

Kiwisport in Schools

November 2010

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Overview

This report provides baseline information about schools' initial use of Kiwisport funding, and the ways in which students are better able to participate in organised sporting opportunities.

The Education Review Office (ERO) gathered information from 299 schools that had a regular education review in Terms 2 and 3, 2010. Schools were asked to complete a questionnaire, "Kiwisport in Schools".

ERO found both similarities and differences in how primary and secondary schools used the Kiwisport funding, and the benefits and challenges they identified.

About half of all schools reported increased student participation in organised sport. Both primary and secondary schools used Kiwisport funding to buy new equipment and uniforms, subsidise fees and transports costs, and introduce new sports through taster courses. Secondary schools were more likely to use the funding to continue to employ a sports coordinator.

More primary schools reported an increase in the availability of sports opportunities than secondary schools. Secondary schools were more likely to report that funding decreased, and that many parents remained unable to afford the costs of organised sport.

The main benefit of the Kiwisport funding identified by both primary and secondary schools was the flexibility to make their own spending decisions. However, many schools also perceived challenges with the new funding, and some were frustrated by the difficulty in accessing the contestable Regional Partnership Fund component. The other main challenge was the ability to sustain opportunities and initiatives in the long term, because of the costs associated with organised sport, and parents' ability to be involved and to fund it for their children.

Many schools, both primary and secondary, were positive about the new Kiwisport funding, seeing advantages in promoting both traditional and new sports to students. At the same time, they identified challenges regarding equitable access to the contestable part of the Regional Partnership Fund.

Introduction

This ERO report shows how schools are starting to use the new Kiwisport funding and what they know about increased student participation in organised sports.

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. Kiwisport has three objectives and two components.

Objectives:

1. To increase the numbers of school-aged children participating in organised sport; during and after school, and with sports clubs.
2. To increase the availability and accessibility of sport opportunities for school-aged children.
3. To support children in developing skills to help them participate effectively in sport at both primary and secondary levels.

Components:

1. A Direct Fund (per capita) component paid to all schools.
2. A regional partnership funding component paid to Regional Sport Trusts (RSTs).

The Ministry of Education pays the Direct Fund to schools as part of their Operations Grant. In 2010, schools with students in Years 1 to 8 received \$13.60 per student, and schools with students in Years 9 to 13 received \$24.56 per student. For secondary schools, this funding replaced SportFit funding. Schools can use the Direct Fund for anything that they can demonstrate will get more students participating in organised sport, and new initiatives in particular. From 2010, schools are required to report on their use of the Direct Fund in their Annual Report.

Sport and Recreation New Zealand (SPARC) distributes the Regional Partnership Fund to RSTs, which allocate it to projects that deliver more sports opportunities to school-aged children than previously. While the Direct Fund is specifically for schools to decide how to use, the RPF targets a broader range of organisations that play an important role in delivering sport to school-aged children. These organisations include sports clubs, community groups, private providers as well as schools. Schools can apply to their local RST for RPF funding in partnership with other organisations. The RSTs receive funding based on the number of students in their region as per Ministry of Education roll returns.

Regional Sports Trusts

There are 17 RSTs in New Zealand. These are independent not-for-profit organisations 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 individuals and community groups participating in less structured physical activity.¹ RSTs have developed a mix of contestable and non-contestable Kiwisport funding. Foci for this funding were developed from community consultation. The most common included:

- fundamental skills development in primary schools
- training for teachers, volunteers, parents and coaches
- links between schools and clubs
- sports coordinators in secondary schools
- coordinators for clusters of primary schools
- before, during and after school programmes, and holiday programmes that focused on tasters of sports.

A few RSTs focused on specific areas or aspects, such as low decile schools, rural schools and travel, development of new or modified games, traditional and cultural sports, transitions for school leavers, reducing inequalities, and non-participating youth.

The expectation is that RSTs will use the regional partnership fund to encourage new partnerships involving schools, clubs, and community groups that will get more young people involved in organised sport. Their consultation involves key stakeholders in local communities including schools, national sports organisations, national recreations organisations, clubs, private providers, community groups, gaming organisations, and children themselves. Projects funded through the RPF are expected to:

- provide increased opportunities for school-aged children to participate in organised sport;
- leverage additional contributions from schools and community groups; and
- build and strengthen linkages/partnerships between schools and community sports clubs.²

Methodology

ERO's framework for investigation

ERO gathered information from schools that had a regular education review in Terms 2 and 3, 2010. Schools were asked to complete a questionnaire, Kiwisport in Schools, based on the following questions:³

1. Has the school used the Kiwisport Direct Fund as intended?
2. Has the funding increased the number of students participating in organised sport?

¹ <http://www.sparc.govt.nz/partners-and-programmes/regional-sports-trusts/overview>

² More information on the RPF can be found on SPARC's website - <http://www.sparc.org.nz/en-nz/young-people/Kiwisport/The-Regional-Partnership-fund-RPF>

³ See Appendix 1 for a copy of the questionnaire.

3. Has the funding increased the availability and accessibility of sports opportunities for your students?
4. What Regional Sports Trust (RST) operates in your area?
5. Has your school had any contact with the RST and who initiated the contact?
6. What has been the nature and result of this contact?
7. What does your school see as the benefits of the new funding structure?
8. What does your school see as the challenges of the new funding structure?
9. Do you have any other comments about Kiwisport?

Findings

The findings from the Kiwisport in Schools questionnaire are presented in two sections: primary schools and secondary schools. ERO received responses from 299 schools.

Primary Schools

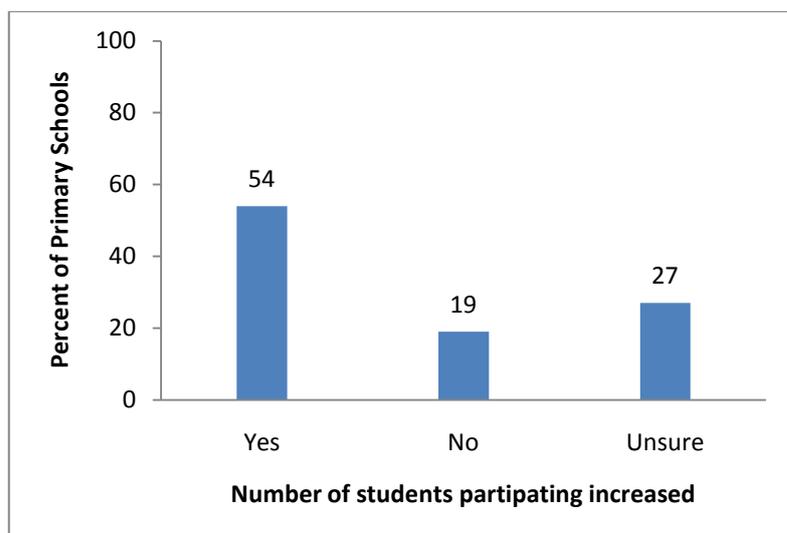
These findings are based on returned questionnaires from 229 primary schools.⁴

Participation, availability and accessibility

ERO asked schools if Kiwisport funding had increased:

- the number of students participating in organised sport
- the availability and accessibility of sports opportunities for students.

Figure 1: Primary schools with an increase in students participating in organised sport



⁴ This included full primary schools, contributing schools, and intermediate schools.

Figure 1 shows that 54 percent of primary schools reported student participation in organised sport had increased; 19 percent reported it had not, and 27 percent were unsure.

ERO asked schools for examples of how Kiwisport funding had increased students' participation in organised sport. Of the 54 percent that reported an increase, the most common uses of funding were: to provide new and different sporting equipment; to subsidise uniforms, fees and transport for inter-school/zone and Saturday sport; and to introduce new sports through taster sessions. These had a positive impact on more traditional sports (cricket, netball, rugby league, rugby union, soccer, swimming) as well as less traditional sports (Australian Football League Kiwi-Kick, badminton, flippaball, futsal, golf, golf-croquet, gymnastics, hockey, kayaking, ki o rahi (Māori ball games), martial arts, mini/basketball, orienteering, rock climbing, sailing, squash, surf lifesaving, T/softball, table tennis, tennis, touch rugby, and volleyball.

Of the schools reporting that they were either unsure or that participation had not increased, most said that they had always had high numbers of students participating in organised sport, or had high levels of resourcing already in place. Some said that regardless of funding, organised sport was too difficult for parents to access due to travel distance and work commitments. Many also said it was too early for them to tell whether there had been any increase in participation.

Figure 2: Increased availability and accessibility of sports opportunities for primary school students

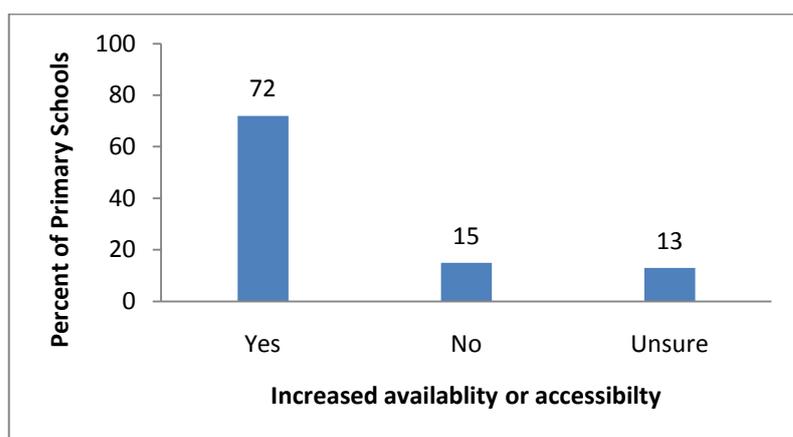


Figure 2 shows that almost three-quarters (72 percent) of primary schools said that the availability of, and access to, sporting opportunities had increased for students, 15 percent said it had not, and 13 percent were unsure.

ERO asked schools for examples of how availability and accessibility to sports opportunities for students had increased. The schools that stated that this had increased, attributed this to: partnerships with clubs and academies; more focused training for students and teachers; providing taster sessions for students; developing school clusters; increasing budgets for transport, uniforms and gear; introducing sports coordinators; and making sport available during school hours.

Schools that reported availability or accessibility had not increased, or were unsure, said that it was either too early to tell, or that any change was due not to Kiwisport but to other school-based initiatives.

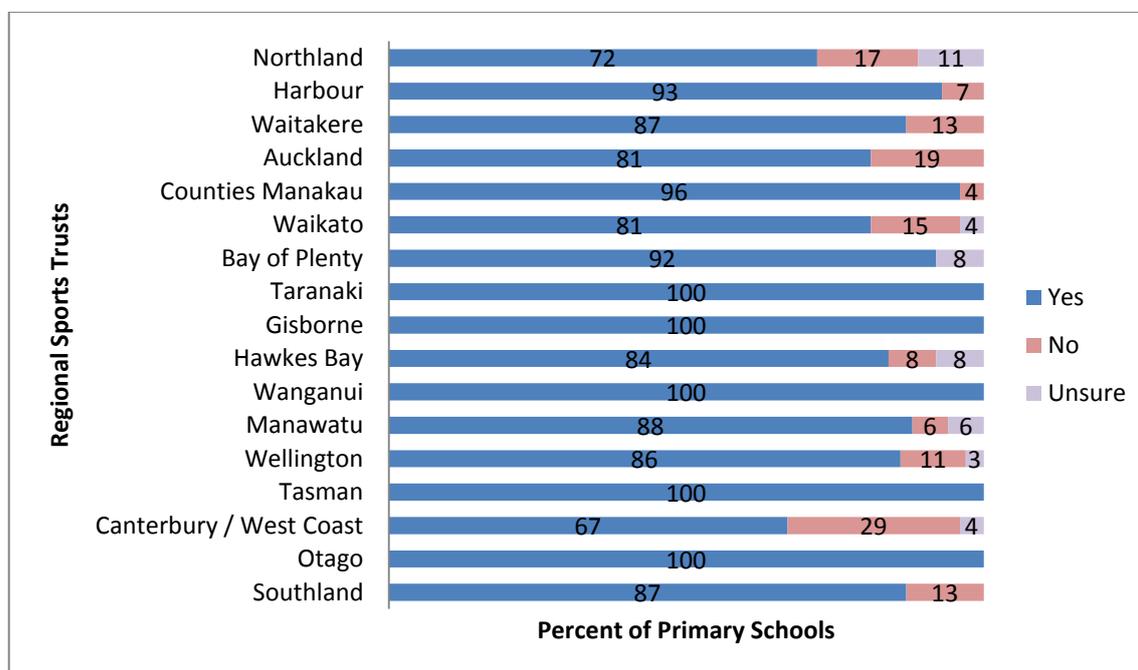
ERO found that small, rural, high decile primary schools were less likely to have an increase in student participation in organised sport or to have increased availability of sporting opportunities or access to them.⁵ These schools reported parent support and provision of transport were the main reasons for this. Some also said many children were already involved in sport. These schools had limited access to taster sessions, but had tried to increase availability during school hours.

Contact with Regional Sports Trusts

ERO asked schools if they had contact with their local RST, who had initiated the contact, and what the nature and result of the contact had been.

Eighty-six percent of primary schools had had contact with their local RST, 11 percent had not, and three percent were unsure. ERO found that if primary schools had contact with a RST, the numbers of students participating in organised sport and the availability and access to sporting opportunities were likely to increase. Figure 3 shows the breakdown by RST.

Figure 3: Contact made between primary schools and RSTs



⁵ Differences in ratings between types of schools, decile groupings, localities, and roll size groupings were checked for statistical significance using a Kruskal-Wallis H test. The level of statistical significance for all statistical tests in this report was $p < 0.05$.

Overall, of the 197 primary schools that had had contact, 52 percent said the RST had initiated the contact, and 21 percent said they had initiated the contact themselves. In most of the remaining schools, the school and the RST had initiated contact jointly, and in a few schools, a local sports club was involved.

Primary schools from most RST regions had attended school cluster meetings where an RST representative had talked about Kiwisport funding, and how schools could apply for additional contestable funding. Many schools found the funding application process too time-consuming and not worth the effort. Most of those who applied for contestable funding were declined, and some were still waiting to hear the outcome some time after applying. Schools also reported receiving information about the advice or assistance available to them from the RSTs themselves and organisations they had funded. Many schools reported they had used skills workshops for both staff and students, taster sessions, and advice from specialist coaches and experts.

Benefits and challenges of Kiwisport funding

Almost all the primary schools reported some benefit from Kiwisport. Many reported that the tagged nature of the funding ensured the money was used for sports and physical education rather than for general funding. However, they also appreciated the funding's flexibility, which allowed them to make their own decisions about how best to use it for their school's context, including both students and community. Schools across all decile groupings, but in particular low decile schools, reported the Kiwisport funding allowed them to subsidise costs to parents, and to ensure equitable participation in sport.

Similarly, almost all primary schools reported challenges with Kiwisport funding. Of most concern was access to contestable funding and opportunities from RSTs. Many found the process to apply for funding was too time consuming and bureaucratic. They felt there was a lack of equity, and that certain requirements that needed to be met excluded some schools. Some schools felt penalised, as they already had high student participation in organised sport and so could not access RST funding or expertise. This meant they were less likely to offer new sporting opportunities. Others were concerned that RSTs would not target the needs of schools and their communities appropriately, or that the RSTs' priorities would differ too greatly from those schools.

About a fifth of primary schools reported the level of funding received was insufficient to do anything purposeful or sustained. Rural schools reported challenges in distance and transportation – both for students and sports providers. Small schools said sport set-up costs were often the same regardless of the number of students.

Many schools identified that optimising opportunities for the benefit of all students was a challenge; and so to a lesser extent was measuring benefits and outcomes for students. Some schools also identified parental involvement as a challenge, including: the need for parents to provide transport, pay fees, and buy equipment; take work commitments into consideration; and their desire to be involved. Some schools found the high cost of club affiliation fees for organised sport limited students' ability to play Saturday sport. They felt that this challenge would remain, regardless of the current Kiwisport funding.

Secondary Schools

These findings are based on the returned questionnaires from 70 secondary schools.⁶

Participation, availability and accessibility

ERO asked schools if Kiwisport funding had increased:

- the number of students participating in organised sport
- the availability and accessibility of sports opportunities for students.

Figure 4: Secondary schools reporting an increase in students participating in organised sport

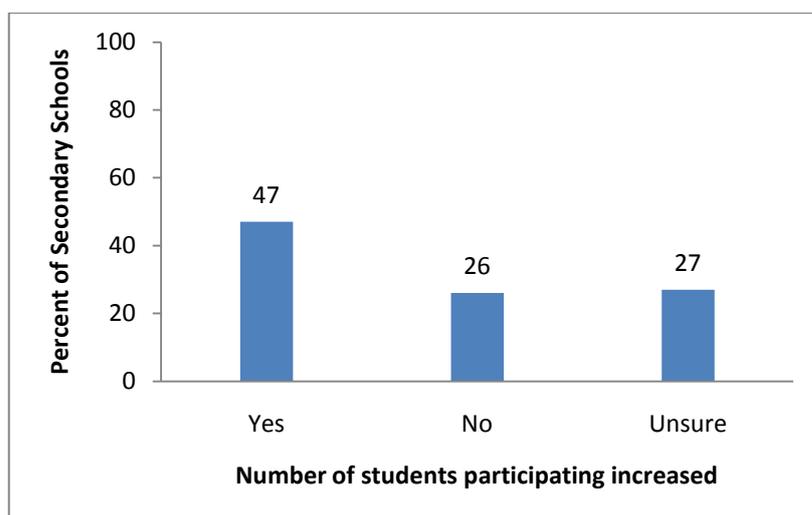


Figure 4 shows that 47 percent of secondary schools said student participation in organised sport had increased; 26 percent said it had not, and 27 percent were unsure.⁷

ERO asked schools for examples of how Kiwisport funding had increased students' participation in organised sport. Of the 47 percent of schools that reported an increase, the majority said they had introduced new sports and activities including badminton, bowls, chess, cycling, darts, fencing, futsal, golf, hip hop, martial arts, multisport, orienteering, rock climbing, rowing and sculling, sailing, skiing, small bore and rifle shooting, snowboarding, summer hockey, surfing, table tennis, tennis, volleyball, and water polo. Many had also seen increased participation in more traditional sports: basketball, cricket, football, hockey, netball, rugby league, rugby union, softball, swimming, and touch rugby. Some said the funding had allowed them to continue funding or to increase the hours for a sports coordinator. This had a positive influence on the value placed on sport, physical education, and physical recreational activities. A few schools said they had increased participation through being able to provide or subsidise uniforms, equipment, and transport.

⁶ This included Y9-15 secondary schools, Y7-15 secondary schools, Y1-15 composite schools, restricted composite schools, and special schools.

⁷ Some of the schools that were unsure were private or state-integrated and had contacted ERO initially as they believed they did not receive Kiwisport funding.

Of the schools that reported Kiwisport funding had not increased student participation or were unsure, most reported it was too soon to know or that they were still in the planning stage. The remaining schools reported that their funding had remained the same or had decreased and that participation was likely to stay the same or decrease. Some felt that any increase in participation was not due to Kiwisport funding but to other initiatives in their school.

Figure 5: Increased availability and accessibility of sports opportunities for secondary school students

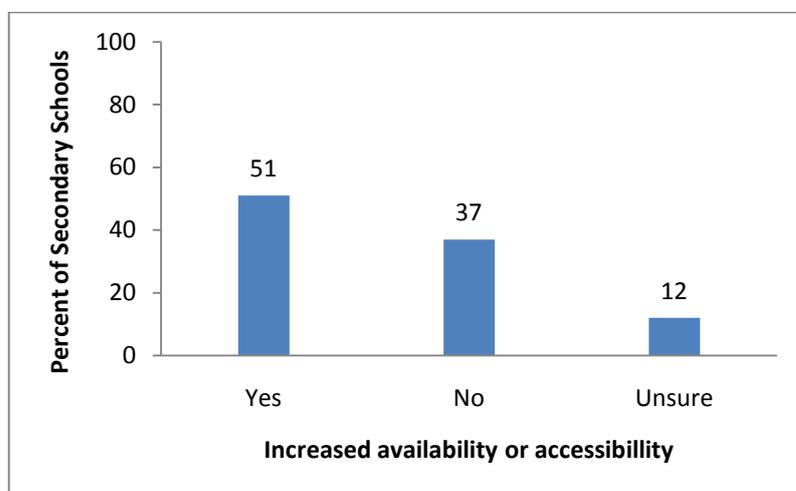


Figure 5 shows that just over half (51 percent) of secondary schools said that availability of, and access to, sporting opportunities had increased for students, 37 percent reported it had not, and 12 percent were unsure.

ERO asked schools for examples of how availability and accessibility to sports opportunities for students had increased. The schools that reported an increase said it was due to introducing new sports, developing partnerships with clubs and academies, and increasing hours for sports coordinators. A few mentioned the development of school clusters, sports clinics, and mentoring.

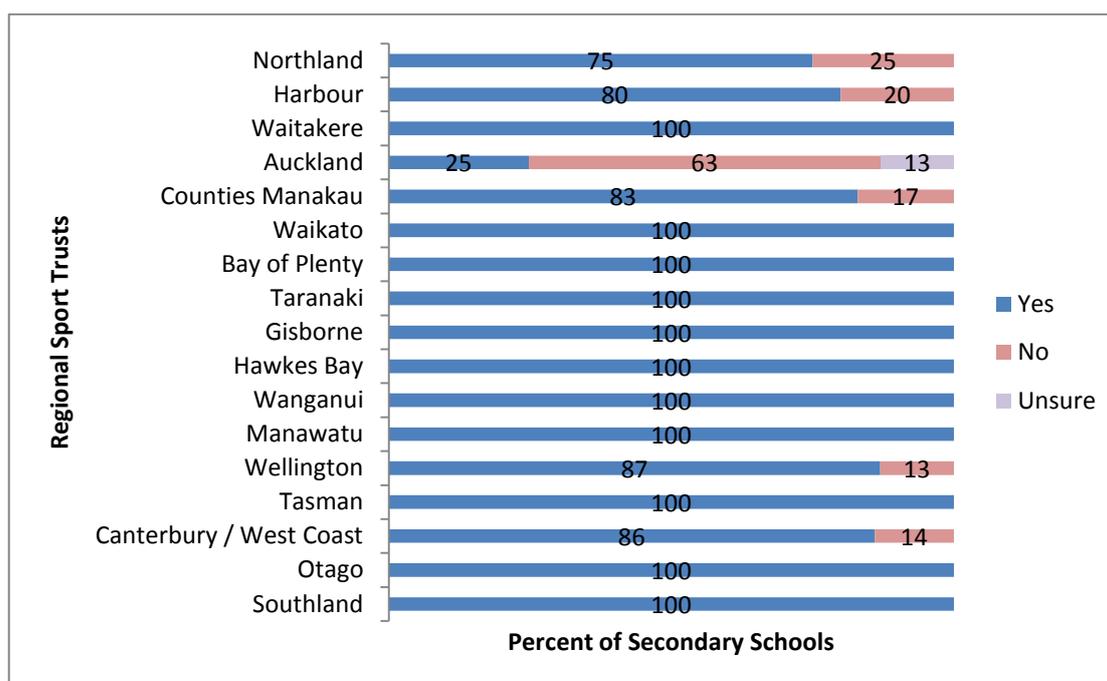
Most schools that reported no increase in availability or accessibility did not provide any further information. Those who did report an increase said that all Kiwisport funding went to continuing to employ a sports coordinator, or that funding had decreased. Those that were unsure reported the funding had not made a difference, or that parents could still not afford organised sport for their children.

Contact with Regional Sports Trusts

ERO asked schools if they had contact with their local RST, who initiated the contact, and what the nature and result of the contact had been.

Ninety percent of secondary schools had had contact with their local RST, Ten schools (9 percent) had not, and one school (one percent) was unsure. ERO found that if secondary schools had contact with a RST, the numbers of students participating in organised sport and the availability and accessibility of sporting opportunities were more likely to increase. Figure 6 shows the breakdown by RST.

Figure 6: Contact made between secondary schools and RSTs



Overall, of the 63 secondary schools that had had contact, 36 percent said the RST had initiated the contact, and 31 percent said they had initiated the contact themselves. In most of the remaining schools, the school and the RST had initiated contact jointly, and in a few schools, a local sports club or regional sports association was involved.

In just under half the RST regions, secondary schools felt that communication and consultation from the RST about Kiwisport had been poor. In only two regions did schools mention any contact regarding training or coaching sessions. Schools in most RST regions had received some information about contestable funding, but very few were successful in their applications. Most schools found the process time consuming, and had been declined or were awaiting the outcome.

ERO found that small secondary schools were less likely to have had contact with an RST. Some commented that their local RST concentrated on larger secondary schools, and felt their applications for contestable funding would not have priority when compared to schools with a larger school community.

Benefits and challenges of Kiwisport funding

Half of the secondary schools saw some benefits from the new Kiwisport funding, while the rest saw none. The main benefits envisaged were the flexibility of use of the funding, and the possibilities to increase opportunities for students. A few schools saw benefits from developing partnerships with sporting organisations.

Secondary schools identified four main challenges with Kiwisport. Over a third had concerns about the distribution of the Regional Partnership Fund component that the RSTs oversaw. Their concerns centred on:

- the quality of information received about the funding and how to apply for it

- the limited scope for use of the funding, in particular in some regions where funding was limited to new initiatives, thus penalising schools with high participation at the outset
- the competitive nature of contestable funding, and the uncertainty created by it
- the inability to be flexible with contestable funding to meet students' needs, with some RSTs trying to gather schools into clusters without regard to individuality or context.

One fifth of secondary schools said the funding remained insufficient to effect any significant change, and those facing a decrease in funding perceived inequities. A few schools saw challenges with the sustainability of Kiwisport and new initiatives, and the ability of local councils to provide appropriate facilities to meet the demands of increased student participation in organised sport.

Overall findings

Both primary and secondary schools are using the new Kiwisport funding to retain or increase student participation in organised sport. This includes encouraging more students to play traditional sports, as well as introducing new sports to children already participating and those that were previously not participating in organised sport. Schools reported that they have also directed Kiwisport funding into developing students' and teachers' movement, coaching, and leadership skills, and assisting parents financially by providing uniforms and equipment, paying fees, and providing transport.

Appendix 1: Kiwisport in Schools Questionnaire

1. _____ School has used the Kiwisport Direct Fund as intended:
(please write in school name)

Yes / No / Unsure (please circle your answer)

2. Has the funding increased the number of students participating in organised sport?

Yes / No / Unsure (please circle your answer)

2a. If yes, please provide examples of how.

3. Has the funding increased the availability and accessibility of sports opportunities for your students?

Yes / No / Unsure (please circle your answer)

- 3a. If yes, please provide examples of how. (eg links with clubs/school clusters/new sports/facilitating tasters/promoting clubs and sports– please indicate the impact of these - big, medium, small)

4. What Regional Sports Trust (RST) operates in your area? _____

5. Has your school had any contact with the RST?

Yes / No / Unsure (please circle your answer)

If yes, please answer the following questions, otherwise please go to Q6.

- 5.1. Who initiated the contact? School / RST / other eg club _____
(please circle your answer) (please specify)

- 5.2. What has been the nature and result of this contact?

6. What does your school see as the benefits of the new funding structure?
7. What does your school see as the challenges of the new funding structure?
8. Do you have any other comments about Kiwisport?

Appendix Two: Sample

ERO received responses from 299 schools. Tables 1 to 4 show the types of schools in the sample, their decile grouping, locality, and roll size.

Table 1: School types

School type	Number	% of sample	National % ⁸
Full primary (Y1-8)	104	35	43
Contributing (Y1-6)	104	35	31
Intermediate (Y7-8)	21	7	5
Special School	3	1	2
Restricted Composite (Y7-10)	2	1	<1
Composite (Y1-15)	13	4	6
Secondary (Y7-15)	16	5	4
Secondary (Y9-15)	36	12	9
Total	299	100	100

The sample of schools in this evaluation was similar to national percentages for most school types. Full primary schools were under-represented. The differences were not statistically significant.⁹

Table 2: School locality

Locality	Number	% of sample	National %
Major Urban	173	58	55
Secondary Urban	19	6	6
Minor Urban	27	9	11
Rural	80	26	28
Total	299	100	100

The sample of schools in this evaluation reflected the national percentages of the locality of schools.

Table 3: School decile ranges

Decile ¹⁰	Number	% of sample	National %
Low decile (1-3)	67	22	30
Middle decile (4-7)	122	41	39
High decile (8-10)	110	37	31
Total	299	100	100

⁸ The national percentage of each school type is based on the total population of schools as at 1 October 2010. This applies to locality, decile and roll size in Tables 2 to 4.

⁹ The differences between observed and expected values were tested using a Chi square test. The level of statistical significance for all statistical tests in this report was $p < 0.05$.

¹⁰ A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students.

The sample of schools in this evaluation was similar to the national percentages of schools in each decile range, with the high range slightly over-represented and the low range correspondingly under-represented. The differences were not statistically significant.

Table 4: School roll size group

Roll size	Number	% of sample	National %
Small (0-150 primary, 0-300 secondary)	87	28	45
Medium (151-300 primary, 301-700 secondary)	106	36	26
Large (301+ primary, 701+ secondary)	106	36	29
Total	299	100	100

The sample of schools in this evaluation included fewer small schools and more medium and large-sized schools than the national percentages. These differences are considered very statistically significant.