lead, invest and enable the sport sector to create a sport environment in which more New Zealanders participate, support and win.

### NATIONAL RECREATION ORGANISATIONS (NROs)

Provide recreational opportunities that encourage more New Zealanders to be more active, more often. Some examples of NROs are the YMCA, Sir Edmund Hillary Outdoor Pursuits Centre and Outward Bound Trust of NZ. Sport NZ works closely with selected NROs to help get more young people involved in recreation, and participation is required for some students to complete their national achievement standards at school.

See a [list of NROs](#) on Sport NZ's website.

### NATIONAL SPORT ORGANISATIONS (NSOs)

Responsible for the capability of their regional sport providers. They help to increase participation in sport at regional and community levels by:<sup>7</sup>

- developing whole-of-sport plans that include strategies for improving the delivery of sport at the community level
- advocating for the importance and value of community sport to funders and others
- establishing partnerships with key providers to benefit community sport
- providing expertise and other support to regional sport providers and clubs
- developing programmes and/or disseminating appropriate support resources, tools and guidelines
- encouraging best practice delivery of community sport at local and regional levels.

They are involved in getting more young people participating in organised sport through primary and secondary schools, and their strategic plans also include a school sport component.

For a [list of NSOs](#), see Sport NZ's website.



### REGIONAL SPORT ORGANISATIONS (RSOs)

Responsible for, and support the delivery of, sport in a geographical region. They are often a provincial sport association that is closely aligned to its NSO and whose members are local sports clubs. The size, role and boundaries of RSOs vary among sports. Some of their responsibilities include:

- the strategic direction of the sport in their region
- organising local competitions
- management of coach, referee and volunteer programmes
- support and development of their sports clubs
- support and administration of school sports' competitions and programmes.

### REGIONAL SPORTS TRUSTS (RSTs)

RSTs are independent not-for-profit organisations governed by a Board of Trustees drawn from the local community. They have strong working relationships with sports organisations, local councils, health agencies, education institutions, local businesses and the media. As 'umbrella' organisations, RSTs work across the broad sport sector, assisting RSOs, schools and clubs as well as supporting individuals and community groups participating in less structured sport. They provide a regional voice for their sport and recreation communities.

The 14 Regional Sports Trusts are: Sport Northland, Auckland Sport, Sport Waikato, Sport Taranaki, Sport Wanganui, Sport Manawatu, Sport Gisborne, Sport Bay of Plenty, Sport Hawke's Bay, Sport Wellington, Sport Tasman, Sport Canterbury, Sport Otago, Sport Southland.

### REGIONAL SPORTS DIRECTORS (RSDs)

Regional Sports Directors are personnel dedicated to supporting secondary school sport, employed in most areas through Regional Sports Trusts but also including dedicated College Sport offices in some areas (College Sport Auckland, College Sport Wellington, School Sport Canterbury, Otago Secondary School Sports Association, Southland Secondary School Sport).

Typically the RSD positions and College Sport offices:

- are jointly funded by Sport NZ and secondary schools.
- are connected to regional sports trusts (RSTs) and the sport resources and personnel they house
- advocate for sport with principals and boards of trustees in their regions.
- coordinate and deliver a regional calendar of inter-school events.
- support the sport coordinator and provides professional learning opportunities.
- report to local secondary school principals.

See a [list of RSDs](#) on Sport NZ's website.

### THE NEW ZEALAND SECONDARY SCHOOLS SPORTS COUNCIL (NZSSSC)

- Coordinates National and North and South Island secondary school sports events.
- Operates a judicial function on behalf of its member schools to ensure a level playing field in inter-school competition, particularly developing and applying eligibility criteria.
- Provides professional learning and support to Regional Sports Directors and sport coordinators.

For more information see the [NZSSSC website](#).

### TERRITORIAL AUTHORITIES (TAs)

TAs are district and city councils, the second tier of local government in New Zealand, below regional councils. They play a critical role in the sport sector by providing and managing community facilities, such as playing fields and swimming pools, that allow sport and recreation participation to happen; quality facility management results in high levels of community access and participation. They invest hundreds of millions of dollars annually in sport and recreation partnerships, facilities, programmes and major events.

### SPORTS CLUBS

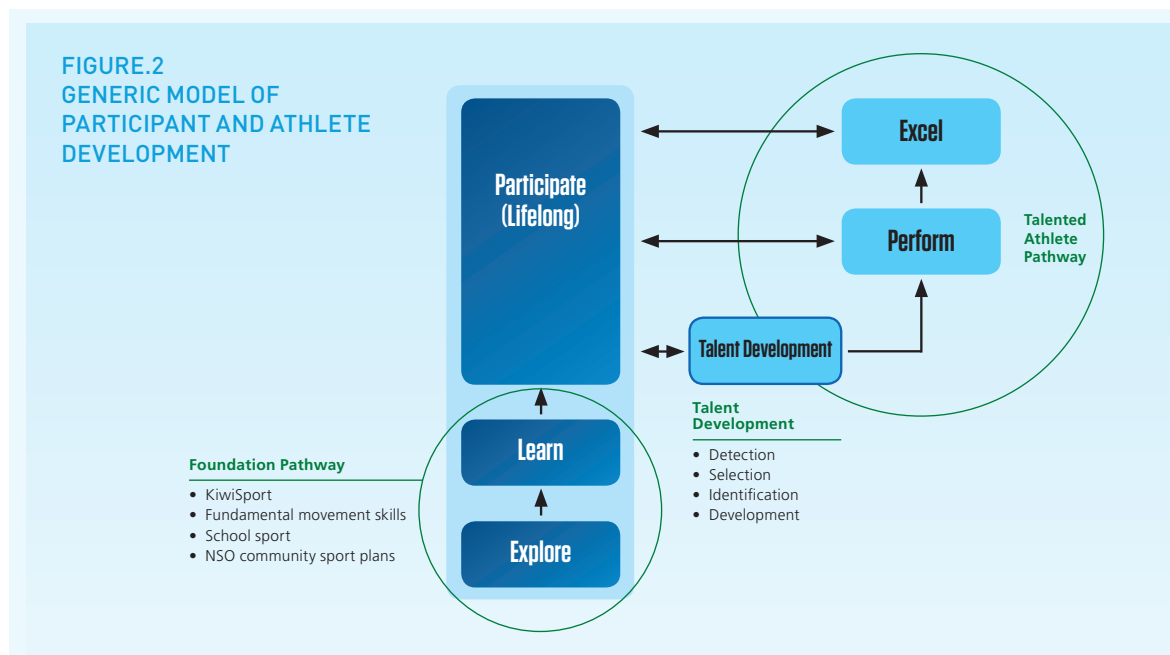
Sports clubs are the face of sports in a community; they have an important role to play in making sport available in communities. They create opportunities for participation and deliver key sporting services such as coaching and access to competition directly to participants.

### COMMERCIAL/EXTERNAL SPORT PROVIDERS

External sports providers offer and/or facilitate sport opportunities with a cost associated.



**FIGURE.2**  
**GENERIC MODEL OF**  
**PARTICIPANT AND ATHLETE**  
**DEVELOPMENT**



## Pathways

Having a planned approach to sports provides a pathway for young people to journey through their sport experiences. This will help guide their learning and development.

### SPORT AND RECREATION PATHWAY

Sport NZ's sport and recreation pathway (fig. 2) provides a generic model of participant and athlete development. Many providers of sport-specific opportunities for children and young people have used this to develop their own sport's pathway, as it helps to guide the learning and development of young participants.

Sport NZ aligns its programmes and services within a sport pathway. This approach models the nature of the lifelong journey through both community sport and high performance sport.

The pathway illustrates that school and community sport and high performance sport are in fact part of one system and depend on each other to flourish.

### Explore and learn stages

In these stages participants develop basic fundamental movement patterns and skills, and form positive attitudes and confidence. Development of these attributes underpins future participation and achievement. Most of the participants in this stage are primary school children.

### Participate stage

This phase is the critical time for developing lifelong participation and involvement attributes. It includes young people from the later years of primary school who've continued with organised sport, secondary school students in both the school and club setting, and adults who play organised sport in a non-elite environment. This is where secondary school and community sport and recreation providers play an important role in encouraging and maintaining participation.

Throughout the 'participate stage' people with outstanding talents and abilities are identified and placed in programmes aimed at allowing them to reach their performance potential. The 'talented athlete phase' is the responsibility of national sport and recreation organisations.

See more information about [Sport NZ's Sport and Recreation Pathway](#) on Sport NZ's website.

### About Sport summary

- Children and young people need to feel physically and socially safe in a sports environment.
- Sport providers have a responsibility for protecting children and young people from physical, social and emotional harm.
- Sports organisations need to provide kids with quality experiences in order for them to continue participating.
- Sport pathways help young people develop and improve in a structured and supportive environment.

## 1.3 About Schools

New Zealand secondary schools are a significant part of the national sport infrastructure. Schools understand the contribution that sport and PE can make to wider academic, social and sporting outcomes.

### Strong school sport environment

A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating when they leave school. The components of a **strong school sport environment** include:<sup>10</sup>



#### SCHOOL ETHOS AND CULTURE

A strong school sport environment starts with the culture and ethos established by the leaders of the school, and exhibited across all aspects of the school operation. It includes the establishment and propagation of a vision and philosophy for sport and PE, evidence-based planning and consequent resourcing and support, and includes formal documentation of this vision in plans and policies and procedures.

**“I’ve learnt how to concentrate on the field and off the field. I’m applying myself in school”**

Source: What’s the real value of sport?

#### SCHOOL AND COMMUNITY

An effective school sport programme provides pathways for students to realise their aspirations as participants, coaches, officials and administrators inside and outside the school, establishes strong working relationships with community sports organisations and personnel, and provides and shares equipment and facilities that meet the needs of all students. It also connects the school to parents and whanau who are a critical part of the school and community sport system.

#### SPORT OPPORTUNITIES AND EXPERIENCES

Schools need to ensure sport experiences meet the needs and aspirations of all students, and that they are developed with input from them. Sport opportunities are provided in curricular, co-curricular and extra-curricular settings, supported by competent and informed personnel who understand and cater for the development, sporting, emotional and social needs of a diverse range of young people.

#### CURRICULUM

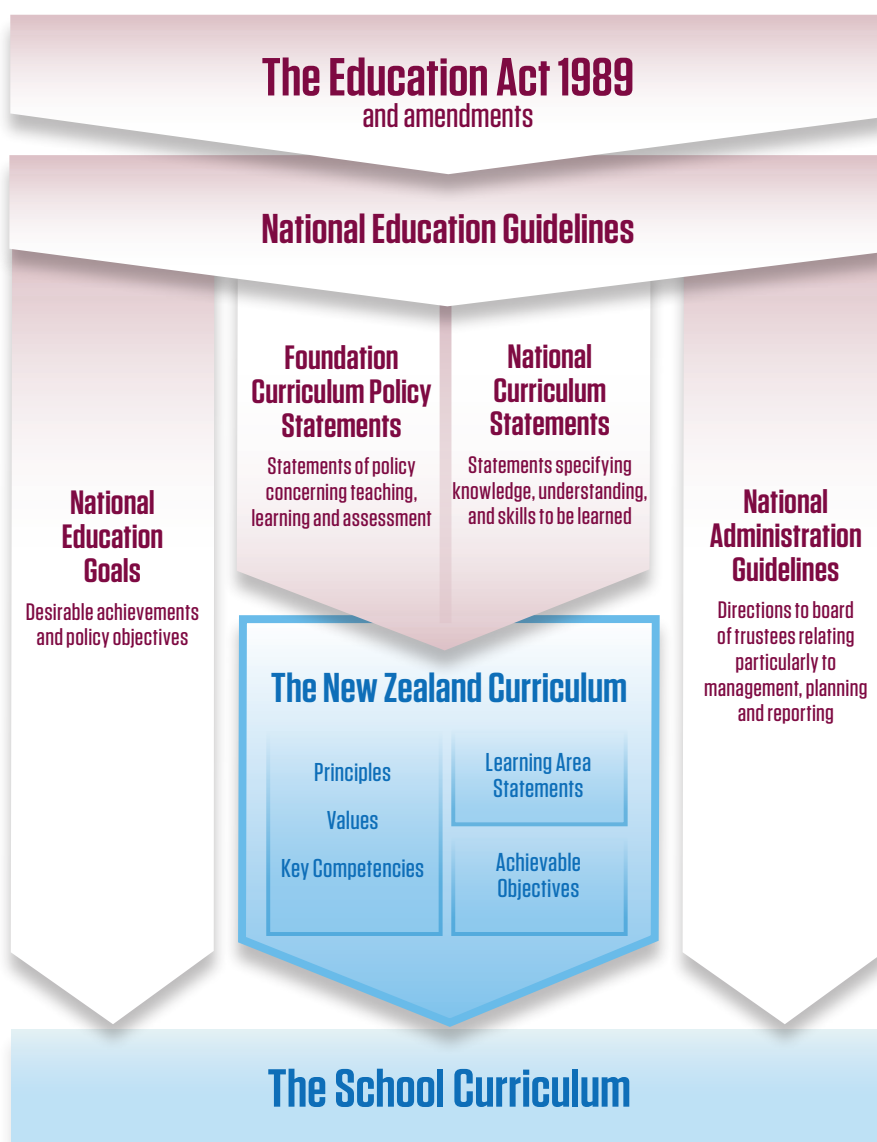
One of the most significant contributions to the development of a lifelong love of sport is a rich, rewarding and high quality PE curriculum in schools. This programme needs to be well planned and resourced, reflect the Health and PE curriculum, and develop and enhance skills and attitudes in young people across a wide range of settings and activities.

#### How does sport fit into the curriculum?

Under the Education Act schools’ Boards of Trustees are required to implement a school curriculum in accordance with the New Zealand Curriculum and the priorities set out in the National Education Goals (NEGs) and the National Administration Guidelines (NAGs) (see fig. 3 over page).

<sup>10</sup>Sport NZ 2014, *School sport planning online tool [online]*, available URL: <http://www.sportnz.org.nz/SSPT>

FIGURE 3: THE EDUCATION ACT AND THE CURRICULUM<sup>11</sup>



The New Zealand Curriculum sets the direction and provides guidance for schools as they design and review their curriculum.

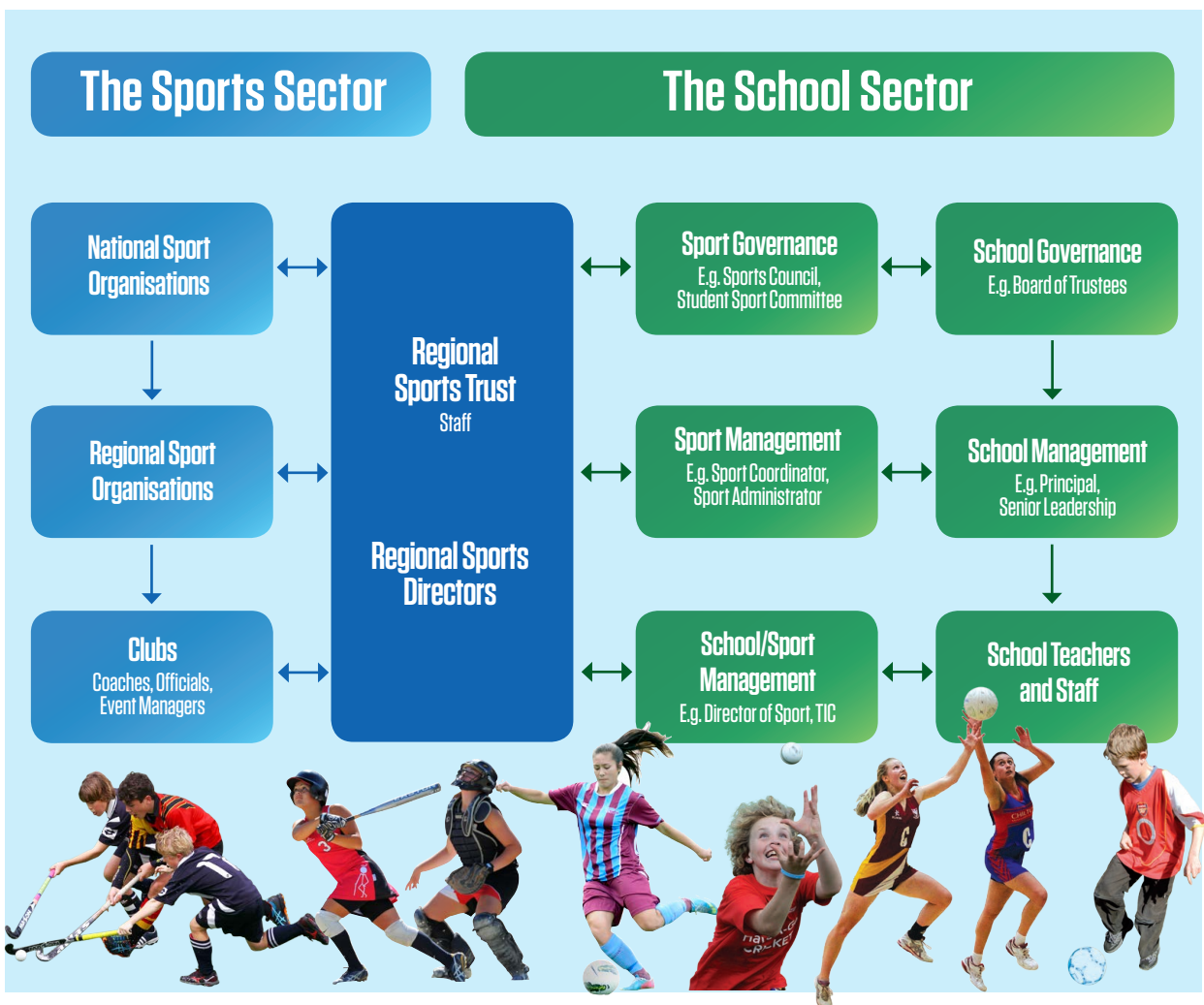
Health and PE (HPE) is one of eight learning areas. Within HPE, physical education is one of three different but related subjects: health education, physical education, and home economics. These include a wide range of subjects: mental health; sexuality education; food and nutrition; body care and physical safety; physical activity; sport studies; outdoor education.

<sup>11</sup>Ministry of Education, Te Kete Ipurangi (TKI), *The Education Act and the curriculum* [online], available URL: <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/The-Education-Act-and-the-curriculum>

In addition to PE in the HPE, a focus on physical activity is also provided for through the NEGs and NAGs:

- NEG 5 refers to physical activity: “A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity”.
- NAG 1 refers to physical activity: “Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6” (NAG 1 (i) (c)).

## Example of the structure of sport within and outside a school



### Roles and responsibilities

#### SPORT COORDINATOR/ADMINISTRATOR

- helps to establish and maintain a strong school sport environment
- manages and coordinates school and inter-school sports teams
- manages and coordinates coaching programmes in school sports
- manages sports resources and facilities.

See example position descriptions for a [sport coordinator](#) and [sport administrator](#).

#### STUDENT LEADER

- coordinates activities outside class time.
- coaches junior teams
- supervises equipment distribution and collection
- administers and officiates at sports events.

#### DIRECTOR OF SPORT/HOD SPORT/TEACHER IN CHARGE (TIC) OF SPORT

- increases the participation and performance levels of students in sport
- directs and manages the school's sport programme through leadership, communication, administration, and professional support and training
- gives input into the strategic direction of sport.

#### HEAD OF DEPARTMENT (HOD) PE

- focuses primarily on providing leadership to put in place the PE curriculum
- develops and monitors a school-wide PE programme
- ensures resources are provided for the teaching and learning programme of PE
- keeps up-to-date with current practice through ongoing professional development and membership of relevant subject organisations.



### SPORTS ADVISORY COUNCIL

May include representation from teachers, senior management, students, Board of Trustees, parents and community sport organisations. Ideally, the Council will:

- advise and support sport coordinators
- develop sport policies
- set sports targets in the strategic and annual plans
- manage funding applications
- provide financial reporting
- liaise with the community.

See a [proposed structure for a Sports Advisory Council](#) and [ideas for setting their targets](#).

### STUDENT SPORT COMMITTEE

Gives students the opportunity to have a say about how sport is run in their schools.<sup>12</sup> The role of committee members may include:

- providing leadership
- being role models for their peers
- promoting specific activities within the school
- speaking at events, such as school exchanges, prizegivings, sports assemblies.

### PRINCIPAL AND SENIOR MANAGEMENT

- alongside the sports director, develop and implement sport within the strategic and annual plans
- ensure sufficient sports resources are available

- set realistic and relevant school goals and school targets in relation to sport
- provide clear direction and strong leadership for sport within the school
- implement a professional development policy that provides opportunities for teachers to maintain their ability to provide sport
- plan and provide professional development opportunities for teachers and sport staff to ensure they are competent and up to date with current practice
- ensure that sport opportunities are offered within the school and that there is a process for monitoring and reviewing these
- make sure that everyone in the school is informed about sport opportunities and PE.

### BOARD OF TRUSTEES

- establishes a school charter: the Board's mission, aim, objectives, direction and targets so that their school will be governed and managed in line with the Education Act 1989
- approves the school's strategic and annual plans and ensures that the school complies with NEG 5 and NAG 1
- develops policies and procedures to support sport and PE programmes within the school as well as policies around safe sport for children
- allocates adequate funding to purchase and maintain appropriate facilities, equipment, and other resources that are needed to enable students to achieve their curriculum learning outcomes and access appropriate sport opportunities.

### About Schools summary

- A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating in sport when they leave school.
- The key components of a school's strong sport environment are:
  - ethos and culture
  - school and community relationships
  - sport opportunities
  - curriculum.
- A rich, rewarding and high quality PE curriculum in schools contributes to students' confidence to participate in sport for life.
- Schools that interact with their community can provide a broad range of sport opportunities for their students.



<sup>12</sup>Ministry of Youth Affairs 2002. Youth Development Strategy Aotearoa [online], available URL: <http://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>

## 1.4 How is Sport in Schools Funded?

The provision of sport in schools is a significant investment. The main organisations that provide funding to support school sport are Sport NZ, the Ministry of Education, community trusts and the gaming sector, and parents.

### KiwiSport

KiwiSport is a government fund for the promotion of sport for school-aged children. The funding is through the Ministry of Education, and Sport New Zealand via regional sports trusts (RSTs). The intention of the fund is to increase the number of organised sport opportunities, increase the number of participants in those opportunities and to improve their skills.

The KiwiSport fund is made up of two parts:

#### 1. The Direct Fund

The Direct Fund is a grant paid quarterly to schools by the Ministry of Education and incorporated in schools' operations grants. Typically, this is used in secondary schools to support the employment of sport coordinators.

For more information, see the [KiwiSport section](#) on the Ministry of Education's website.

#### 2. Regional Partnership Fund

A Regional Partnership Fund is allocated to the 14 RSTs by Sport NZ for distribution to their communities. RSTs establish priorities and mechanisms for fund applications that reflect the needs of their communities. See the KiwiSport sections on each RST's website.

### Funding opportunities

Refer to Sport NZ's website for a [directory of potential funding sources](#).

### Community and gaming trusts

New Zealand is one of the few countries that operate a community gaming model<sup>13</sup> in which charitable gaming societies aim to return a percentage of their funds back into their communities. Examples include the [New Zealand Community Trust \(NZCT\)](#), [Lion Foundation](#), [Pub Charity](#) and [Southern Trust](#). Refer to the [Department of Internal Affairs website](#) for a list of all gaming society websites.



### Other funding opportunities

Crowd funding is another growing way of sourcing funding for all sorts of projects including sport. For more information, see the [Funding Information Service's website](#).

### Parent contribution/user pays

A significant cost of school sport is contributed by parents, participants and the community. Schools endeavour to reduce costs by accessing the funding sources described above.

### Sponsorship

To help with the costs of running sport, many schools have corporate sponsorship or benefit from a national campaign by agreeing to be part of a programme or accepting services/products. The reasons for sponsors to come on board may include to:

- enhance their public image or public awareness
- improve customer relationships and reach
- be seen to be socially responsible
- gain publicity through increased exposure.

<sup>13</sup>The Lion Foundation website: <http://www.lionfoundation.org.nz>

## 1.5 Communication

Effective communication in managing sport at your school is crucial for keeping students, teachers, parents/family and the community informed and involved, and to promote and celebrate sports achievements and events.

Ideally, a school will establish a communications plan that might include some or all of the channels listed below. Think about who you want to communicate with and what the best channel might be. It's important to talk to your community (kids, coaches, teachers) about what the communication plan is; this ensures all the stakeholders are aware of it and how it operates.

The technology and tools used for communication are always evolving and changing. If you have any problems, check with your school administrator first as they may have a solution; any technical functionality required may already be available but it isn't used or hasn't been enabled.

### Some of the ways to communicate and provide sporting information include:

#### FACE-TO-FACE

Speaking with and listening carefully to young people, parents and families are important ways to engage them and to find out if there are any issues or problems.

#### EMAIL

Quick and easy and often used to follow-up conversations to confirm information. Some school data management systems have email and text message functionality (e.g. KAMAR has the option of text notifications built into it). You may need permission from your school systems administrator to use these functions.

#### NEWSLETTERS

These can be placed on the school's website or emailed out through the student management system. Electronic newsletters need to be up-to-date and must be easy to open and download. Some families don't own a computer, or parents are not computer literate, so a hardcopy newsletter is essential to provide in these situations.



A number of newsletters are developed through applications such as MailChimp, which create, email and track newsletters. People subscribe to the newsletters they're interested in and then receive them automatically into their inbox. By using this method, parents don't have to search for a newsletter through a school website or at the bottom of their kid's school bag. You also develop a subscriber database with all their contact details stored in one place, and the ability to track their activity e.g. whether or not they've opened the newsletter.

#### MOBILE PHONES

Texting sports updates and reminders to students is an easy way to get practical information out to students quickly. There are many sport-related apps that can be used to help with such things as nutrition and motivation, managing teams and training; for example, check out [teamer.net](http://teamer.net).

Some schools have designed their own mobile app that pulls together information such as notices, newsletters, photo galleries and sports updates for easy access on smartphones. For examples, see the [School Apps NZ website](#) and [Pukekohe High School's website](#) which includes a link to download their school app.

## WEBSITES

Often there's a section dedicated to sport on school websites where you can upload sport news, photos, newsletters, events, and other sports-related information. For some examples see the websites for:

- [Pakuranga College](#)
- [St Patrick's College Silverstream](#)
- [Waikato Diocesan](#).

You can place links to the school's social media pages on their website, and also link to your RSD's site.

Some RSDs run websites that include sport news, calendars of events, cancellations, draws and results of all college sports in their region. For example, see the websites for [College Sport Wellington](#) and [College Sport Auckland](#).

Remember to keep RSDs informed about what's happening in your school. Some are also able to offer help and advice about implementing websites and social media.

## SOCIAL MEDIA

Can be linked from the school's website but may also stand alone and can include:

- Twitter and blogs – for example:
  - [Paraparaumu College Sport @Pcolsport](#)
  - [Waiheke High School @waihekehigh](#)
- Facebook – for example:
  - [Rongotai College Sport](#)
  - [Hutt Valley High School Sport](#)
  - [Auckland Girls' Grammar School \(AGGS Sport\)](#).
- YouTube.

Some schools have set up Facebook groups for every single sport team; they are closed groups and people can be removed or added every new season. It enables messages to be sent out and you can see how many people have seen the posts.

Good content drives much of a social network's conversation and engagement. Sport lends itself to great content; you can post links to stories, photos and videos from various sources including other schools and the media. You can schedule posts to appear at appropriate times to maximise reach, for example when users are online. This can be done

using Facebook's scheduling options or third party applications such as [Hootsuit](#).

Ensure social media does not add unrealistic time demands, for example you can set up Facebook posts to be automatically tweeted, thus requiring only one action rather than two; a simple link like this makes sure that you're in the 'twitter space', but does not require any additional work.



Social media should be managed and monitored so that information posted is appropriate and reflects the school's positive sport environment; one way to do this is to set up profanity filters to block bad language. Be aware that some blogs and websites may pose risks due to people leaving comments under random names. Even if you never post a single comment, social media tools can still be useful in monitoring and listening to conversations and comments about your school, sport and other relevant subjects.

For an introduction to social media and how to implement it, see Sport NZ's [Social media game plan: A nine-step introduction to social media for New Zealand sports bodies](#).

## PRINT MEDIA

Promotions and press releases, for example, to celebrate achievements and successes in the local newspaper. You could contact the editor of the local newspaper to give them details of your school sports programme and the types of events that are coming up during the year. Some regions have regular college sport pages in their local newspaper – for example, College Sport Wellington has a weekly secondary school sport page in the Dominion Post.



Resources and templates are available online at: [www.sportnz.org.nz/rsss](http://www.sportnz.org.nz/rsss)

# 2

## Sport Supporters



Young people in sport are dependent upon the support of their parents, family, teachers, coaches, volunteers, peers, former students, and the community. Make sure that the roles these supporters take on are well defined; they need comprehensive instructions, organised introductions, written guidelines on the role, and clear communications.<sup>14</sup>

## 2.1 Parents and Whanau

Parents are the primary influencers on the sporting choices of young people. Engagement with parents, whanau and clubs to collaboratively support young people is essential to them continuing to play sport.

By involving parents and family in the school sport planning process as well as the delivery of sport, strong connections are formed between schools and families.

The roles that parents could have include:

- spectator and supporting their kids from the sideline – often the sideline is the only connection the school may have with parents so it can be a good opportunity to engage with them
- coaching and managing teams
- administering and running sport as volunteers
- carpooling/transporting kids to sports competitions and events
- encouraging backyard play to establish a love of sport and develop skills
- administrative assistance.



You need to be clear about what these roles entail otherwise parents and whanau may not continue to help out if they find they're doing more and spending more time than anticipated.

To support parents who are coaching and managing teams, you can provide them with:

- opportunities to understand how to coach
- access to coach development opportunities from clubs
- organised pre-season training for parents, which introduces them to others who can provide support
- knowledge and skills through training from clubs or the school.

And remember to recognise and thank parents' involvement through such channels as school newsletters, social media and school prizegivings.

Nearly one third of those with a family member participating in the same club or team say that they would not continue volunteering if their relative stopped being involved with the sport.



Source: Sport NZ's Volunteers: the heart of sport

<sup>14</sup>Sport New Zealand 2006, *Volunteers: the heart of sport* [online], available URL: [http://www.srknowledge.org.nz/wp-content/uploads/2011/11/82.-SPARC-2008-Volunteers\\_Heart-of-Sport.pdf](http://www.srknowledge.org.nz/wp-content/uploads/2011/11/82.-SPARC-2008-Volunteers_Heart-of-Sport.pdf)

## 2.2 Teachers and School Personnel

Teachers are increasingly less involved with school sport but are still an important resource to consider when looking for volunteers and support. Other sport personnel can include the head of department (HOD) sport, director of sport, and the teacher in charge (TIC) of sport.

Some schools formally allocate responsibility for school sport to a member of staff, for example HOD sport. Some recognise staff members' leadership in that area with management units and others rely on the school sport coordinator to tackle school sport functions.

When employing sport personnel, secondary schools are required to meet the education requirements in the National Education Goals (NEGs) and National Administration Guidelines (NAGs). Key to meeting these requirements are position descriptions, appropriate remuneration and professional development.

See example position descriptions of school sport personnel:

- [sport director](#)
- [sport coordinator](#)
- [sport administrator](#)
- [sport assistant](#).

You can contact your RSD who will have example job descriptions from your own and other regions.

### Professional development for personnel dedicated to sport

Skills Active Aotearoa, New Zealand's Industry Training Organisation (ITO) for the sport, fitness and recreation industries, offers qualifications for people involved in the sport sector.

Skills Active can help you with a wide variety of on-the-job qualifications including coaching, officiating, event management and Education Outside The Classroom (EOTC). These qualifications are open to both you and the volunteers you work with.

If you're interested in finding out more about how they could work for you and your school, please contact

Nigel Elvidge [nigel@skillsactive.org.nz](mailto:nigel@skillsactive.org.nz) or visit the Skills Active website [www.skillsactive.org.nz](http://www.skillsactive.org.nz).

Sport NZ and NZSSSC in conjunction with RSDs provide professional development opportunities for sport coordinators on an annual basis. Information on the annual School Sport Conferences is available from your RSD.

RSDs may also hold regular local or regional meetings for sport coordinators; these are a good chance to find out about and share important information, network with other sport coordinators, and to develop your skills and role as a member of the sport personnel in your school.



## 2.3 Coaches, Officials & Volunteers

At the heart of volunteering in sport are four core values associated with volunteers and volunteering:<sup>15</sup>

### GENEROSITY (OF SELF)

Is a core motivator. This comes with conditions such as their time isn't wasted, the environment is safe and carries limited risk, they don't want to take on more than they were led to believe, and codes of conduct are in place.

### LOVE OF SPORT

Volunteers often have a love or passion for the sport they're volunteering for. Involvement as a player is often a gateway to volunteering and provides fertile ground for recruitment.

### SOCIAL CONNECTION

Any volunteering strategy needs to build in adequate social times and give people who work together the ability to have fun with one another. Critical to retaining volunteers is achieving the right balance between structure and efficiency, and fun and social times.

### APPRECIATION

Many volunteers do not want direct recognition for their volunteering efforts, but do want to feel good about giving up their time.

## Coaches

Coaching is seen as a 'gateway' role to volunteering and because of its closeness to the game and the association with the team, volunteering in a coaching capacity has huge appeal.<sup>15</sup>

Several things that could be of assistance to coaches include providing coaching seminars or training, feedback and information, and having written guidelines for their role.

For advice, tips and other resources for coaches and those developing coaches see the [Coaching section](#) of Sport NZ's website.

<sup>15</sup>Sport New Zealand 2006, *Finding and keeping volunteers*, available URL: <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/officials-and-volunteers/Finding-and-Keeping-Volunteers.pdf>

My boy was playing rugby and he wanted me to coach, even though I had never played rugby in my life before.



Source: Sport NZ's *Volunteers: the heart of sport*

### GROWING COACHES

Growing coaches is a leadership programme for secondary school students who want to coach sport.

Secondary schools are under considerable pressure to provide coaches for a raft of teams over a significant number of sports. Encouraging students to realise their leadership potential through coaching is one way of helping to provide coaches for sport in your school. Senior secondary school students already coaching other young people or looking for experience in coaching have the opportunity to learn through Sport NZ's Growing Coaches programme.

Growing Coaches is also linked to NCEA credits and is available to students who aren't necessarily studying NCEA-level PE.

For more information about this programme, visit the [Growing coaches section](#) on Sport NZ's website.

## Volunteers and officials

Without volunteers, including officials, sport at a local level wouldn't exist.

An official is any person who controls the actual play of a competition by using the rules and laws of the sport to make judgments on rule infringement, performance, time and score. Officials play a key role in ensuring the spirit of the game and/or event is observed by all.

To ensure the continued involvement of volunteers, it's important to understand their motivations for becoming a volunteer and staying involved. New Zealanders report that they become sports volunteers for many different reasons, with the main ones including: giving something back to the sport or club, a family member starting to play in the sport, and love of the sport.





It's important to screen your volunteer candidates. By screening potential volunteers with interviews and police checks, you ensure they are a good fit and are able to make a valuable contribution to your school. See the section about [screening volunteers: self-vetting, police checks and interviews](#) on Sport NZ's website.

To find out more about establishing a volunteer workforce including coaches see the publication [Finding and keeping volunteers](#) and the [Volunteers - recruiting section](#) on Sport NZ's website.

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Well, I wouldn't do it if I didn't enjoy it.  
It's as simple as that.



Source: Sport NZ's Volunteers: the heart of sport

Good leadership helps in retaining volunteers and results in:

- a safe environment
- manageable volunteer roles
- a supportive and encouraging environment
- clarity and certainty about the commitment required from volunteers
- volunteers feeling respected and listened to
- clear processes and systems for managing volunteers.

Some tangible ways of thanking volunteers include:

- a verbal thank you
- prizes
- naming rights
- access to sports gear
- recognition from peers
- social functions for volunteers at the beginning and end of the season
- acknowledgement of people's efforts in school newsletters and social media
- a sincere thank you from the players.

To develop and retain more capable supporters and deliverers of sport you need good processes for recruitment, induction, development, health and safety, and recognition. For more information, see the [people management toolkit](#) on Sport NZ's website.

## 2.4 Community

Schools that are well connected to their communities, sports clubs and the sport sector can provide a greater variety of quality sport opportunities for young people, as well as ongoing participation in sport. The source of sports expertise typically lies outside the school gates - accessing this resource while making sure that providers understand and cater for the needs of schools and young people is critical.

### Benefits of connecting with the community

#### YOUNG PEOPLE:

- become aware of the variety of sports available to them, learn how to join community sports clubs and regularly participate in them
- make new friends and develop skills enabling lifelong participation
- develop talent and progress in their sport
- increase confidence to pursue sport after leaving school
- have access to quality training (coaches and facilities)
- have more opportunities to develop both as players and leaders e.g. coaching, officiating.

#### SCHOOLS:

- raise the school's profile in the community
- share facilities and resources (hire charges for school facilities)
- gain more supporters and deliverers to provide sport for students
- have healthier, fitter, more skilful pupils who display higher standards in teams
- provide more training for teachers by working with quality clubs and coaches.

#### CLUBS:

- increase their profile in the community
- increase membership by recruiting young people
- have more people to volunteer
- share facilities and resources
- enhance opportunities for grant applications
- increase club funds through increased membership.

#### COUNCILS/NSOs/RSOs:

- develop schemes linked to the Sport NZ Sport and Recreation Pathway
- promote the benefits of a physically active lifestyle
- encourage club modernisation
- supply a vibrant and growing membership and volunteer base
- identify and develop talent
- improve retention in sports participation beyond school leaving age
- enhance opportunities for grant applications
- embed the principles of equality through delivery of club links
- ensure quality controls are in place to raise standards
- develop capacity of local sports clubs including training of coaches.

### Keys to successful collaboration

#### Both school and community organisations:

- focus on student learning
- develop mutually beneficial relationships based on trust
- share an attitude of service towards young people
- build good relationships with leaders in the school.

### Barriers to collaboration

- Focus is on what is best for the organisation or the school rather than what is best for the student.
- Relationship is based solely on what one agency can gain from the other.
- Emphasis is on access/ownership of the most talented athletes rather than developing all athletes.
- Individuals who are more focused on self-promotion or personal egos than serving young people.
- Power struggles around who makes the decisions, owns the agenda, whose interests are being served.



**When building school and community relationships:**

- be clear about the motivations of the schools and question whether your motivation is beneficial to collaboration
- clarify the motivations of the organisation and question whether their motivation is beneficial to collaboration.

For example, if schools see community organisations as a resource for them to access, the relationship will not be sustainable. The school must also seek to support and grow the organisation they are collaborating with.

If the sport organisation is only interested in building its membership base and/or accessing revenue from increased membership, the relationship will not be sustainable. The organisation must seek to support the school’s goals of enhanced learning for students.

**How to initiate collaboration**

- Talk with the students, find out what they’re most interested in participating in.
- Review the personnel (teachers, support staff, existing parent coaches) within the school who are willing and able to support the sport that students want to participate in.
- Consider the range of sport organisations available to your school (your RSD should be able to help you with this) who offer the sport opportunities that students want to participate in.
- Arrange a meeting with the relevant sport organisations to gauge their willingness to collaborate and:
  - share your goals in relation to student learning
  - share the advantages you see in collaborating together
  - find out what motivates the organisation to work with the schools
  - consider ways you could work together
  - identify some long term goals/targets for the collaboration
  - develop a partnership agreement
  - work through a realistic action plan (towards the goal) for one year and review at the end of the year.

**Examples of how school and community organisations collaborate**

**The school could:**

- invite and welcome sports club members into the school
- invite community members to be part of the school’s Sports Advisory Council
- arrange for students to visit local sports clubs
- influence the club to review its guidelines for the use of club facilities to ensure they are young person friendly
- arrange for students to use club facilities within the guidelines of the club
- share facilities with the community
- provide an updated list of sport organisations that young people can access in their local community
- let parents and other community agencies (e.g. media) know which organisations support and/or sponsor school sport.

**The community sport organisation could:**

- run introductory sessions at the school
- influence the school to link school programmes with the organisation’s junior, youth and adult programmes to provide consistent messages, expectations and quality experiences
- ensure their environment (facilities and club members) is young-person friendly
- assist with coaching/training programmes for parents/volunteers, students, managers and team coaches
- help with or provide the cost of equipment, training and travel
- sponsor school sport programmes
- provide coaches, officials and event organisers for the school
- influence the coordinators of competitions (e.g. inter-school, inter-club, inter-region) for young people (e.g. RSO, RST, college sport) to ensure competitions, selection processes, and rewards/recognitions serve the needs of young people
- get involved with ‘have a go’ sessions - opportunities for kids to try different sports at school, and organise competitions around these.

## 2.5 Codes of Conduct

Codes of conduct are a means to clarify the schools' expectations of behaviour of volunteers and supporters, including parents; those expectations should be continually reinforced by the behaviour of key people in the system. The codes of conduct should be agreed to before the commencement of the season and ideally reviewed every year. The critical thing is to not only get your volunteers to sign the codes of conduct but they should also be held to account for them.

In particular, codes of conduct are about volunteer to volunteer, supporter to supporter behaviours; and quite often sideline behaviour.

See examples of codes of conduct on the NZSSSC website:

- Coaches, athletes, parents
- Player, coach, spectator, supporter.

### Safe sport for children

All sport staff and volunteers need to understand their responsibilities and be able to identify and respond to children at risk of harm. In order to do this effectively there needs to be ongoing supervision, support and training for people who work with children.

Children (and their parents and supporters) also need to be informed about expectations of them for appropriate behaviour.

Through developing a safe sport for children policy schools identify, assess and set out steps to minimise the risk of harm to children. There are several child protection policy templates available and some sports have examples of policies that are already being implemented. See a policy template in [Safe sport for children: Appendix 4](#).

Processes and procedures should be set up to protect young people in school and club environments. As part of its duty of care, a sport provider should ensure that suitable and appropriate staff and volunteers are engaged to work with children. Education should be provided to staff and volunteers on what they can do to:

- minimise the risk that their actions or inactions cause harm to any child; and
- limit their risk of being the target of allegations and complaints.

Every agency that provides sport opportunities for young people should have these codes of conduct and policies always in the back of their mind; they need to understand them, how they affect them and what they need to do to put them in place.

Those volunteering are looking for codes of conduct, policy and processes to deal with conflict in relationships and implementation of boundaries which have a protective function around their roles and responsibilities, e.g. role clarity and job descriptions.



### Legislation

In implementing a safe sport for children policy, you need to be aware of and keep up-to-date with child protection legislation that may impact on sport providers. This includes:

- Health and Safety in Employment Act 1992
- Children, Young Persons and their Families Act 1989
- Crimes Act 1961 – Protection of Children.

For more information, see [Safe sport for children and presentation](#) on Sport NZ's website.



Resources and templates are available online at: [www.sportnz.org.nz/rsss](http://www.sportnz.org.nz/rsss)

# 3

## Running Sport



Well planned events that meet the needs of students and schools, delivered with a focus on safety and inclusion, and that create a vibrant and exciting atmosphere for participants, are the crux of the work of the sport coordinator.

## 3.1 Planning

The process of developing a strong sport culture in a school community starts with the school's planning process.

Clear strategic, long term sport and annual plans allow a school to focus on priorities, monitor and review progress and consistently provide quality sport experiences for students.

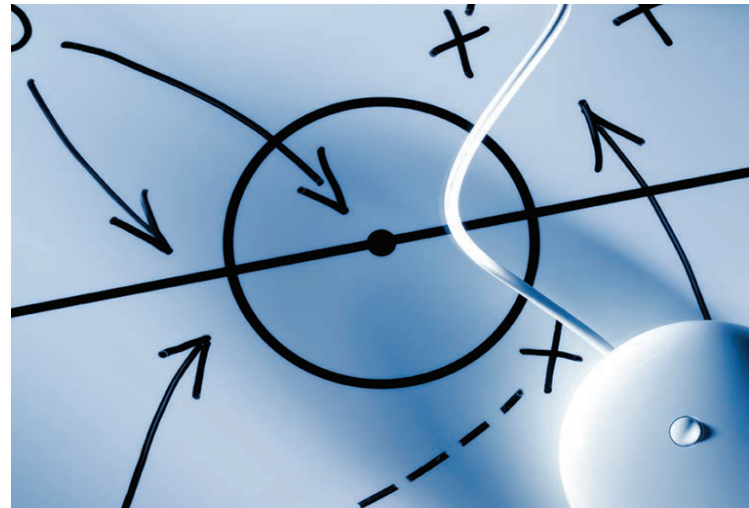
The long term sport plan aligns with the school strategic plan, and the annual sport plan comes out of the long term sport plan.

### Developing, implementing and reviewing long term sport and annual plans help to:

- ensure quality opportunities for all students
- create sustainable sport and practices
- engage the entire school and wider community
- establish effective partnerships
- reinforce positive messages about sport
- identify areas to develop personal skills of teachers, parents and providers
- promote the positive value that sport offers young people.

See the following long term sport and annual plan templates and examples:

- [long term sport plan template](#)
- [long term sport plan example](#)
- [example of strategic goals, KPIs and strategic initiative for a school long term sport plan](#)
- [sport annual plan template](#)
- [sport annual plan example](#)



## HOW TO CREATE A SCHOOL SPORT PLAN

Successful school sport planning gives clear direction on how the school aims to promote and provide sport. The school long term sport plan should be connected to, and be an expansion of, an outcome within the school strategic plan. Sport annual plans work towards delivery of the long term sport plan. The steps to consider when creating a school long term sport plan are:

### 1. Gather information

Gather information about the current state of your school sport, where the opportunities lie, what hurdles need to be overcome and who needs to be on board. Some of the ways to do this are through:

#### SCHOOL SPORT PLANNING ONLINE TOOL

Sport NZ's [school sport planning tool](#) is an online self-review tool that can be used by schools to gather information about where the school is at in terms of sport, and to help plan for and implement a quality sport programme. It is also used to review how you're going against the sport plan.

It covers four main topics:

**Ethos and culture** – vision and philosophy, planning and reporting, policies and procedures, school improvement, connections

**School and community** – effective engagement, partnerships with community, schools and whanau

**Sport opportunities** – environment, sports delivery and coaching

**Curriculum** – vision, planning, teaching and learning, professional development.

The school sport planning tool can be found at: [www.sportnz.org.nz/SSPT](http://www.sportnz.org.nz/SSPT).

### CARRY OUT CONSULTATION

Consultation makes sure that everyone involved with school sport has a say about what they want, how it's offered and what their role is. Consultation should involve students, teachers, senior management, BOT, parents, representatives from the community and sport organisations.

You need to consider: how to consult with these people, for example through surveys; what information is most important; and how to summarise and share the information.

## 2. Develop plan

When developing a school long term sport plan consider questions around:

### TERM OF PLAN

It's important to consider the term of the school sport plan when developing it, usually 3- to 5-years. Ideally this will line up with the school's strategic plan but will also involve annual detailed plans.

### ASPIRATIONAL/VISION STATEMENT

What role does sport play in our school? What environment do we want to create for our young people in sport in our school? What do you want to be known for? Is sport central to the way our school operates? What do you want your school sport environment to look like?

### BRAINSTORM IDEAS/OPPORTUNITIES

Start to layout the plan. Make sure you have a wide variety of input and ideas. The brainstorming process may result in ideas that don't land in the plan but it's important to think as wide as you can.

### STRATEGIC OUTCOMES

What do you want to achieve? What are the priorities that we want to work towards?

### MEASURES (KPIs)

How will we know we've achieved it? What will success look like? What are the targets for these outcomes?

### ACTIONS/INITIATIVES

What are we going to do to achieve these outcomes?

### IDENTIFY ROLES AND RESPONSIBILITIES

Who's going to do it? What are the roles and responsibilities required in a successful school sport plan?

### IDENTIFY BUDGET/RESOURCE IMPLICATIONS

What do we need resource-wise, including people?

### BARRIERS AND MITIGATION

What might stop this plan being achieved and what would you do to mitigate these challenges?

### ENGAGE LEADERSHIP TEAM

To keep the school leadership team informed and engaged, present the consultation phase findings to the school leadership team i.e. this is what our community/teachers/students/BOT are saying/are interested in. Ideally the plan will be signed off by the leadership team, BOT and/or sports council.

## 3. Implement plan

You might be involved with the implementation of the sport plan. Successful implementation depends on tracking what is happening in sport, informing people about it, publicising and promoting successes, having the right people involved, and having adequate resources.

### SECURE COMMITMENT OF SCHOOL LEADERSHIP

Commitment from school management, including Boards of Trustees, is essential. Without this, competing priorities can prevent targets from being achieved. Commitment may require formal support at a Board of Trustees' meeting.



### ENGAGE PASSIONATE PEOPLE

You need people to drive sport within your school. This could mean forming a sports council or committee that provides leadership in implementing your school sport plan. Students, teachers, senior management/Board of Trustees, parents/whanau, and representatives from local sport organisations could be involved. See more information about school sports councils in the About Schools section.

### SECURE MONEY AND RESOURCES

Refer back to section 1.4 How is Sport in Schools Funded?

### CAPTURE INFORMATION

There are several electronic student management systems that can efficiently capture sport information and manage sport functions in your school, such as ordering uniforms, booking teams and calling for registrations.

KAMAR, MUSAC and PCSchools are the most common student management systems. You can use these systems to manage your sport data and information, and to produce the school representation census, which is required each year by the New Zealand Secondary School Sports Council (NZSSSC) and your RSD.

Both KAMAR and MUSAC run excellent helpdesks. See the NZSSSC website for [how to produce the representation census](#) and to download a [MUSAC user manual](#).

Your RSD can provide a profile of your school's participation data.

Ask your school's system administrator for advice.

### TRACK PROGRESS AND PROMOTE PERFORMANCES

There are several ways to broadcast and promote sports results, including social media. For more information on communication, see section 1.5 Communication.

Check with your RSD regarding the requirements and procedures for notifying sports results in your region. Some codes' entries and results are managed by the RSD; others are managed by the code's regional sporting organisation. You may have to send results to different organisations.



### CELEBRATE AND SHARE SUCCESSES

Achieving change in a school community takes time and effort from many people. It is important to share and celebrate successes across the whole school. This gives recognition, offers thanks, and helps keep the ball rolling.

#### Success can be celebrated by:

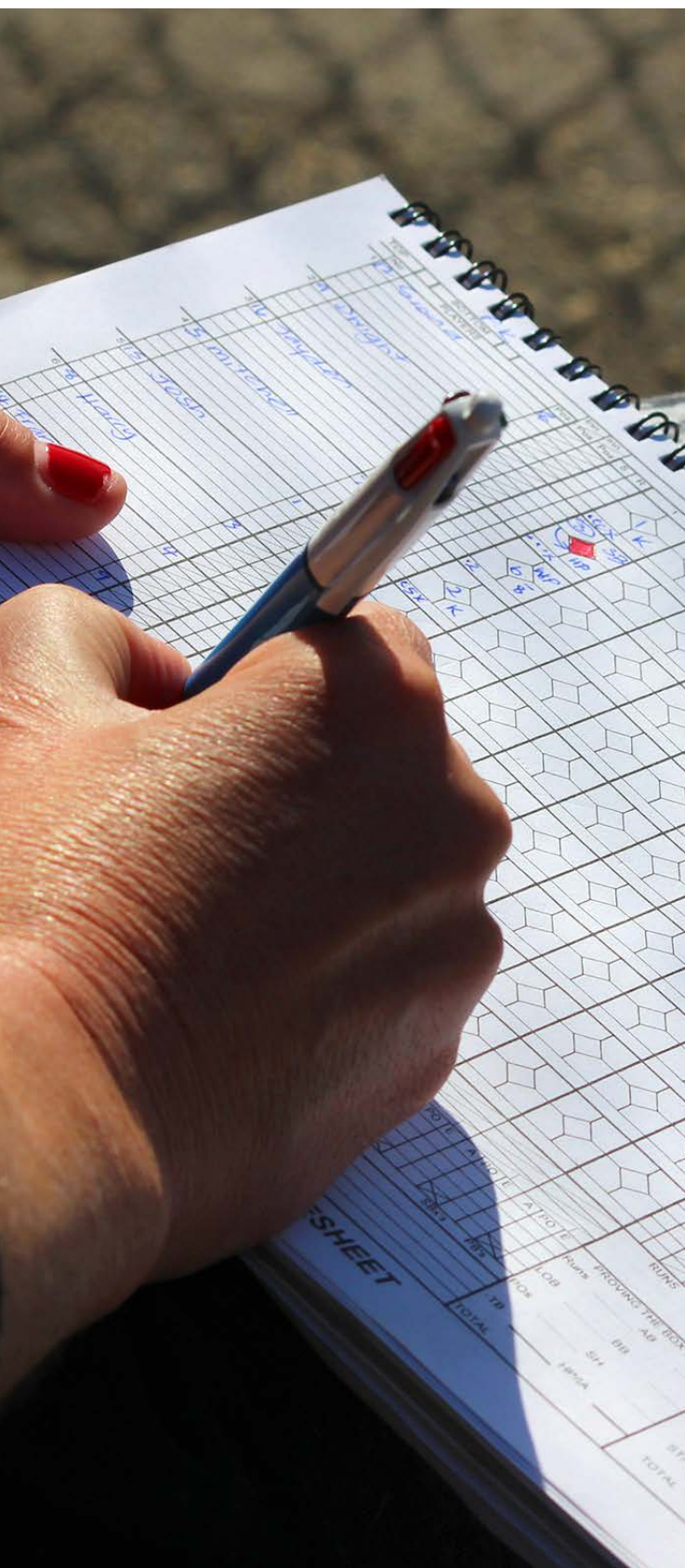
- articles/photos in local media
- reports in newsletters, on websites and notice boards – of both school and other sport organisations
- posts on Facebook and social media
- certificates and recognition at events including assemblies
- medals and trophies
- special events, e.g. award ceremonies and parents' evenings
- sharing knowledge about what has been learned.

## 4. Monitor and review plan

Monitoring and reviewing progress is essential. This requires ongoing collection of information about such things as:

- progress towards targets
- actual vs budgeted expenditure and income
- resource allocation, including people.





**There are a number of ways to monitor and review the school sport plan:**

#### ANNUAL REVIEW OF THE LONG TERM SPORT PLAN

This could be done by a school sports council or other body that is one-step removed from the person who implements the plan. Ideally, this should involve formal reporting against the strategic plan.

#### ONGOING/REGULAR MONITORING OF THE ANNUAL PLAN

The sports council or senior leadership team should regularly monitor the annual plan. In terms of raising sport on the school's agenda perhaps the BOT, principal or an HOD could also participate in this review.

#### SATISFACTION SURVEY

Every two years Sport NZ sends out surveys to school sport coordinators and principals to gauge their level of satisfaction with their RSD and to gather information to improve the service and about the state of sport in your school. You will be contacted towards the end of every second year about this.

#### REPRESENTATION CENSUS

At the end of the year each school is expected to submit an NZSSSC representation census report. The census provides participation figures to NZSSSC about the numbers of students participating in each sport as well as the community and school involvement in coaching and managing sport.

Your RSD will contact you about completing the census. You can produce the report using the reporting tools MUSAC, KAMAR or an Excel spreadsheet provided by your RSD. For instructions on [how to produce the report](#) see the NZSSSC website.

Email the report as an Excel file to your RSD who collects this on behalf of NZSSSC.

Circulating report summaries, including census results, are a way of keeping boards of trustees and senior management engaged in the sport plan, and the reports can highlight areas for future improvements. The review of results shows if targets are met, and helps to identify contributing factors, demonstrates accountability, and identifies future planning and resourcing requirements.

## 3.2 Policies

Policies provide the framework and justification for actions. Policies are typically adopted by Boards of Trustees. They may include guidelines on team management and supervision, transport, outfitting and uniforms, health and safety, and eligibility criteria.

Establishing a sport policy should involve consultation within the school and its wider community. Through consultation, decisions on sport practices are more likely to be consistent, safe, equitable and appropriate.

Policies that schools might adopt include:

- Health and safety, and risk management - see section 3.4 Health and Safety
- Eligibility criteria – see the [NZSSC website](#)
- Codes of conduct – see section 2.5 Codes of Conduct.

See the following policy template and example policies:

- [sport policy template](#)
- [sport policy example](#)
- [policy to provide opportunities for students to participate in sport example](#)
- [policy on equity for sporting, cultural and academic activities example.](#)



## 3.3 Competition Delivery

You'll be responsible for managing and overseeing the running of intra- and inter-school sport competitions.

Intra-school and intra-mural refer to sporting activity and competitions within the school – generally inter-house, inter-form, inter-whanau are managed and delivered by the school's personnel.

Inter school refers to sporting activity and competitions beyond the school – generally with other schools and usually managed and delivered by an agency outside the school – RSD or RSO.

Some smaller schools don't have enough players so they combine with other schools for inter-school sport; this depends on the policies and procedures of schools and RSDs. Schools should liaise with their RSD about this.

The NZSSSC sets the guidelines for NSOs to deliver Island and National school events and tournaments. There are nationally adopted protocols in place particularly around eligibility. RSDs and principals establish rules for regional competitions they manage and deliver; RSOs for competitions they deliver. Check with them for more information.

Also consider special needs and disabled young people and how they can be included in either mainstream sport or the numerous programmes provided for them by your RSD or Special Olympics NZ, who have regional branches in most centres. These young people may be in a Learning Support Centre in your school - particularly those with intellectual disabilities, or mainstreamed – usually those with physical disabilities.

See the [Special Olympics NZ](#) website for a programme of sports training for children with intellectual disabilities. Most schools that have high needs students tend to have separate units for these students. Engage with staff who work with high needs students in your school to find out what works for them. Your local RSD can give you a list of events available for special needs students.

The [Halberg Disability Sport Foundation](#) provides support and training for schools on how to develop and deliver inclusive sport opportunities. They can offer advice on how to modify games and provide specialised equipment. They provide school teachers and staff with the skills to encourage the participation



of physically disabled people in sport and recreation at school athletics days, PE classes to camps.

If you require more information about working with athletes with disabilities, contact your local [Halberg Disability Sport Advisor](#) and perhaps take a No Exceptions Training course with them. You may also wish to contact your regional [ParaFed Development Officer](#) who helps provide programmes specifically for athletes with physical disabilities, including blind athletes.

### Sports registration

One of your most important roles is to ensure the process for registering interest in playing sport is easy and accessible for all students. Most schools ask students to register their interest twice a year – for summer and winter sports. Some hold registration evenings for all sport, while others separate by code or season (winter/summer). Some suggestions for making the process simple are:

- you need to be flexible to get kids playing
- make sure that the registration process is clear so students know what to do and when, and they meet the requirements and expectations of the school e.g. 'no pay, no play' options, fees are invoiced through the school or paid up front
- registration can be paper-based or online. In particular, large schools are using technology for the registration process. Check with your RSD to see if they know of schools in your region who use electronic processes - generally they will share these with you. In both cases, design registration forms that:
  - are simple and easy-to-fill-out
  - collect all the information required for the database. Much of this already exists on the school's Student Management System (SMS) - KAMAR, MUSAC, PCSchools - so don't seek/re-enter data that can be readily imported from the existing system. However, make sure you check the accuracy of the existing data through your registration information

- include statements about player responsibilities/codes of conduct
- collect any required permissions
- ask parents to be support as coaches, managers, transport, team sponsors – keep the gates open for any opportunity to support the school.

See an example of a [registration form](#).

- If holding a registration night, advertise it in the school's newsletter, on notice boards around the school and through websites and social media.
- There is a huge opportunity to use your current students and sport leaders to promote sport and what your school provides at 'open evenings'.
- A number of schools create a small handbook that lists all the essential details of sports offered. These may include: the night the sport is played on, approximate cost to play, where the sport is played, links to the rules, uniform requirements.
- Use the school's website to promote registration and code information.
- Record sports registrations in the student management system or similar online tool.
- Some schools collect information on enrolment forms or via parent portals about future students and their sporting interests.

## Event registrations

You are responsible for ensuring that your school meets the entry requirements for the inter-school competitions; typically this is organised by the RSD or the RSO – this varies significantly from region to region. Your RSD should be able to provide you a schedule of who manages and delivers the various codes. You will have responsibilities in regards to event entry deadlines, result notification, award nominations, payments, registrations, and conduct of those attending.

Your RSD will provide you with an event schedule and costs relevant to your region so you can be aware of events ahead of time, but do not wait until you receive the call for entry before taking registrations from students and organising teams and coaches. This should be done during a winter and summer registration period scheduled well in advance of the start of the season. Your RSD will again provide guidelines.

Island and National tournaments' information can be found on the [NZSSSC website](#). The calendar for the following year will be available from your RSD at the beginning of term 4. For tournaments you regularly attend, you should organise accommodation and travel in advance. Prior to booking, check the qualification process first to ensure that your team is eligible.

## Running sports trips

There are many opportunities for students to play away from school. The annual programme of sports trips needs to be established at the start of the year so that interruptions to student classroom study are factored in.

Sports trips may involve inter-school exchanges, weekend tournaments, Island school tournaments, New Zealand school tournaments, qualifying tournaments and overseas tournaments.

Choosing to send a team away is a difficult decision. With all the requirements necessary for student travel, it can sometimes be tempting to see school sports trips as 'too hard'. However, the learning that happens on these trips is invaluable to the students and can benefit the team in terms of team spirit and bonding.

Your school will have procedures and processes in place for education outside the classroom (EOTC). You will need to complete a safety management system or risk analysis and management system (RAMS) form for the trip. See section 3.8 Health and Safety for a RAMS template and example, and factors to consider for a safety management plan.

The lead-up to summer and winter tournament weeks is a particularly busy time for sport coordinators with most schools sending several teams away to compete in national tournaments. Ensure you have accommodation and travel arrangements and funding requests in place early to avoid missing out.

See more information about [running sports exchanges](#) on Sport NZ's website.

Schools also traditionally run whole school events for sports such as athletics, cross-country and swimming. For more information see Sport NZ's website on running the following school sport events:

- [athletics sports](#)
- [cross-country](#)
- [swimming sports](#).

## 3.4 Informal Sport & Games

Informal sport is social or recreational sport without a schedule of competition or activity, and at a time or place of the participant's choosing.

To encourage informal sport, especially for young people who don't want to play formal sports, you need to promote participation in ways that are meaningful to these kids e.g. not sporty. There also needs to be:

- support by peer leadership/role models
- a school culture and environment that encourages kids to be active
- access to space and equipment.

Some ways to create, promote and foster informal sport could include:

- surveying kids to find out what they want to do
- providing student-led activities at lunchtime - give responsibility to senior students and/or the student sport council to run informal activities and support kids by being role models
- creating opportunities for fun – kids don't want it to be hard work
- encouraging other recreational activities such as dance, or modify traditional sports, for example 3-on-3 basketball and futsal
- playing against teachers and staff
- for kids with disabilities, see the [Halberg Disability Sport Foundation website](#); they provide support and training for schools on how to develop and deliver inclusive sport and physical activity and recreational opportunities. Also see the [Special Olympics NZ website](#).
- providing modified sport options for students who miss out on selection in school teams or whose competition finishes early.



## 3.5 Tournaments & Draws

You should know how the various tournaments are organised so that you can decide which format best suits your game, number of entries, time allocated, available facilities and equipment, and the number of officials available.

**In determining the type of tournament format or draw, consider these factors:**

### 1. OBJECTIVES OF THE TOURNAMENT, FOR EXAMPLE TO:

- determine a winner quickly
- provide maximum participation
- encourage social interaction
- determine a true champion
- rank all entries according to ability
- qualify a team/individual for a regional/national competition.

### 2. CHARACTERISTICS OF PARTICIPANTS

- age level
- playing ability and skill level
- interest level
- intensity of competition – competitive/informal.

### 3. FACILITY, EQUIPMENT, PERSONNEL

- available facilities
- number of fields/courts
- equipment required
- personnel (officials, etc.) available.

### 4. TIME

- length of time available
- time required
- provision for poor weather, play-offs, etc.

### 5. TYPE OF EVENT

- individual
- dual
- team
- co-ed
- house or class
- mates.

### 6. OTHER FACTORS

- budget
- publicity/promotion within school.

## Types of tournaments

Tournaments or competition formats include:

- challenge (ladder or pyramid format)
- single elimination (knock-out tournaments)
- double elimination
- consolation
- seeded elimination
- round robin.

Find out more about the different [types of tournaments and draws](#).



## 3.6 Facilities, Equipment & Uniforms

It's important that all available facilities, equipment and other resources are managed well to allow easy access, and maintained to a usable and safe condition.

### Facilities

Sport facilities include playing fields, the gymnasium, school hall, swimming pool, asphalt or court areas, adventure playgrounds, trees, playground markings, concrete walls, changing rooms and showers, and lock-ups or areas for bikes.<sup>8</sup>

Within your school, you should know:

- what facilities are currently available for sport
- who is responsible for reviewing the facilities and maintaining their condition
- how safe are these facilities for the types of activities that take place
- what procedures are in place for using these
- who has access to the facilities and when
- what community facilities does the school have access to
- which students use these facilities.

Schools should aim to promote equal access to facilities for all students. Systems and procedures for use of the facilities at these times need to be reviewed regularly to ensure that they continue to be user-friendly and easy to manage.

Access to school facilities by students and community members outside school hours promotes the positive sport culture of the school and helps maintain links with the school community.

For examples of collaborative partnerships between the community and schools see the [Facilities section](#) on Sport NZ's website.



### Equipment

Equipment and resources you may need to do your job include:

- laptop, personal computer or tablet connected to the school network and internet
- appropriate software including word processing and spreadsheets
- mobile phone/smartphone
- access to IT support
- access to printer and photocopier
- relevant office equipment
- adequate supplies of sporting equipment e.g. balls, bats, uniforms etc.
- whistles and stopwatches
- first aid kits
- electric pump (for pumping up balls).

Easy access to appropriate equipment is essential for a positive school sport culture.

Within your school:

- how is the equipment for sport currently managed?
- is there a storage area that is organised so that all the equipment is readily accessible?
- is there an equipment inventory that is regularly reviewed and updated?
- what is the operational system for issuing and returning equipment? Is it working?
- what is the procedure for maintaining and replacing equipment?
- do all students have access to and use of equipment in breaks and before and after school?
- who decides what equipment will be purchased?

The person in charge of the equipment storeroom needs time to organise and implement systems to ensure that teachers or students can access equipment whenever it is needed.

The school's equipment can be retained, looked after, and used and enjoyed by all when:

- all items are labelled clearly and have a designated, labelled place for access and return
- there is an accountable process to follow when using sport equipment
- there is a clear system for student access during playtime and lunchtime. This may be student managed.

## Uniforms

The sporting arena is a very public showcase of a school's students, the way they present and their behaviours. So that there is consistency of design, supply and colours, an increasing number of schools have a contractual arrangement with a sport apparel supplier. There are often significant benefits built into these contracts and you should consider 'going to the market' to get the best outcome for your school. Some schools have students buy their sports uniform – often from the school clothing shop, some charge students a fee to 'lease' the uniform for the season, and often first teams have their uniforms personalised and numbered and purchase them outright. Tracksuits also need to be considered and made available.

You can keep tabs on sport uniforms through your student management system. For MUSAC users see the [MUSAC user manual](#) on the NZSSSC website.

If you're not using a student management system to track uniforms, or if you issue entire uniform sets to coaches to distribute, you'll need a way to keep track of them. A quick email to the coach or manager of the team with a checklist attached is a simple, effective method of tracking uniforms. See a [uniform tracking sheet example](#).





## 3.7 Finance/Money Management

### Budgeting

Most sport coordinators need to have some skills in budget management as they're often responsible for managing the budget allocation for extra-curricular sport. Some schools may operate separate allocations for each sport.

#### Things to remember and consider include:

- Where does the responsibility for money management lie (ideally with the school's executive officer)?
- Is your operating budget on a break even or profit basis?
- When is budget planning done?
- Sport fee structure for codes.
- Is income aligned to your budget?

For an [example budgeting/expenditure tracking spreadsheet](#) and how to use it, see Sport NZ's website. This spreadsheet is useful for managing one budget for sport and meeting the need to track expenditure on a code-by-code basis.

### Sponsorship

Consider the following points when deciding about approaching a commercial partner/corporate sponsor to help fund your school sports:

- In many cases sponsorship deals are done through parents and business contacts rather than a proactive approach to sourcing commercial partners and sponsorship.
- There are also several online fundraising organisations that can create and develop fundraising ideas for schools, provide web donation support capability and connect the school with sponsors/donors online where funds can be donated securely e.g. [www.schoolfunrun.co.nz](http://www.schoolfunrun.co.nz) and [www.fundraiseonline.co.nz/schools](http://www.fundraiseonline.co.nz/schools).
- Commercial partnerships and sponsorships can require some management and servicing so you need to decide whether your school has the capability or resource to do this.

- Read Sport NZ's resource [Sport sponsorship: Securing and Retaining Commercial Partners](#). Note: This resource is aimed at NSOs, RSOs and RSTs and is not specific to educational institutions but much of it is relevant and it is certainly worth reading if you're considering commercial partnerships/sponsorships.
- Carefully research and identify potential sponsors, present your proposal and follow-up.
- Avoid conflicts of sponsorship and be aware that some companies may demand an exclusive arrangement.
- For further funding opportunities check Sport NZ's [directory of potential funding sources](#).

#### Consider what you can offer your sponsor, for example:

- their company logo on uniforms and equipment (e.g. rugby goal post pads)
- regular promotion with a large potential customer base through newsletters home to parents (e.g. the school's newsletter)
- the opportunity to 'own' an event or activity – e.g. Harcourts Cup
- an opportunity to be seen as an integral part of sport at your school and therefore the community ie. socially responsible
- keep your sponsors happy and deliver on what you've promised.

See an [example sponsorship proposal](#).



## 3.8 Health & Safety

Young people must be kept physically and socially safe when they participate in sport. Schools and sport providers have responsibility for protecting young people from physical, social and emotional harm.

Keeping participants safe covers a range of areas including:<sup>16</sup>

- the physical environment – facilities, equipment, techniques, weather conditions
- the social environment – the different relationships between participants, coaches or instructors, and parents
- the emotional environment – bullying, promoting positive feelings about individuals, preventing any forms of abuse.



See more information about [Safe sport for children](#) and [Good practice principles](#) for delivering sport for young people on Sport NZ's website.

The Board of Trustees, through the principal, must ensure that the school has health and safety policies and procedures and that these are implemented effectively.

<sup>16</sup>Sport New Zealand 2014, *Good Practice Principles [online]*, available URL: <http://www.sportnz.org.nz/managing-sport/guides/good-practice-principles-for-the-provision-of-sport-and-recreation-for-young-people>

### Risk analysis and management system (RAMS)

In reality it is impossible to eliminate all risks associated with sport and that, regardless of steps taken to minimise risk, injuries will occur.

Risk management is about ensuring that those people involved in hosting and/or controlling sporting events take the necessary steps to isolate or minimise risk in sport.

Two common systems of risk management are RAMS (risk analysis and management system) and SAPs (safety action plans). The end user (e.g. sports coach/manager) should be consulted when developing a RAMS or SAP plan.

They will be able to advise how to prevent something going wrong and what they would do in the event of something going wrong. They will understand and own the safety management system. It is important for the RAMS to be signed off by the principal.

See a [sporting event RAMS template](#) and an [example of a completed plan](#).

**The factors to consider when developing a plan are:**

#### 1. IDENTIFY THE RISKS

In the first section of the RAMS form identify all the possible injuries and/or accidents that could occur. These may include cuts and grazes, concussion, or broken bones from player collisions. There is also the possibility of a serious medical condition being experienced at the venue, for example: heat stroke, severe sunburn or an existing medical condition worsening (heart condition).

#### 2. IDENTIFY CAUSAL FACTORS

Identify factors that could contribute to injury under the headings of people, equipment and environment.

For example:

- People – What do they bring with them to the event, such as age, physical fitness, health and so on?
- Equipment – What equipment is required, including ground equipment, playing equipment and safety or protective clothing?
- Environment – What environmental factors will impact on the activity, such as playing surface or temperature?

### 3. RISK MANAGEMENT STRATEGIES

Under the normal operating section of the RAMS form, list strategies that can be used to minimise or isolate potential injuries. This may include strategies such as the provision of sun shades for players and spectators or ground signage relating to the bat off ball risk in specific spectator areas. It is also necessary to identify strategies to cope with potential emergency situations, such as the provision of a medical evacuation vehicle in case of a serious injury.

### 4. RELEVANT INDUSTRY STANDARDS

What are the current standards required in relation to tournament planning within your sport? Are there any specific rule alterations relevant to the level of competition you are involved in?

### 5. POLICIES AND GUIDELINES

What policies or guidelines are in place relating to officials in the game? Are there any further recommendations that should be made relating to this specific event?

### 6. SKILLS REQUIRED BY STAFF

List the skills and competencies required by staff involved in this activity. This information can be obtained from information identified in the RAMS form to date, for example, what level of qualification the respective official should hold to officiate at this level of event.

### 7. FINAL DECISION ON CONDUCTING THE ACTIVITY

Take the completed RAMS plan to your executive/principal and have them sign off the event. This ensures that the tournament organisers disclose possible risks and manage their own level of liability as the tournament/event planner.

### 8. EVALUATION

It is important that the RAMS plan is viewed by all personnel involved in the sport at the start of a season. It is a living document and should be regularly evaluated with any necessary changes made as and when needed. An example of this is monitoring and recording all injuries associated with the event and other similar events and then identifying further strategies to eliminate any common occurrences.

NZSSSC also has a [Safety Action Plan template](#) on their website.

## Injury prevention

The old adage 'prevention is better than cure' is a wise principle for all sport coordinators, coaches and managers to adhere to. In order to help prevent injuries happening, you need to develop an injury prevention plan, and assist your coaches to implement it. Use the following guidelines:

- Plan training programmes that are specific to the demands of your sport, and that build up fitness gradually and then maintain it.
- Be aware that many major injuries occur when athletes are fatigued, and take this into account during training and competition.
- Be aware of any known long-term or short-term medical conditions that your athletes may have.
- Follow sound teaching and coaching practices to ensure you teach your athletes the correct techniques for all activities, and that they perform skills and exercises correctly. Avoid potentially dangerous exercises.
- Ensure all training activities are appropriate for the athletes' abilities and stages of growth and development. Set realistic goals for the athletes, or assist them to do this for themselves.
- Ensure athletes warm up adequately prior to training and competition, and cool down at the conclusion of each session.
- Group athletes according to their size, shape, stage of growth and development, and ability. For junior athletes, modify the rules, equipment, size of the playing area, etc.
- Ensure that athletes use sports equipment that is safe, and is suited to their ability and stage of growth and development. Ensure that all equipment is used safely and correctly.
- Ensure that athletes wear suitable protective clothing and equipment where appropriate, and that it is fitted correctly.
- Be aware of extremes in temperature and humidity during training and competition, and take appropriate action to prevent temperature-related injuries and illnesses when necessary. Ensure the athletes' fluid intake is adequate, both during and after training and competition.

- Ensure all athletes adhere to the rules of the game, the principles of fair play, and all safety practices associated with your sport.
- Ensure injured athletes are rehabilitated completely before they return to training and competition. If in doubt, consult with their medical specialist. Do not allow any athlete to participate who is in pain or unwell.
- Ensure athletes are not overtraining e.g. incorrect loading or progression of activity, or simply doing too much. Check for symptoms of overuse injuries, e.g. pain and inflammation. Pain is a warning sign that something is wrong; do not ignore it.

See more information on sport-related injuries:

- [Recognising and categorising injuries](#)
- [Assessing injuries](#)
- [Applying first aid](#)
- [Treatment and rehabilitation of injuries.](#)

## Education outside the classroom (EOTC)

Learning opportunities that take place outside the classroom are broadly described as education outside the classroom (EOTC). These can include any curriculum-based activity that takes place outside the school gate ranging from a museum or marae visit, **sports trip**, outdoor education camp, to a rocky shore field trip.<sup>17</sup> The Board should have a policy that sets out the requirements for students and staff involved in EOTC activities.

The Ministry of Education (MOE) has produced EOTC guidelines that describe how schools can plan for EOTC activities from a safety perspective. This set of guidelines supports the national curriculum and is consistent with statutory requirements and accepted best practice standards.

Refer to the [EOTC Guidelines](#) on their website.

Your school should have an EOTC coordinator, ideally a teacher, senior staff member, or the principal (or a combination of these), who will have responsibilities to the Board and the Ministry with regard to EOTC activities. Speak to this person for advice and help in planning and running an EOTC sport event. They will look at your programme in terms of:

- curriculum (learning)
- budget
- safety.



## SAFETY MANAGEMENT SYSTEM FOR EOTC ACTIVITIES

All schools are expected to have established safety management systems and procedures that reflect their own EOTC policies and programmes. MOE suggests a five-stage process:

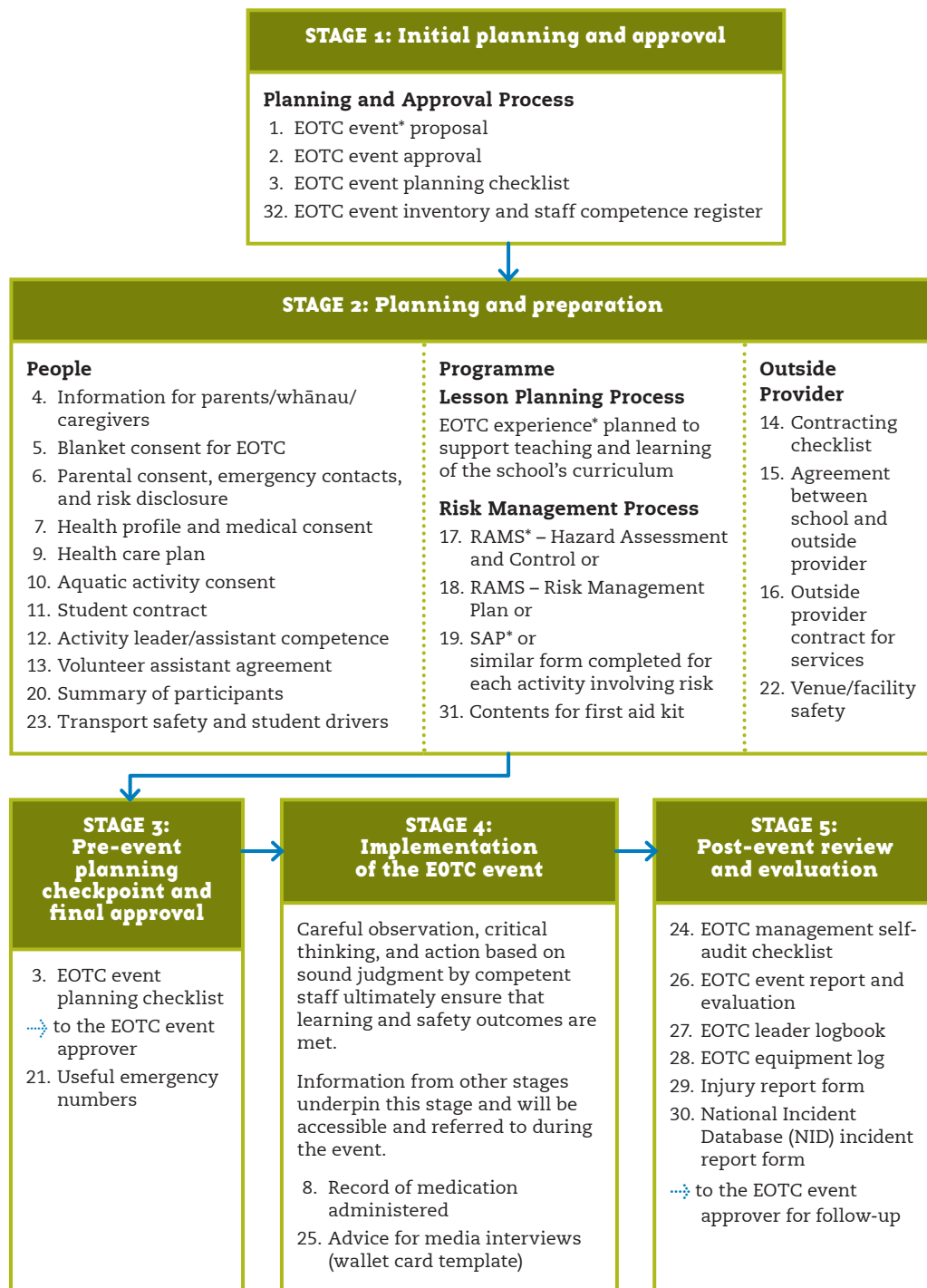
- **Stage 1:** Initial planning and approval.
- **Stage 2:** Planning and preparation (people and programme management).
- **Stage 3:** Pre-event planning checkpoint and final approval.
- **Stage 4:** Implementation of the EOTC event.
- **Stage 5:** Post-event review and evaluation.

A comprehensive range of forms related to this five-stage approach are available from the [Safety management toolkit in the EOTC guidelines](#). These can be customised for your school. Ideally, these tools should be available to all staff on the school's intranet. Each form details a safety management procedure. Depending on the level of risk associated with the activity, some management procedures may be carried out informally (for example, verbally) rather than using a form.

Figure 4 illustrates how the procedures and forms in the guidelines toolkit could fit into the five-stage EOTC management process.

<sup>17</sup>Ministry of Education 2009, *EOTC Guidelines: Bringing the Curriculum Alive [online]*, available URL: <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

FIGURE 4: MINISTRY OF EDUCATION EOTC GUIDELINES



Note: The numbers and asterisks correspond to the sample forms and notes in the EOTC toolkit: <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>.



Resources and templates are available online at: [www.sportnz.org.nz/rss](http://www.sportnz.org.nz/rss)

# Conclusion

The role of a sport coordinator is central to the provision of a quality sports experience for young people, and we congratulate you on holding this position.

We hope this resource is useful for you. Typically, sport coordinator responsibilities can be wide ranging and we may not have covered every aspect of your job within this document. However we will continually update the list of tools, templates, guidelines and other information on our website at [www.sportnz.org.nz/rsss](http://www.sportnz.org.nz/rsss) and we encourage you to visit this from time to time if you need assistance with your role.

Good luck and don't hesitate to contact us if we can help.

**Roger Wood**  
Sport New Zealand

Email: [roger.wood@sportnz.org.nz](mailto:roger.wood@sportnz.org.nz)  
Phone: 021 496979





**SPORT  
NEW ZEALAND**

Ground Floor, 86 Customhouse Quay,  
Wellington 6011, New Zealand  
PO Box 2251, Wellington 6140  
Phone: +64 4 472 8058 Fax: +64 4 471 0813