



KiwiSport in Schools:
October 2012



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Overview

KiwiSport was established in 2009 with three objectives:

- To increase the availability and accessibility of sport opportunities for school-aged children.
- To increase the number of school-aged children participating in organised sport.
- To support children in developing skills that will enable them to participate effectively in sport.

Some of the KiwiSport funding is allocated directly to schools (Direct Fund) and some is paid to Regional Sports Trusts (RSTs) to provide sports opportunities through the Regional Partnership Fund (RPF).

Schools which ERO reviewed during Terms 1 and 2, 2012 were asked to complete a questionnaire about their use of KiwiSport funding, the impact on their physical education (PE) programme and students' skill development, and involvement with RSTs. This report presents the main findings from their responses. ERO published a previous report on KiwiSport in 2010.

Most schools reported a large impact or some impact from their KiwiSport funding. They identified:

- increased availability and accessibility of sports opportunities (32 percent large extent, 45 percent some extent)
- increased numbers of students participating in organised sport (34 percent large extent, 47 percent some extent)
- impact on supporting children to develop skills to participate effectively in sport (36 percent large impact, 46 percent some impact).

Although not an objective of KiwiSport, schools also identified an impact on their physical education programme (26 percent said it had a large impact, 49 percent said it had some impact). Some schools had increased the time spent on PE (38 percent increased, 59 percent no change).

Eighty-five percent of schools had been in contact with their local RST, 25 percent had applied for funding and 77 percent of those applications had been successful. Over 90 percent of schools had been involved with at least one of the nine RST programmes/activities listed in the questionnaire.

Primary schools were more likely than secondary schools to report that the KiwiSport funding had a large impact on their PE programme and the support for skills development. They were also more likely to have been involved with RST programmes to upskill teachers, modify sports and games, and develop movement and basic skills. Many primary schools noted that involvement with specialists had benefited both teachers and students.

One of the main benefits that secondary schools noted was being able to employ a sports coordinator or extend the hours of their current coordinator. Secondary schools

were more likely than primary schools to have been involved with RST programmes to enhance links with local clubs, develop programmes for coaches, provide leadership programmes for students, provide sport for non-participating youth, and address drop off at transition stages.

Introduction

KiwiSport

In July 2009, the Offices of the Ministers for Sport and Recreation, Education, and Health proposed a new initiative, KiwiSport, to increase opportunities for school-aged children to participate in organised sport. In 2010, ERO reported on schools' initial use of KiwiSport funding, and the ways in which students were better able to participate in organised sporting opportunities.¹

Objectives of KiwiSport:

- To increase the availability and accessibility of sport opportunities for school-aged children.
- To increase the number of school-aged children participating in organised sport.
- To support children in developing skills that will enable them to participate effectively in sport.

The funding has two components. The Ministry of Education pays the Direct Fund to schools as part of their Operations Grant. In 2012, schools received \$13 per student for Years 1 to 8 students, and \$23 per student for Years 9 to 13 students. Schools can use the Direct Fund for anything that they can show will get more students participating in organised sport, and for new initiatives in particular.

Funding from the Regional Partnership Fund is paid to Regional Sports Trusts (RSTs). Sport New Zealand (formerly SPARC) distributes the funding to RSTs, who allocate it to projects that meet KiwiSport objectives. The Regional Partnership Fund is designed to complement the Direct Fund by encouraging schools, clubs, community organisations, and local businesses to collaborate in increasing the opportunities for organised sport. RSTs receive funding based on the number of students in their region according to Ministry of Education roll returns.

Regional Sports Trusts

There are 17 RSTs in New Zealand. These are independent not-for-profit organisations, each governed by a board of trustees drawn from the local community. RSTs 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 and physical recreation spectrum, assisting regional sports organisations, schools and clubs, as well as supporting

¹ ERO (2010), *KiwiSport in Schools*, Wellington: Education Review Office.

individuals and community groups that participate in less structured physical activity.² RSTs allocate the RPF through a mix of contestable and non-contestable funding.

Schools can apply for contestable funding. For 2009-2011, 68 percent of applications were approved. The majority of funding is allocated to skills-based programmes (34 percent), followed by sports opportunities or competitions (24 percent), and coaching courses (13 percent).³

Methodology

ERO's framework for investigation

ERO gathered information from schools that were reviewed in Terms 1 and 2, 2012. Schools were asked to complete a questionnaire, *KiwiSport in Schools*, based on the following questions:

1. Has the school/kura used the KiwiSport Direct Fund as intended?
2. To what extent has the funding increased the number of students participating in organised sport?
3. To what extent has the funding increased the availability and accessibility of sports opportunities for your students?
4. What impact has KiwiSport had on your physical education/physical activity programme?
5. Has the time spent on physical education changed?
6. What impact has KiwiSport had on supporting children to develop skills to help them participate effectively in sport?
7. What Regional Sports Trust (RST) operates in your area?
8. Has your school/kura had any contact with the RST and who initiated the contact?
9. Which of [a list of nine] programmes/activities has the school/kura been involved with?
10. Has the school/kura applied to the RST for funding, was the application successful, and any comments on the role of the RST?
11. What does your school/kura see as the benefits of KiwiSport?
12. What does your school/kura see as the challenges of KiwiSport?
13. Do you have any other comments about KiwiSport?

Schools/kura were asked to provide additional examples to support their responses to some questions. Although KiwiSport's original objectives were covered by Q2, Q3, and Q5, other questions were included to explore any impacts on the physical education programme.

² Data accessed from <http://www.sparc.govt.nz/partners-and-programmes/regional-sports-trusts/overview>

³ Data accessed from <http://www.sportnz.org.nz/Documents/Young%20People/Kiwisport/2010-11%20Kiwisport%20Report.pdf>

Response

ERO received responses from 245 schools - 206 primary, 32 secondary, and seven composite schools. The demographic characteristics of the responding schools were similar to those of all schools nationally (see Appendix 1).

The report

Findings about the impact of KiwiSport funding on sports opportunities, student participation, physical education programmes, skill development, benefits and challenges are presented separately for primary and secondary schools.⁴ Findings related to RSTs are reported for primary and secondary schools together. Appendix 2 describes relationships among responses to various questions.

Limitations

This report is based on schools' self reporting of KiwiSport's impacts. It is not clear how schools have decided their ratings of extent and impact. Some schools may have been including impacts of the Regional Partnership Fund as well as impacts of the Direct Fund. Some responses specifically referred to the school paying for professional development, but most did not include this information. Also, some schools noted that it was difficult to rate increased participation as they did not know what activities students were involved in outside school.

⁴ Primary schools include full primary, contributing and intermediate schools. Secondary schools include Years 7-15 and Years 9-15. Seven composite schools responded. As their responses differed from both primary and secondary schools, they have not been combined with results for either group, but they are included in the overall results.

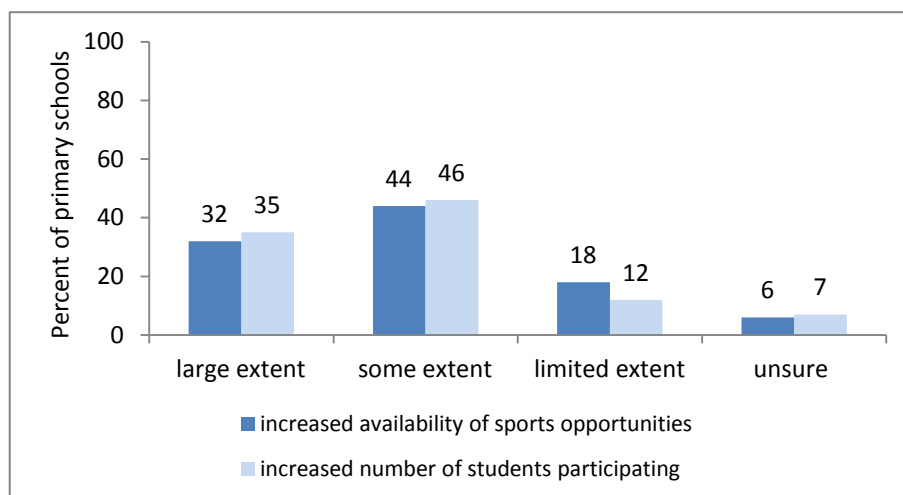
Findings

Primary schools

Availability, accessibility and participation

Figure 1 shows that primary schools reported that KiwiSport funding had increased the sports opportunities (76 percent to at least some extent) and also the number of students participating in organised sport (81 percent to at least some extent).

Figure 1: Increase in sports opportunities and student participation in organised sport



About 40 percent of primary schools had supported swimming development by using KiwiSport funding to pay for or subsidise professional lessons, refresher courses for staff, transport to local pools, or fees for interschool swimming events. The main sports or activities introduced or extended were rugby, netball, soccer, hockey, tennis, fitness, cricket, touch, athletics, basketball, gymnastics and golf.

Approximately one-third of primary schools reported that KiwiSport funding had increased the availability of sports opportunities and student participation to a large extent. Examples of the most common uses of funding by these schools were providing a wider variety of sports, events with clusters of local schools, links with local clubs, and purchasing equipment. Funding had also been used for coordinators/organisers in schools or locally, to access specialist instructors, to upskill teachers, to subsidise travel costs or fees, and to provide lunchtime activities.

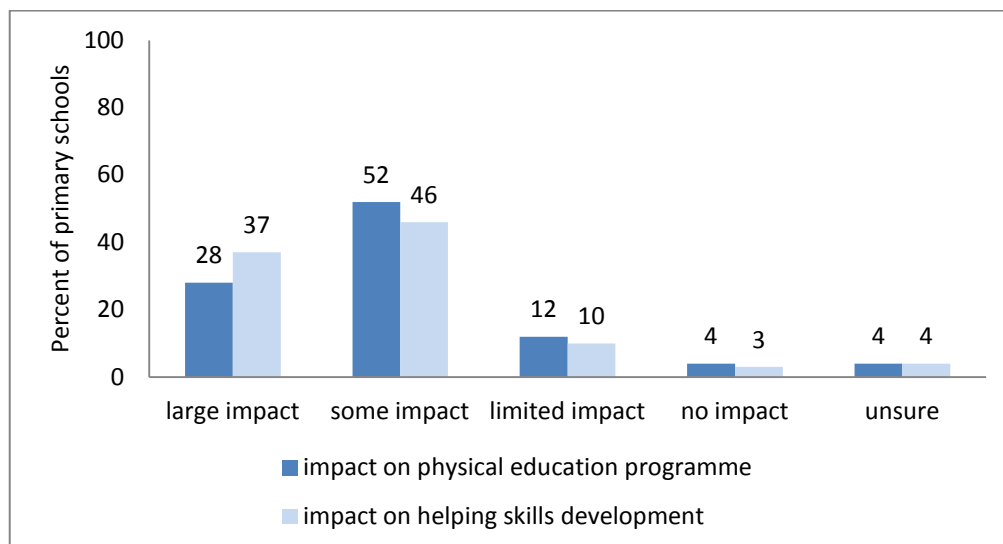
Schools with a limited impact noted they already had high participation or change had occurred for only one or two sports. A few schools said participation had increased at clubs outside the school or they had used the funding for transport.

Impact on physical education programmes and skills development

Figure 2 shows that 80 percent of primary schools reported that KiwiSport had a large or some impact on their physical education/activity programme. Eighty-three percent

identified a large impact on helping students develop skills to participate effectively in sport.

Figure 2: Impact on physical education programmes and helping skills development



Many schools were now providing more sports, which meant a wider range of student interests were being met and more students were participating.

Many of the schools that reported a large impact noted that specialist coaches and instructors, provided through KiwiSport, had benefited both teachers and students. Teachers were now more knowledgeable about how to teach fundamental skills and this had resulted in enhanced PE programmes that catered for a range of ability levels. Additional equipment had been purchased and teachers were more confident about its use. A few schools commented on the usefulness of manuals or teaching resources provided by RSTs or sports advisers.

Schools reporting a limited impact noted they already had a good PE programme, KiwiSport complemented their existing programme, or teachers had been upskilled in some sports. A few schools said measuring skill development was difficult.

Forty-one percent of primary schools said the time spent on physical education had increased, while 58 percent said it had not changed.

Benefits of KiwiSport

In response to a question about KiwiSport's benefits, many primary schools identified the funding itself⁵, being able to provide a wider range of opportunities for students, and access to specialists. These had resulted in teachers being upskilled, programmes improved with games being modified to cater for varying ability levels, and increased participation. Students increased their skills development, confidence, fitness, engagement, and social skills. A few schools wrote about purchasing equipment,

⁵ Schools of all types mentioned funding. This response was not given more often by small schools or low decile schools.

increased involvement of parents, and students participating in events organised by local coordinators.

Challenges of KiwiSport

The main challenges primary schools identified were the funding available⁶ (limited amount, short-term only, application process), involving parents in supporting, coaching and providing transport, accessing specialists, and fitting sports and PE into a crowded curriculum where literacy and numeracy were priorities.

Some schools wrote about challenges related to their sports programme such as achieving a balance between ‘taster’ activities and longer term involvement, and the balance between competitive and recreational sport. Others wrote about deciding which of the many sports available to include, and meeting a wide range of student needs and interests.

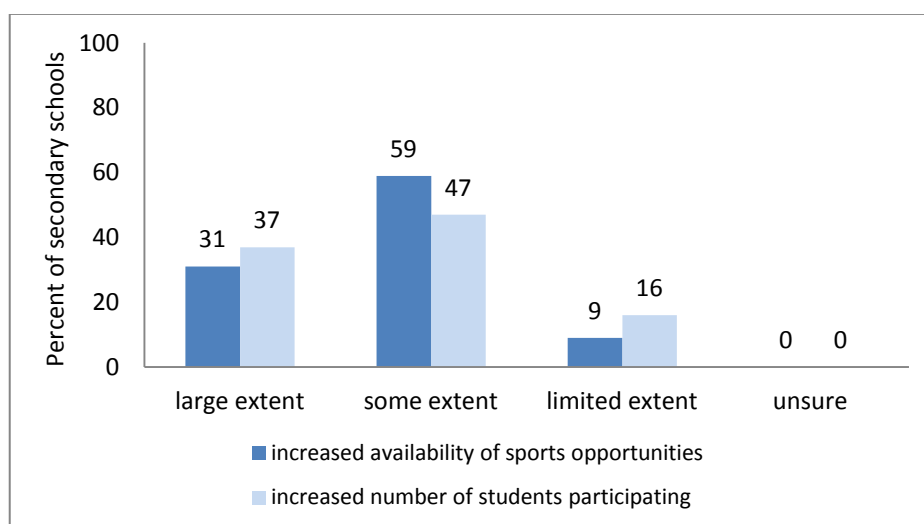
Other challenges identified by small numbers of schools included building teacher capacity, the cost of transport, and sustaining the programme.

Secondary schools

Availability, accessibility and participation

Figure 3 shows that most secondary schools reported that the KiwiSport funding had increased the availability and accessibility of sports opportunities (90 percent) and the number of students participating in organised sport (84 percent).

Figure 3: Increase in sports opportunities and student participation in organised sport



Seven of the 11 secondary schools that reported a large increase in sports opportunities had developed links with community clubs who coached their students and provided access to their facilities.

⁶ Schools of all types mentioned funding. This response was not given more often by small schools or low decile schools.

Eight of the 12 secondary schools that reported a large increase in the number of students participating had employed a sports coordinator or had extended the hours of their current coordinator. These people promoted sport in the school, introduced new sports, provided lunchtime activities, encouraged individuals or groups of students to participate, and coordinated teams.

Overall, schools introduced new sports including non-traditional sports (such as archery, bowls or orienteering), provided lunchtime sports activities and competitions, and set up additional teams in existing sports.

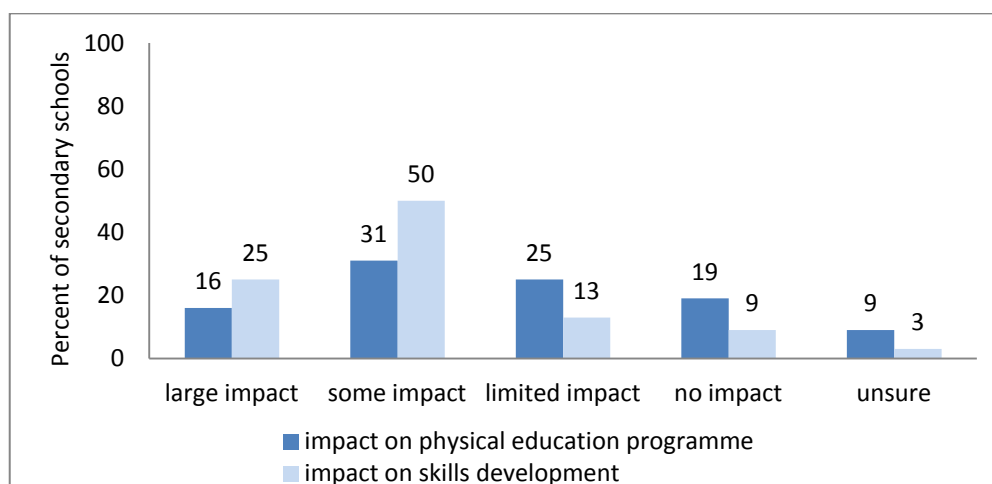
Three of the five secondary schools with a limited impact said they were already strong sporting schools with high participation. One school noted there had been a small increase and the other that the increase was short-term only.

Impact on physical education programme and skills development

Figure 4 shows that almost half the secondary schools reported that KiwiSport had at least some impact on their physical education programme, and one-quarter reported a limited impact. Seventy-five percent of schools reported at least some impact on students' skill development.

Three-quarters of secondary schools said time on PE had not changed, 19 percent stated that it had increased, and six percent (two schools) reported that it had decreased.

Figure 4: Impact on physical education programmes and helping skills development



The seven secondary schools reporting a large impact on the physical education programme said sports complemented their PE programme and more students wanted to be coaches. The 11 schools reporting a large impact on skill development commented on coaches attending courses, programmes for students to develop coaching skills, participation in local and regional competitions, and improved skills in particular sports.

The schools reporting a limited impact noted a change in one or two sports, at only some year levels, or the changes had just been introduced.

Benefits of KiwiSport

In response to a question about KiwiSport's benefits, secondary schools identified four closely linked aspects that benefited students. These were the KiwiSport funding, employing a sports coordinator, providing more opportunities, and subsidising fees so that more students could participate.

Challenges of KiwiSport

The main challenge which secondary schools identified related to funding. Schools wrote about the challenge of maintaining current programmes or employing a sports coordinator if funding was not available. A few schools were concerned about access to the Regional Partnership Fund and the time involved in applying for funding. The uncertainty about funding from one year to the next meant they were unsure about sustaining their current programmes.

Contact with Regional Sports Trusts

Schools were asked about contact with their local RST, applications for funding, and programmes with which they had been involved. More than 80 percent of schools had had contact with the RST that operates in their area (85 percent of primary and 82 percent of secondary schools). The RST had initiated the contact in 41 percent of schools, the school in 20 percent of schools, and both had initiated contact in 34 percent of schools. A few schools had made contact through local clusters or Project Energise in the Waikato.

One-quarter of schools had applied to the RST for funding (22 percent of primary and 44 percent of secondary schools). Similar percentages of both groups of schools said their funding application was successful (78 percent primary, 71 percent secondary).⁷

The questionnaire listed nine programmes/activities and asked schools with which they had been involved. Over 90 percent of all schools had been involved with at least one of the nine, with 46 percent involved with five-to-nine programmes. Secondary schools were more likely to be involved with five or more programmes – 71 percent, compared with 42 percent of primary schools.

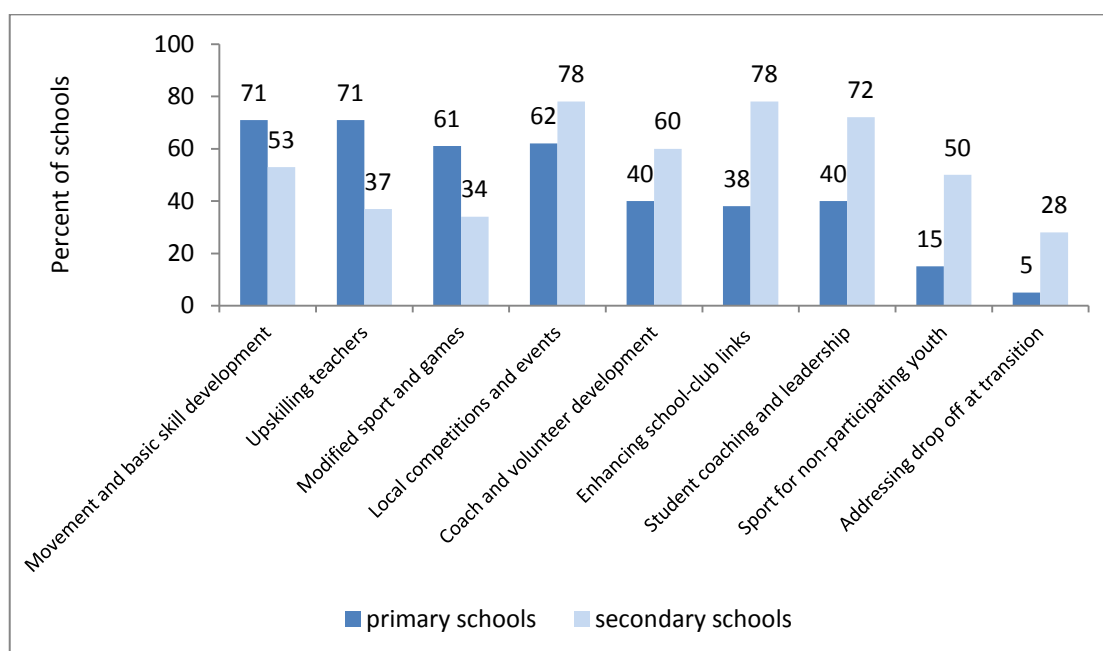
Approximately two-thirds of all schools had been involved with movement and basic skills development (69 percent), upskilling teachers (67 percent), and local competitions and events (64 percent). Fifty-eight percent had modified sports and games, and around 45 percent had been involved with coach and volunteer development, enhancing school-club links and student coaching and leadership programmes.

Figure 5 shows that primary schools were more likely than secondary schools to be involved with movement and basic skills programmes, upskilling teachers, and modifying sports and games. Secondary schools were more likely to be involved with enhancing school-club links, student coaching and leadership programmes, local

⁷ Thirty-five primary schools and 10 secondary schools reported that they had successfully applied for funding.

competitions and events, coach and volunteer development, and providing sport for non-participating youth.

Figure 5: Programmes and activities with which schools had been involved



Seventy-two percent of schools commented on the RST's role, with far more commenting positively than negatively.

Many schools noted that their RST was helpful, supportive or responsive. Schools wrote that the RST:

- organised activities, programmes and events
- developed the skills of staff and coaches
- communicated regularly through useful newsletters and emails
- provided equipment.

Some (mostly primary) schools were unaware of the services and funding available through the RST, and a few schools (both primary and secondary) were critical of the amount of funding or the application process.

Main findings for different types of schools

Rural and small schools

Schools in a rural location (84 schools) and small schools (57 small, 27 very small) were less likely to report that KiwiSport had led to a large increase in sports opportunities and student participation, and a large impact on helping students to develop skills. Some schools noted that they already provided sporting opportunities and other schools said students were now more enthusiastic.

The sample included 60 schools that were both small and rural, 58 of them being primary schools. Almost half of these schools wrote about challenges caused by their distance from larger centres. The distance increased their travel costs and time, and reduced access to specialist coaches. The small number of students meant they did not have enough students for some team sports and received only a small amount of KiwiSport direct funding.

Many of these schools wrote very positively about the helpfulness and responsiveness of the RST staff. They valued the events RSTs organised to provide sports opportunities for clusters of local schools. Some schools reported using the funding for swimming lessons, equipment, and to subsidise fees and transport costs.

Low decile schools

The 68 low decile schools were more likely than high and medium decile schools to report large increases in sports opportunities and participation, and a large impact on their PE programme and support for skills development. For example, 46 percent of these low decile schools noted a large increase in sports opportunities, compared with 27 percent of other schools.

Many low decile schools reported using KiwiSport funding to purchase equipment, subsidise fees, and pay for transport. Some said they had families who could not afford to pay sports fees. Other low decile schools had funded swimming lessons, provided sporting opportunities by working with local clubs and other schools, and employed a coordinator to organise programmes and lunchtime activities.

Over half the schools said teachers had been upskilled, and some wrote about the benefit of outside instructors or coaches providing professional development for teachers and programmes for students.

Conclusion

Many schools commented very positively on KiwiSport. Their responses indicate that funding has had the intended impact in most schools to at least some extent. KiwiSport has led to increased sports opportunities and participation, and improved support for skills development. Many primary schools had been involved with programmes to upskill teachers, which have enhanced their PE programmes. Many secondary schools had used the funding to employ or extend the hours of a sports coordinator.

To some extent, KiwiSport has had a positive impact on low decile schools. However, small rural schools still face challenges caused by their small numbers of teachers and students and the distance they need to travel to participate in sports activities.

Appendix 1: Schools responding to survey

Table 1: Schools responding to the survey

	Number of schools responding	Percentage of responding schools	National percentage
School type			
Full primary (Years 1-8)	115	47	44
Contributing (Years 1-6)	84	34	31
Intermediate (Years 7-8)	7	3	5
Composite (Years 1-15, Years 1-10)	7	3	6
Secondary (Years 7-15)	11	4	4
Secondary (Years 9-15, Years 11-15)	20	8	10
Location of school			
Main urban	115	47	53
Secondary urban	19	8	6
Minor urban	27	11	12
Rural	84	34	29
Size of school			
Very small	27	11	9
Small	57	23	23
Medium	106	43	39
Large	37	15	20
Very large	18	7	9
Decile grouping			
Low decile (deciles 1-3)	68	28	29
Medium decile (deciles 4-7)	96	39	39
High decile (deciles 8-10)	81	33	31

Note: percentages do not always add to 100 because of rounding.

Differences between the responding schools and schools nationally were tested using Chi-square tests. The demographic characteristics of the responding schools were not statistically different from those of all schools nationally ($p < 0.05$).

Note

Characteristics of schools tend to be linked. For example, 92 percent of rural schools are primary schools, 71 percent are small, and 81 percent are medium or high decile. Eighty-one percent of very small schools are full primary.

Appendix 2: Relationships among responses to different questions

Primary schools

Primary schools that responded positively to one question also tended to respond positively to other questions. Some examples are presented below.

Schools reporting increased sports opportunities being available also tended to report increased student participation ($p < 0.001$).⁸ For example,

- 75 percent of primary schools with a large increase in opportunities reported increased participation to a large extent compared with
- 21 percent of those increasing opportunities to some extent
- 6 percent of those increasing opportunities to a limited extent.

Schools that reported a *large* increase in sports opportunities also noted a *large* impact on supporting skills development ($p < 0.001$):

- 69 percent of those with a large increase compared with
- 23 percent of those with some increase and
- 19 percent of those with a limited or no increase in opportunities.

Schools that reported a *large impact* of KiwiSport on their PE programme also noted:

- a large increase in sports opportunities ($p < 0.001$)
 - 63 percent of those with a large impact compared with
 - 25 percent of those with some impact
 - 15 percent of those with a limited or no impact
- a large impact on supporting skills development ($p < 0.001$)
 - 79 percent of those with a large impact compared with
 - 25 percent of schools with some impact and
 - 12 percent of those with a limited or no impact.

Schools that reported a *large* impact on their PE programme were more likely to have increased their PE time ($p < 0.001$)

- 71 percent of those with a large impact compared with
- 39 percent of those with some impact, and
- 5 percent of other schools (limited impact, no impact).

Schools that reported *increased* time on PE also noted:

- a large increase in sports opportunities ($p < 0.01$)
 - 47 percent of those with a large increase compared with
 - 21 percent of those with no change
- a large impact on skills development ($p < 0.01$)
 - 51 percent of those with a large impact compared with
 - 26 percent of schools with no change.

⁸ The relationships were tested using Chi-square tests.