

CROMWELL COLLEGE

REVIEW OF SPORT

Summary Report

March 2020



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GKC

MANAGEMENT



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1. INTRODUCTION

Cromwell College has a strong commitment to sport. Students at the school access sport in both school and community settings with a significant number of codes, particularly rugby, football, rowing and hockey mainly delivered by local clubs.

Student participation rates in sport (71% - 2019 School Sport NZ Census) have consistently exceeded national rates (51%) and are on a par with regional (Otago) figures (68%). There is a gap between the participation rates of boys (75%) and girls (67%) that reflects national differences (8%).

The Sports Department has a Sports Co-ordinator (32 hours per week) and a Sports Assistant (20 hours per week) who is largely dedicated to years 7 & 8 through a sponsorship agreement (15 hours) with a local company.

The changing nature of the world in which young people live provides new challenges in meeting the sporting, physical activity and wellbeing needs of our students. In order to ensure that the provision of sport at Cromwell College remains fit for purpose and embodies best practices, the school has undertaken an external review of current sport provision and practices.

This report outlines the key themes emerging from the review and provides recommendations for consideration by the Board of Trustees and Senior Management.

2. THE REVIEW

The Cromwell College Sport Review included;

Policy. Documents relating to sport including policies were reviewed with reference to alignment with school vision, goals and strategic plans.

Planning. School Sport Plans were reviewed with reference to current sport trends, student voice, alignment to school culture and strategic objectives.

Leadership. Leadership was reviewed with reference to the capacity of key staff at each level.

Provision. Opportunities for students to be involved in both interschool and intraschool sport, was evaluated and reviewed.

Practice. Current practices in the delivery of sport to students were observed and evaluated in relation to recognised best practice, their alignment with policy, school culture and Cromwell College values.

Resourcing. The review considered current resourcing of sport provision, including staffing.

The review process included;

Interviews. These involved individuals or small focus groups and included students, parents, teachers, coaches, sports staff, PE Head of Faculty, SLT member, Principal and BOT member.

School Sport Planning Tool. The principal and several staff completed the evaluation tool prior to the review.

Focus group Workshop. 30 participants - students, teachers, parents, coaches, sports staff, SLT and Board took part in a planning workshop to inform the review.

3. The VALUE OF SCHOOL SPORT to EDUCATION.

Sport and physical activity are generally promoted for their positive impact on young people's physical and mental health.

However, research has shown that increased participation in physical activity also leads to enhanced cognitive function, memory, concentration, behaviour and academic achievement.

The link between physical activity and academic achievement is of increasing interest in the field of education and sport. NZCER evaluation of the SportNZ Sport in Education Project (2012-15) in 8 NZ schools showed several measures of improved engagement by students in their learning including reduced absence rates and behavioural referrals along with improved work completion and achievement rates.

The VALUE of SCHOOL SPORT



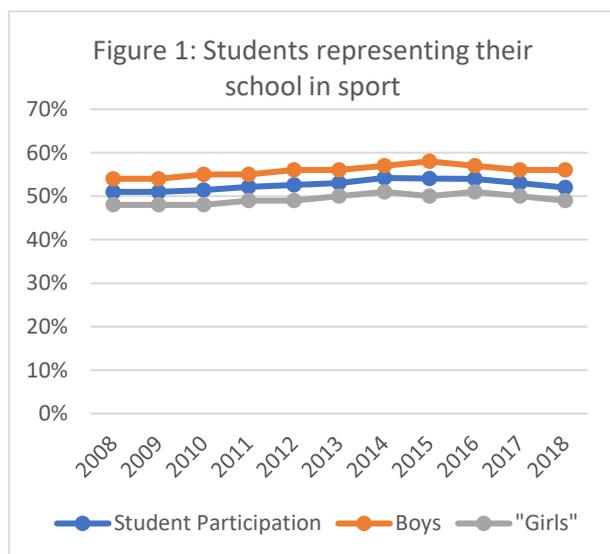
4. YOUNG PEOPLE’S SPORT.

Sport for young people has changed dramatically as more options, including sporting choices, compete for their time and technology impacts on their lives.

Sport has become increasingly professionalised with genuine career options for students and practices associated with professional sport and high performance have crept into schools.

4.1 Competitive Sport.

Formal competitive sport has been the traditional sport pathway for schools and students. However, School Sport NZ Census data shows that and increased range for sporting choices available since a decade ago, the percentage of students representing their school in the formal, interschool competitive space, has remained stable, between 51% and 54%. (See fig 1).



The SportNZ Active NZ survey shows only 1% of young people play weekly sport in the competitive environment alone with 63% in the non-competitive setting and 31% in both. (See fig 2).

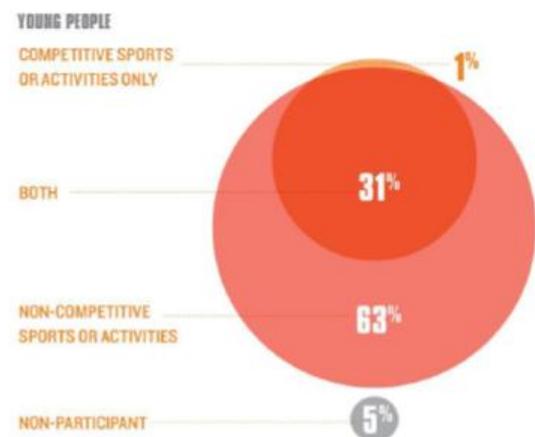


Figure 2: Young Peoples weekly involvement in sport.

4.2 Student Choices.

Traditional sports are still the most popular choices for students in school sport (School Sport NZ Census 2018) but many are declining while other sports enjoy significant 5 year growth rates. (See table 1).

Table 1: SCHOOL SPORT 2018	Students Representing their school	Change 2014 - 2018
Netball	27,139	-7%
Basketball	26,481	+26%
Rugby (15s)	25,317	-12%
Football	23,513	-2%
Volleyball	17,466	+5%
Hockey	14,145	+4%
Touch	12,187	-12%
Athletics	11,301	-11%
Badminton	10,793	+9%
Cricket	9,500	-4%
Futsal	7,212	+66%
Cross-country	5,493	-10%
Tennis	5,339	-23%
Rowing	4,294	+8%

There are a number of relatively new sports with large 5 year growth including Futsal, Mountain Biking, Adventure Racing, Rugby Sevens and Orienteering. These sports are characterised by:

- Event based rather than season long commitment,
- Individual sport and can train in own time,
- Less formal competitive formats,
- Social capital – students can play / compete with their friends,
- Events include both genders,
- Pay for play as opposed to affiliation fees to national or regional bodies.

4.3 Young People’s Motivations.

Research into the motivations and barriers to young people’s involvement in sport is consistent in the findings. The most important enablers are those that describe the social capital they derive from their participation – having fun with their friends. The findings from the 2018 Active NZ survey also supported this. (See fig 3.).

76% stated that their primary motivation for being involved in sport was “for fun” and 45 % described their main reason as “to hang out with family and friends”.

While “learning new skills” (31%) and “to challenge myself physically and to win” were, like all other research findings, in the top 5, they are not the main reason young people chose to be involved in sport.

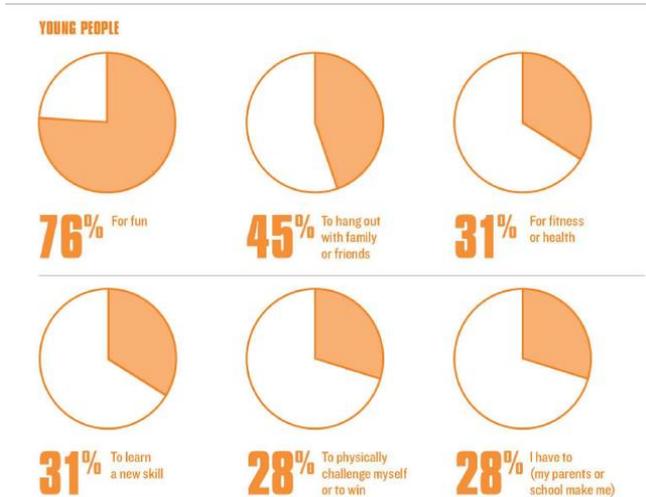


Figure 3: Primary motivation for Young People to be involved in sport.

Over our life span the primary reason we play sport moves from being “for fun” to “physical wellbeing”. It is in their secondary school years, between the ages of 15-17 where this crossover occurs (Active NZ 2018) and secondary school sport offerings should reflect this transition. (See fig 4).



Figure 4: Lifespan: Primary motivation for involvement in sport.

4.4 Balance is Better.

SportNZ is currently leading the application of the Balance is Better philosophy to sport for young people in NZ.

Balance is Better is about keeping the fun in the game, creating balance in sport participation and nurturing talent at the right pace. Young people who receive quality experiences in sport become sport lovers for life.

The approach also busts myths about youth sport:

- ✗ Early specialisation sets athletes up for future success.
- ✗ Childhood success leads to adult success.
- ✗ Successful athletes focus on winning.

Many National Sporting Organisations (NSOs) have adopted this approach with some already removing age grade representative sport from levels below Under 14 or 15 years.

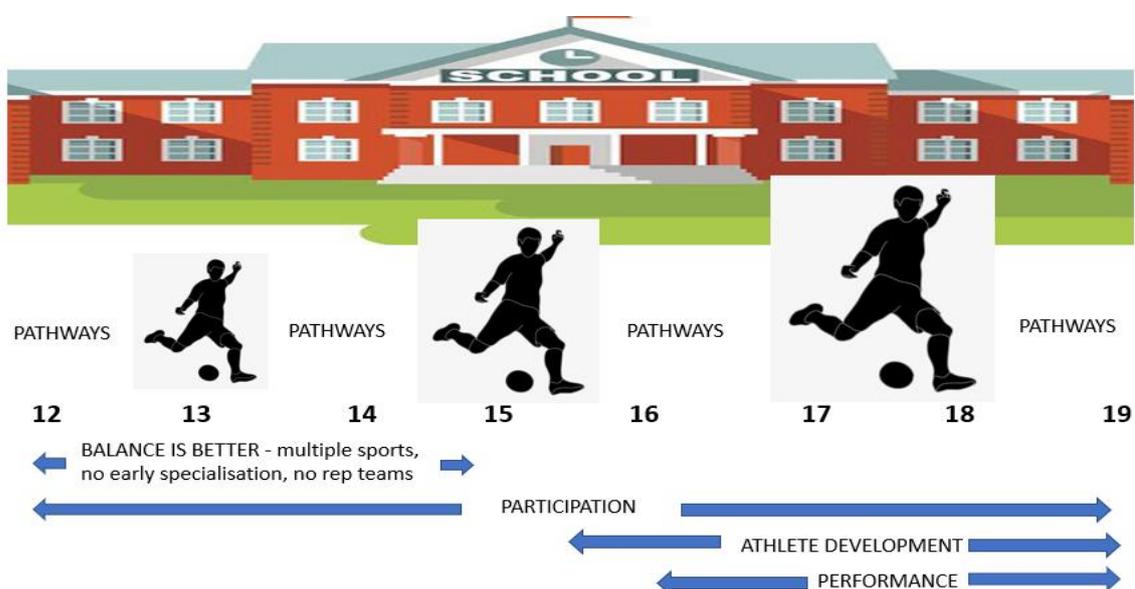
4.5 The School Setting & Sport.

Secondary schools cater for a range of ages as wide as 11 to 19 years. The best approach to delivering sport to a 13 year old may be much different to that for 17 or 18 year old students.

For the younger group of students, a focus on Balance is Better is essential – students must have the opportunity to be involved in wide range of sports with the emphasis on enjoyment – the fun factor with friends should be a key feature.

Many older students in schools are beginning to narrow and specialise in their sporting choices. Some will be quickly involved in high level, even professional sport. For some students a performance approach to sport is appropriate.

However, the practices we sometimes see with this performance approach - early specialisation, over intensity of training, use of supplements - are inappropriate for any young athlete. Performance based, athlete development approaches in schools must be carefully managed.



KEY THEMES, FINDINGS & RECOMMENDATIONS.

6. PLANNING & POLICY

6.1 Introduction.

Effective planning provides shared understandings for all stakeholders. It states a common purpose and vision ensuring practices and processes align with wider strategy and values. Planning identifies goals and how to achieve them, prioritises outcomes, allocates resourcing and includes a monitoring and review mechanism.

Planning is a road map to success and provides direction to all those involved, particularly in times of conflict or adversity.

5.2 Key Themes and Findings.

While the school has a strong belief that sport is an important part of Cromwell College, has high student participation rates and commits resource to sport, there is very little in the way of formal planning or policy to guide this.

“You could never question the principal’s dedication to sport – he is always there and always committed.

Parent

There is no clear, shared purpose of sport at Cromwell College – the why do we do this? Consequently, there is no vision of what success might look like in achieving that purpose and, critically, no formal link to the school’s values.

There is no documented plan or strategies for sport to deliver and measure any described outcomes.

The review workshop revealed a strong mandate for the purpose of sport at the College being the educative outcomes it is capable of delivering for young people, however this shared belief is not explicitly stated in any formal documentation.

The result is that many decisions and processes regarding sport matters come about in a reactive and ad-hoc manner which causes unnecessary stress for students, parents and additional workload for the sports department in particular.

“I’ve got nothing but praise for the sports department. They are hardworking and do a great job, but they work in a vacuum and that makes it really hard”. Parent.

The review workshop provided clear direction that the purpose of sport is to contribute to the holistic approach to education at Cromwell College in developing well rounded young people. It should play a key role in developing the physical, mental and social health of students, the school and the community, and is an ideal vehicle for delivering the key competencies in the NZ Curriculum, in particular relating to others, participating and contributing and managing self.

Sharing this common purpose across all stakeholders – students, staff, parents and clubs – is essential to the successful delivery of quality outcomes for students.

Planning is completed in “silos” by the sports department, clubs and codes. As a result, there is

little or no link between codes and a lack of alignment between clubs and the College.

There is little in the way of policies to provide guidance for those involved in the delivery of sport for students. It was evident that this led to frustration at what was perceived as inconsistent decision making and lack of clearly understood criteria. This was expressed by several interviewees, particularly in relation to selection for teams, a matter made more complex by the transfer from club delivered sport into school delivered sport for exchanges.

“There needs to be more transparency, clear policies and communication so that everyone can see it is fair – especially the kids”.

Parent

While there is a Sports Council, students felt they weren't making a valuable contribution. There is no evidence of student voice in the planning of sport delivery. Students felt that they had little say in what and how sport was being delivered at the College and expressed a wish to be involved in decision making and leadership.

“We've got a Sports Council, but we don't really do much, we're just workers. I know because I'm on it!”

Student

“We don't get a lot of input into sport. No-one is asking us if this is what we want to do. We have a sports council but doesn't seem like they do much” Student.

As a part of the review, a planning workshop with staff, SMT, students and parents considered the themes of the review. The workshop used a

process to produce an “off the top of my head” plan. An outline of this plan, without any editing is attached as Appendix 1 and will prove useful in addressing the recommendations.

5.3 Recommendations.

It is recommended that consideration be given to;

5a. Developing and implementing a Cromwell College Sports Plan that clearly sets out the direction of sport. The plan should include;

- a statement that defines the **Purpose** of sport at Cromwell College,
- a **Vision** for what success looks like,
- an explicit link to the Cromwell College Kawa (values)
- key **Pillars** that identify the work areas of the plan,
- for each Pillar, **Goals** and **Strategies** that describe the actions to achieve these,
- **Indicators** to measure progress against,
- **Resources** to be applied to deliver strategies,
- a mechanism to **Monitor** and **Review** the plan.

5b. Including all stakeholders in the development of the Cromwell College Sport Plan – students, staff, clubs, parents & board.

5c. Ensuring Student voice is heard, and consideration given to a school wide survey of students and staff to inform the plan.

5c. A set of policies to support the Sports Plan be developed that inform consistent, transparent,

and fair decision making. These policies should include (but not limited to):

- Coaching - appointments, induction, training, reimbursement,
- Clubs - relationship agreement, guidelines and support,
- Staff Involvement (see more detail in School Culture recommendations).
- Sport fees payments
- Code of Conduct (or Integrity Framework) - players, coaches, supporters
- Health & Safety – facilities, travel, events
- Selection – league teams, travel teams (see more detail in Participation & Opportunities recommendations)

6. STRUCTURE & LEADERSHIP

6.1 Introduction.

To realise the vision and action the requirements of a plan, a fit for purpose structure with effective leadership at multiple levels is required.

The structure should ensure that sport has inputs from and is effectively supported at all levels – from Board of Trustees to students.

6.2 Key Themes and Findings

While there is a commitment to sport from the board with significant resourcing and from the principal, and an SLT member in terms of leadership, the current structure for delivering sport in the school is largely limited to the sports department.

This consists of a Sport Co-ordinator (32 hours per week BOT funded) and a Sports Assistant (20 hours per week – 15 sponsorship + 5 BOT funded). The Sports Assistant role, by way of agreement with the funding partner, is largely dedicated to supporting sport opportunities for years 7 & 8.

This represents a relatively good staffing resource dedicated to sport in comparison to similar size schools.

“It is really important that we retain a dedicated sports co-ordinator for years 7 & 8. This transition point to College is really important and it’s the point at which kids tend to get lost to sport if we don’t take special care”. Parent

It is clear that the Sports Department, and in particular the Sport Co-ordinator are viewed as the leaders of sport in the school and, as mentioned, all stakeholders acknowledged how hardworking and committed they are.

“Megan and Mel work really hard and do an amazing job but it seems like they are the only ones apart from about 3 teachers.” Student.

There is no formal structure or reporting lines for the delivery and monitoring of sport in the school. The recent addition of an SLT member with a responsibility for sport has sought to address this but is only a part of what is required.

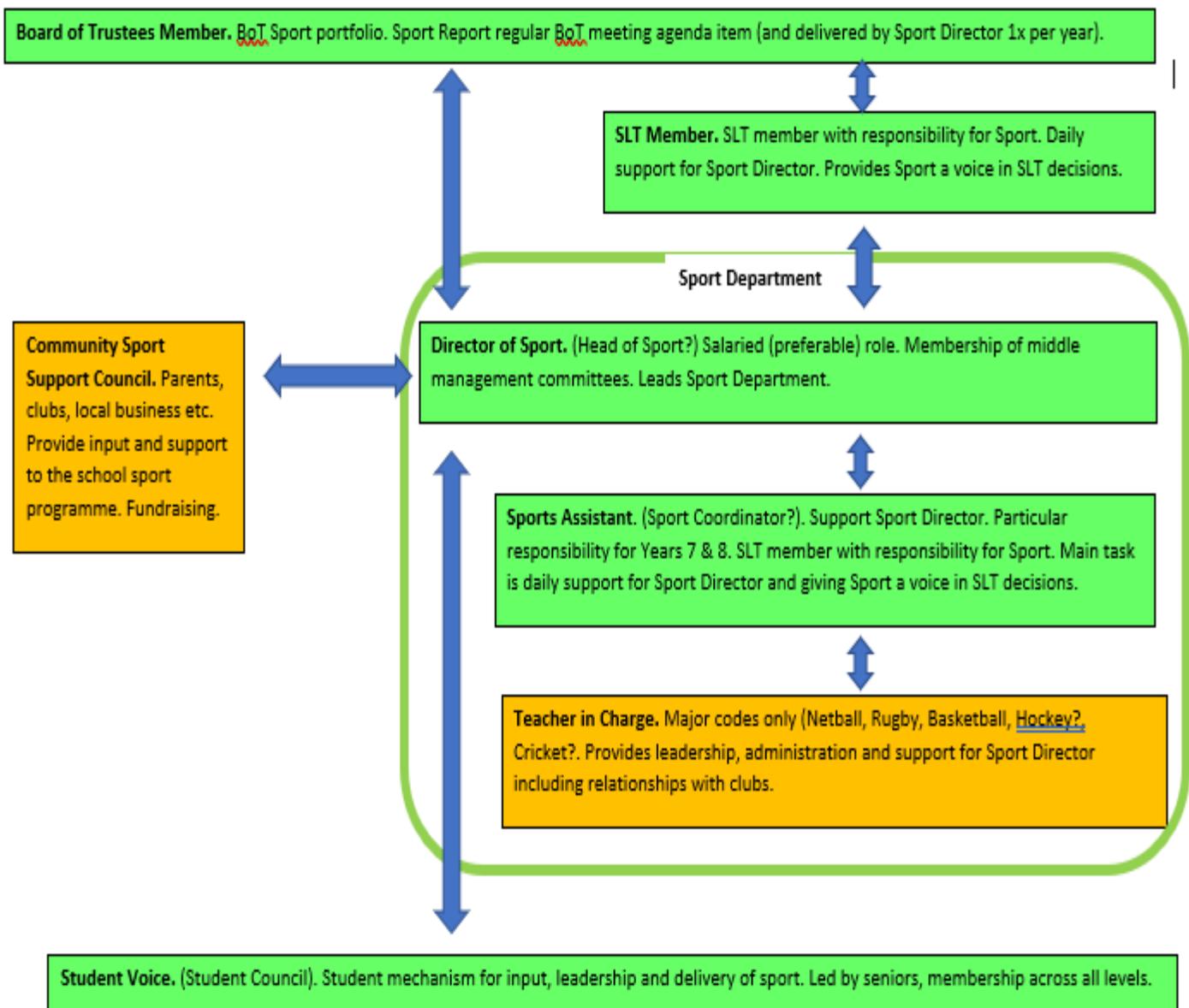
Sport at Cromwell College would benefit from a formalised structure that involved stakeholders at all levels.

“It feels like we don’t have a voice in what is happening at management level in the school, even though it impacts on sport.” Sports Department.

“Sport has no influence or advocacy role at SLT level” Parent.

There are a number of options in developing a sports leadership structure. Mandatory features should include board, SLT, Sports Department and students. The diagram below provides a recommended template. Essential components are in green and optional, but highly desirable elements are in orange.

School Sport Leadership Structure



6.3 Recommendations.

It is recommended that consideration be given to;

6a. Implementing a structure for sport in the school based on the recommendation above to include;

- BoT member with a portfolio for sport
- SLT member with responsibility to support the Sport Director and provide a voice for sport in SLT decision making.
- Sport Director with overall responsibility for sport.
- Sport Assistant to support the Sport Director and have particular responsibility for years 7 & 8.
- Student Council. An authentic mechanism for students to be involved in planning, leadership and delivery of sport opportunities (see Participation and Opportunities section).

Consideration should also be given to including in the structure;

- Teachers in Charge of major codes with responsibility to support the Sport Director including liaison with clubs, communicating with parents and managing coaches in the code.
- Community Support Sport Council to provide advice, feedback and support to school sport programme through the Sport Director. The Council could include parents, clubs, local business and roles may include fundraising, identifying community coaches and managers.

6b. Creating a Sport portfolio at Board of Trustee level. This portfolio should provide a report to all board meetings as a standard agenda item with the Sport Director reporting to the board at least once a year.

6c. Appointing a Sport Director (Head of Sport, Director of Sport) responsible for the development and delivery of sport in the school. Ideally a salaried position and ideally fulltime.

6d. Establishing a Student Sport Council, or similar, to ensure that students have effective input to planning and to provide a platform for facilitating student leadership in sport delivery.

7. PARTICIPATION & OPPORTUNITIES

7.1 Introduction.

Given the range of ages, abilities and motivations of secondary school students, a wide range of both sports and levels of competitiveness are required to attract all students to sport.

For the majority of young people, the primary motivations for participating in sport are not related to performance goals. Research shows that teenagers largely value the opportunity sport provides to play alongside their friends, have fun and keep fit. While skill development, competing and winning are still factoring in their decisions to be involved, it is the social capital gained from team sport that are the drivers for most students.

7.2 Key Themes and Findings.

At Cromwell College the physical, mental and social benefits of being involved in sport, particularly team sport, are realised through a variety of opportunities. Students appreciated the wide range of options available and the level of support given to sport.

“It feels like a sporty school – lots of people are involved. We need to make sure we keep a wide selection of sports available.”

Student (non-sports participant).

“It’s great that there are heaps of options here – we need to have a wide range of sports to chose from.” Student.

The high level of engagement is reflected in the School Sport NZ Census figures (2019) which show 71% of students represented their school in sport – a high level of participation in comparison to similar schools nationally and regionally.

Several students mentioned that they would like an opportunity to represent the school in their chosen sport but at the moment they couldn’t do that. Sports mentioned included Badminton, Mountain Biking, Adventure Racing and Skiing which all are available but largely as one off events than regular opportunities.

“I don’t play sport for the school, I go running. If there was a Cross Country team, I would be keen”. Student.

Both students and staff felt that most of the offerings were in the competitive, formal sport space and that more opportunities to play in a less

formal setting were needed and would get more students involved.

Current opportunities are largely focussed around regular season long competitions and interschool exchanges.

“We don’t have many informal teams – where you can just turn up and play with your mates. If you want to play sport it is a big commitment.” Student.

“I used to play but have stopped because I don’t have the time anymore. I have a job and that clashes with the only opportunities to play. If there was some social afterschool sport I would probably start again.” Student.

Both students and staff identified several opportunities for less formal sports offerings including lunchtimes, after school, the House system and expansion of the Year 7 Challenge Cup to more levels. Sports suggested as suitable for a more social setting included Badminton, Volleyball, 3x3 Basketball, and Futsal.

“The Challenge Cup that happens in Year 7 is great and it should happen at every level.” Student.

“We should have more sport options at lunchtimes. I just walk around with my mates but if there was some just fun playing stuff, we would do it”. Student.

Students strongly supported the suggestion that they could be involved in designing and delivering these opportunities.

“It would be really good if we had more House Sport – we could help organise it and

there could be an overall shield. You could set up rules so that people who aren't playing any sport in teams had to be involved. And teachers too." Student.

"The Challenge Cup that happens in Year 7 is great and it should happen at every level."

The new model for whole school athletics was applauded by students and staff who suggested that similar models to increase participation in other whole school events should be developed as swimming and cross-country were now optional.

There was also support for more school exchanges with more sports involved and the possibility of competitions with a cluster of nearby schools (Dunstan, Wakatipu, Mt Aspiring) in some sports with Volleyball and Badminton suggested.

"It would be great to have more exchanges but with a wider range of schools than now". Student.

The delivery of sport for students is a mix of codes delivered by the school (netball), others delivered by community clubs (rugby, hockey, football) and yet others a mix of both (basketball). In comparison to similar schools, there is a very high level of delivery by community clubs.

Students, staff and parents appreciated that the expertise in coaching and passion for the sport was often outside the school so teams got the benefit of better coaches and sport environment. However, equally, many of those same students wanted to represent their school and feel pride in wearing a school jersey and that the club provision was a barrier to this.

"It's great we have the clubs involved because they have expertise and the drive". Parent.

This was a key theme in discussions with all stakeholders who identified both benefits and challenges of having a significant amount of sport delivered through the club setting. This is discussed in detail in the section on School Culture.

Both parents and students expressed frustration, largely borne from lack of clear selection policy, around how teams for sports played in the club environment were selected for exchanges and other interschool and other school fixtures.

"There are a lot of sports delivered outside the school and then teams are put together for school events, like Interschool. There needs to be clear, transparent and inclusive selection processes for these teams as kids find it frustrating and see some as unfair." Parent.

The selection policies do exist and are available on the school website however given the repeated comment from parents, a more targeted communication of these is required.

A number of students that were at the talent end of the spectrum but played in the club community environment felt that the school did little to recognise their achievements or contribute to their development in their sport.

"I have made several rep teams and the school has never said anything, they wouldn't even know probably. I think my Mum told them". Student.

“Wow, that’s amazing. I had no idea.” Student – in response to another student sharing an achievement.

As a result, these talented athletes feel little connection to or pride in the school in relation to their sport. Like all young people with talent, be it academic, music or other performing arts, the school should look to foster the development of students with sporting talent, interest and ambition.

There are a number of options available but the implementation of an Athlete Development Programme within the school framework should be considered. This would bring talented athletes together and, using both new and existing resources provide sessions for their individual development.

7.3 Recommendations

It is recommended that consideration be given to;

7a. Engaging student voice in reviewing sports on offer and seek input into what they may like to see introduced – refer to data on trends in sport participation in schools to identify opportunities.

7b. Utilising the House System to provide less formal competition in a range of sports. Include rules that promote the engagement of current non-participants and teachers.

7c. Developing the Year 7 Challenge Cup concept to more year levels.

7d. Ensuring students are involved in the design, leadership and delivery of lunchtime and House sport.

7e. Evaluating current whole school event models with a view to increasing participation as in Athletics.

7e. Considering opportunities for lunchtime and afterschool sport, particularly where no other options exist in the community – e.g. afterschool Volleyball, Badminton.

7e. Ensuring selection policies based on a clear purpose for each event (development, competitive, social etc) for school sport such as exchanges and other interschool events are readily accessible and effectively communicated this to students and parents.

7d. Developing an inclusive Athlete Development Programme (ADP) to provide talented students with a holistic approach to ensuring they are best equipped to succeed in their sport. The programme would focus on individual athlete development and is not team or academy based. The Cromwell ADP would;

- be centred on individual athlete wellbeing and development,
- be comprised of students selected for their potential to represent their province or country in their chosen sport
- include junior students with focus on development for the future,
- include technical, tactical, physical, mental and character development,
- have a school timetabled delivery component (say 1 hour every 2 weeks, similar to itinerant music).

- use an athlete wellbeing app to monitor athletes,
- be co-ordinated by sport department and delivered by community resources including Sport Otago – strength & conditioning, nutrition, sport psychology etc

8. School Culture & Sport

8.1 Introduction.

Sport has enormous potential to impact positively on school culture. For student's, sport has the ability to engage them in their education, contributing to pride in the school, a sense of belonging and a recognition of individual and collective achievement – it can be their club.

For staff, sport provides the opportunity to engage with students outside the classroom in an area that is important to them. Students appreciate this genuine interest in them and their wellbeing, leading to the development of more effective relationships, so critical in any classroom.

For the community sport is possibly the greatest vehicle for regular, tangible links with the school. The interest parents take in the activities of their children is a powerful tool for engaging with their school. Sport provides opportunities to get them inside the gates – coaching, managing or supporting their student in a variety of roles.

8.1 Key Themes and Findings.

Students consistently expressed their pride in Cromwell College, that it is a good school and they enjoy being there. However, a commonly stated

view was that they felt disconnected, not well supported or recognised by the school in sport.

“I really want to wear the Cromwell College jersey and feel proud of representing my school, but I don't get to do that and really the school has nothing to do with my sport.” Student.

The primary cause of disconnect is a significant amount of sport is delivered in the club environment and students, staff and parents all spoke of the lack of connection between club and school.

“I feel like I play for the club, not school. Even when we go to Tournament Week, it just feels like a club team. When you see the other schools, it doesn't feel as good as their spirit”. Student.

It was acknowledged that there are club / school connections, but repeated comments indicated that the recently introduced liaison roles are not yet well recognised or visible to students and parents. Most felt this was largely left to the Sport Co-ordinator in an administrative role and the principal attending games.

“You never see any teachers at our games. Apart from Mr X, none of the teachers give us any support.” Student.

As previously stated, the club environment may be better placed than school to offer the best sporting experience for students in terms of coaching and other structures. However, it is critical that genuine, effective connections between the clubs to school, particularly in the perception of students, are established.

Ideally, getting the club inside the gates is the most effective way to do this – providing training or playing facilities, supporting coaches, and ensuring they wear a Cromwell College jersey throughout. Clubs need a value proposition to do this.

Because this involves multiple external partners, it will take time to establish trust – a collaborative partnership not a takeover culture. All parties putting the quality of the experience for the student at the centre of the discussion is critical.

There are also options that the school can consider within its own jurisdiction that achieve closer relationships. The most effective of these would be to encourage a system of staff involvement in formal connections with the clubs – attending meetings and matches, managing teams etc.

It was stated that many staff either do not understand or do not respond to the educative value of sport in supporting the sport programme.

“Staff culture is not strong in getting involved in sport”.

Staff member

“It asks you on the application form for a job here what you will contribute to the co-curricular life of the school, so there is an expectation there but is not monitored or followed through”

Staff member

Parents understood the workload issues that teachers face in finding the time but wanted to see solutions explored to encourage teachers to take on co-curricular involvement.

“I feel for the teachers and it’s hard to blame them. They are hardworking and it’s not like it used to be”. Parent.

Parents also expressed that there are a lot of parents willing to help and support the Sport Co-ordinator but who didn’t really know how to do that. Netball was cited by parents as an example of where sport seemed to be working well and that this was largely due to the work of the Sport Co-ordinator in establishing a successful system.

“It seems like the school gates are a bit of a barrier. What do we do to make parents feel welcome and appreciated?”. Teacher

Currently staff involvement is through the Sport Co-ordinator in an ad-hoc manner, requesting support as needed.

“I feel like I sound like a broken record, constantly asking for someone to help to do something”. Sport Co-ordinator.

A more systematic approach is required to increase staff involvement in the co-curricular sporting lives of their students. Encouragement and expectation of staff involvement through promoting the educative benefits to students, the impact on school culture and the importance to the social health of the community is key.

“I didn’t realise how doing such a little thing would have such a big impact, All I did was drive the van to get them to their game and they still come up and talk to me in the playground”. Teacher.

For the students themselves, sport initiatives within the schools’ mandate that better connect

them to school are needed. They want to compete wearing school, not club, colours but feel allegiance to the clubs who they see as deliverers of sport.

As previously stated, identifying and supporting a group of talented athletes through an Athlete Development Programme would engender greater allegiance and connection to the school and also provide a visible inspiration to their peers.

All students knew of the sport recognition systems, the Wall of Fame and Roll of Honour, but consistently stated that these were not that aspirational as the standards seemed unreachable for most.

“The Roll of Honour is great but realistically how many of us can make that and you don’t get there until you have left school, so it isn’t that inspiring.” Student.

A more achievable sport recognition system should be considered so that students can aspire to achieving this status while still at school and capable of inspiring their peers. Currently a system of badges provides very visible recognition of academic and service achievement and could readily be expanded to include sport.

While the school makes attempts to ensure all sports are celebrated, students also felt that not all sports were recognised, or achievements celebrated at school in assemblies and award occasions, that the school was not being inclusive. They wanted recognition and celebration to be more regular and immediate to the achievement.

“We only ever hear about rugby and netball. We never hear about football and say

swimming or squash – and we have to wait until the end of the year for awards. They should happen more regularly”. Student.

Effective club / school links would be essential to identifying achievement by students accessing sport outside the school environment.

8.3 Recommendations.

It is recommended that consideration be given to;

8a. Creating a climate of encouragement, expectation and reward to formally promote the value to staff of supporting school sport. This would include:

- Principal led education on the;
 - educative value of sport to the holistic development of students and their physical, mental and social health,
 - ability of sport to deliver the Key Competencies of the NZ Curriculum,
 - potential for sport to positively impact on school culture and community links
- Board led culture of expectation of involvement in co-curricular life of the school.
- Development of a list of roles required to support sport and formal role descriptions. Roles may include;
 - Teacher in Charge (major codes)
 - Club Liaison
 - Team Manager
 - Match attendance / supporter
- A policy that outlines entitlements (travel reimbursement, overnight allowance) should be clearly understood by all staff.

- Providing opportunities for staff to support without giving up weekend family time – after school Badminton etc.
- A system of incentivising staff to be involved should be considered. This could include rewards such as exemption from school time tasks such as duties or relief for times during which they have significant co-curricular involvement.

8.b Establishing greater visibility to students and parents of the dedicated staff liaison role (with written role description) for every club that is the primary provider of sport for students – rugby, hockey, football, hockey.

The role description should include a focus on developing a relationship of trust, be visible to students and, importantly, implement initiatives to more effectively connect school and club in the eyes, minds and hearts of students.

8c. Implement an Athlete Development Programme (see 7d.)

8d. Implementing a programme that recognises student achievement in sport and is seen by students as more achievable than current opportunities. Such programmes are commonly called Sport Blues awards but could readily be an expansion of the academic badge programme at Cromwell College.

Clear criteria for the awards need to be communicated to parents and students and close links with clubs delivering sport outside the school are essential to success.

SUMMARY.

Sport is an important and highly valued component of Cromwell College. Students, staff and parents appreciate the wide range of opportunities available and the benefits this brings to students and the school.

“We punch above our weight here and are proud of our success, how well we do”. Staff

Sport in the school reflects the values of the Cromwell College Kawa – be respectful, be courageous, be the best you can be.

Student participation rates remain high compared to national rates and on par with figures for the Otago region.

Sport is well run by a hardworking competent sports department and supported by a passionate Principal.

However, there is room for improvement. Resolving the lack of a formal sports plan and effective sport leadership structure, raising the rate of staff involvement in sport, addressing challenges presented by community sport delivery and the connectedness of students to school sport along with reviewing current sport offerings, all present opportunity for considerable gain.

There is a lack of an overall plan for the delivery of sport. With no agreed, clear purpose, vision or strategy decisions are often ad-hoc, reactive rather than proactive, and place unnecessary stress on staff, students and parents.

“We really need a clear direction and communicate this to parents. A few parents really push the wrong things for kids, the performance aspect, early specialisation and this puts stress on everyone.” Staff.

There is an urgent need for a formal plan to be developed to inform and lead the direction of sport at Cromwell College and this should be a priority for the Board. It is important that all stakeholders have input and are able to see themselves in the big picture and take ownership.

Policies and processes that support the Cromwell College Sport plan need to be well communicated to students, staff and parents so that they all have a clear and shared understanding and are able to support decisions made.

To support the implementation of strategy in the plan, a more effective structure for sport leadership is required. This should include roles for board members through to students and possible options are included in the recommendations of this report.

The mixed delivery model of school and club provision, while building on the strength of sport in the Cromwell community, also provides real challenges in establishing and managing links with clubs that ensure alignment with school needs.

Implementing a formal, systematic approach to ensure effective relationships and links with the clubs so that students can clearly see a link to and feel a connection and pride in school sport should be a priority.

There is a need to define pathways between club and school sport so that students and parents

understand selection and other issues and to provide school based development for those athletes with talent in any sport.

All those interviewed, students, staff and parents commented on rates of staff involvement in school sport. An education piece around the value of sport to education, to students, the school and community along with mechanisms to encourage and incentivise staff involvement should be considered.

Students were consistent in wanting more opportunities to participate in sport that were less formal than the current largely competitive, high commitment offering. Their suggestions included house sport, lunchtime activities and after school competitions. They also expressed a high level of interest in designing, leading and delivering these. A vehicle for genuine student voice and leadership should be a component of the sport leadership structure.

The current system for identifying, recognising and celebrating student sporting achievement is seen by most students as inconsistent across sports and the wall of fame and honour roll as the pinnacle but largely unattainable. A system of more regular recognition and rewards across all sports would be inspirational and achievable for current students.

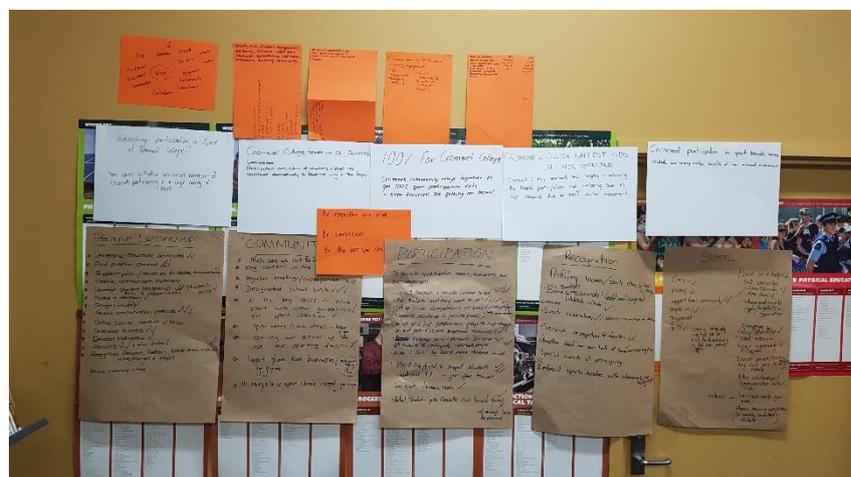
Appendix.

A planning workshop involving parents, SMT, staff and students used a process to consider the vision, pillars and strategies that would inform the Cromwell College Sport Plan.

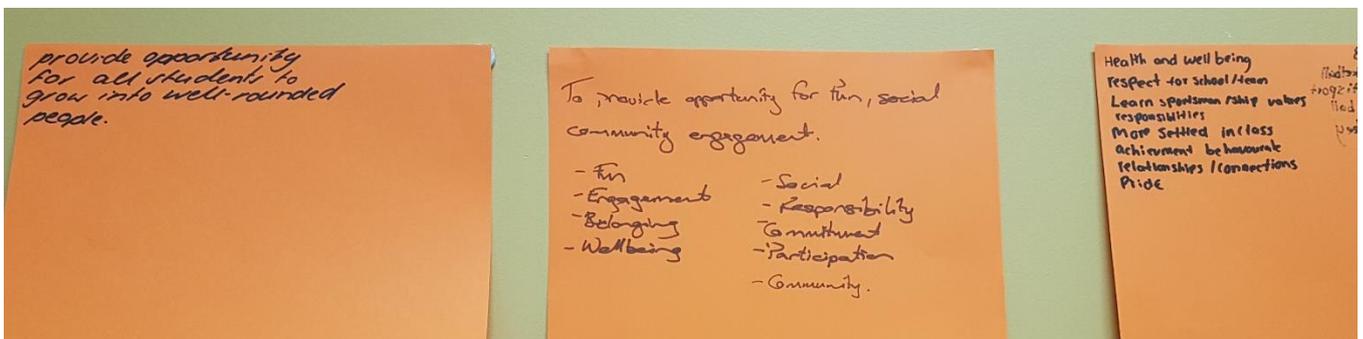
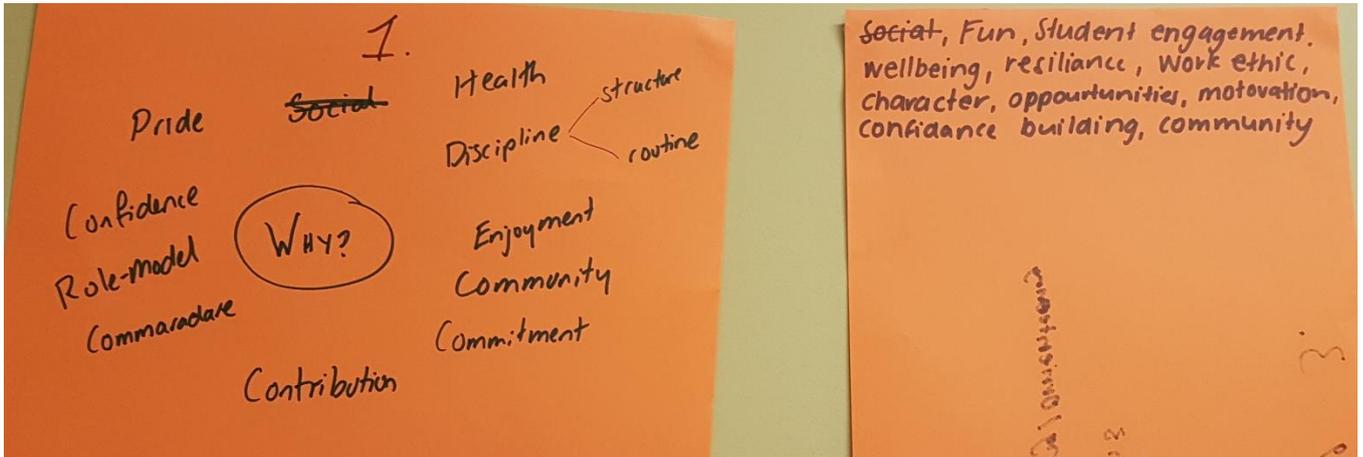
Instructions to the participants were to be bold and brave and think creatively. The intention was to collect unedited, gut feelings and ideas and, importantly promote discussion amongst stakeholders that would be a starting point in developing a formal plan.

The outcomes from that workshop are reported here in their raw form and should be considered in relation to the planning framework below.

VISION			
Participants asked to write the headline and by-line they would like to read if Otago Daily Times published a feature article on sport at Cromwell College in the Saturday edition of 19 December 2020.			
PILLARS			
The review recommends the Cromwell Sport Plan includes (at least) pillars as below. (The workshop identified different pillars in some cases, all of which could be included in the below.)			
PLANNING and POLICY	PERFORMANCE SPORT	PARTICIPATION SPORT	RESOURCING
STRATEGY	STRATEGY	STRATEGY	STRATEGY
• •	• •	• •	• •



PURPOSE.



VISION.

Increased participation in sport breeds success
Students are noticing multiple benefits of their increased involvement

CROMWELL COLLEGE HAPPIEST KIDS
IN NEW ZEALAND

-Cromwell C has reached new heights in achieving the highest participation and wellbeing rate in New Zealand due to 100% teacher involvement.

100%. For Cromwell College

Cromwell community reley together to get 100% sport participation rate - even teachers are getting on board!

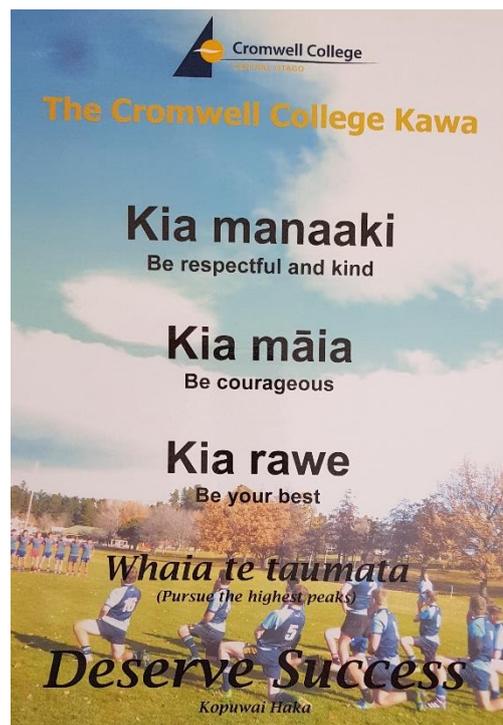
Cromwell College takes on city Schools

Cromwell staff Participation, dedication of students & staff has increased dramatically to lead the way in the Region.

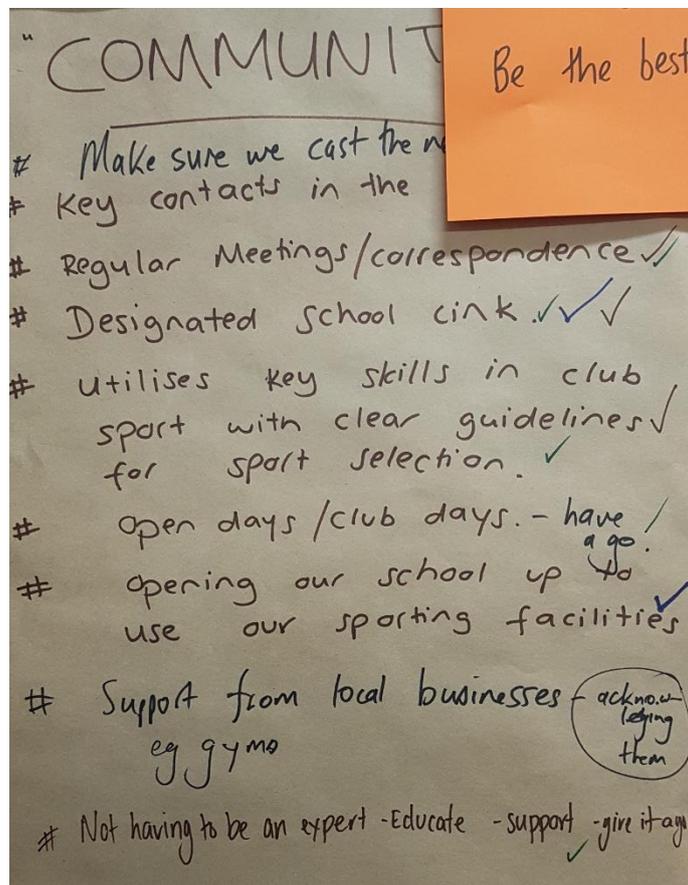
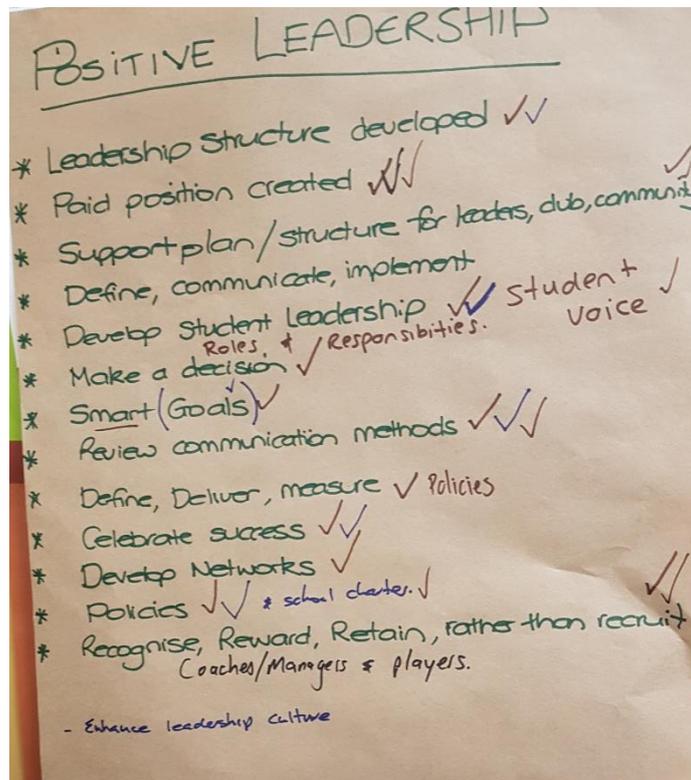
Astonishing participation in Sport at Cromwell College!!

New sports initiative increases number of students participating in a large variety of sports.

VALUES.



PILLARS and STRATEGY.



PARTICIPATION

To provide opportunities, means, resources, and encouragement.

- Upskill teachers + provide release time ✓✓✓
- Ask students what they want to do ✓✓✓
- Set up 'social' competitions at lunch + after school ✓✓✓
→ PS some weeks
- Financial assistance to provide prizes ✓
- To set up a high performance group to help them on that path + source external resources ✓✓✓
- ~~Engage~~ Engage senior students 'shoulder tap' ✓✓
All students to participate - Part of Year 13 leaving cert
- Make it fun! by being more student based ✓
- Hardship fund to support students with out \$\$ - gear, fees, transport ✓✓
- Free events / Whanau events ✓
- Prefect/Students Sports Committee run lunch games ✓
not enough time for personal

Recognition

- Profiling teams/sports often on social media ✓
- ^{Badges} Blues/awards ✓ (model used by larger schools)
- Establish criteria ✓
Enhance
- Sports celebration ✓✓✓ sports recorded in Media
- Service recognition for volunteers ✓✓
- Another level on our hall of fame ✓ which rotates every 5 years
- Special awards at prize giving ✓
- Embroid sports hoodies with achievements ✓ what they do participate in.

Resources

Time ✓✓

money ↓

Support from community ✓✓

people ✓✓✓

equipment

facilities - create a community area that can be used for fundraising
eg BBQ area outside gym

Board set a budget ✓

- Seek sponsorship

- Grants Annually ✓

- other funding

→ person employed to apply for grants. X!
Definitely!

Encourage →

Enforce? expectation of staff extra-cur

Engage community to support

Educate parents/teachers/ students they don't need to be experts.

Better relationships/ communication with clubs

rotations? ← Many hands make light work.

Shorten training expectations (for heavily committed students)