

Trinity Schools



SPORT STRATEGY DEVELOPMENT

Summary Report

August 2024

TRINITY SCHOOL SPORT



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1. INTRODUCTION

Trinity is a family of 3 integrated schools and a pre-school in Masterton, Wairarapa:

- Hadlow Pre-school – ECE for 2-4 year olds, roll cap 30.
- Hadlow Preparatory School – Full Primary co-ed years 1-8 day school, roll cap 200.
- St Mathew’s Collegiate School – State Integrated Secondary, years 7-13 girls’ boarding and day students, roll cap 298.
- Rathkeale College - State Integrated Secondary, years 9-13 boys’ boarding and day students, roll cap 331.

NOTE: Years 12 & 13 St Matthew’s students attend classes on the Rathkeale Senior College campus.

Each school is governed by its own Board of Trustees. Trinity Schools Trust Board are the Board of Proprietors for all 3 schools and own the land and buildings.

The Trinity family of schools enable an Anglican faith-based environment that empowers everyone in the system to achieve their best self and deliver balanced excellence – spiritually, physically, socially, culturally, and academically – enabling students and staff to experience life in all its fullness through their Special Character.

Sport is an important and integral part of life at Trinity schools, providing a platform for Hauora - health and wellbeing - developing character and profiling the school in the community through both participation and performance.

Trinity Schools occupy an environment in which whanau often have students in 2 or 3 of the schools or pre-school and the schools share relationships with the same community sport stakeholders. It is desirable to ensure clear and consistent values and principles are in place in informing the development and delivery of a

quality school sport programme across the schools so that everyone involved understands the kaupapa of sport at Trinity Schools.

“We need clarity, consistency and transparency to best understand and support our kids and the schools” Parent.

Together As One, an initiative driven by the governing boards, provides an opportunity to reimagine and frame up sport as an example in the ways in which the Trinity family of schools can work together in providing the best possible school sport experiences for students and their families.

“We wish to collaborate on this initiative in demonstration of the approach we want to encourage of more cross-Trinity systems and in keeping with our “together as one” philosophy.

We see benefits in developing a joined-up approach and clear objectives to sports across Trinity schools. Obtaining “voice” from students, parents and caregivers, staff and stakeholders will help us to understand what values and goals our community place on sports and help us better align our efforts and resources consistently across our schools.” (Terms of Reference)

The changing nature of the world in which young people live provides challenges in meeting the sporting, physical activity and wellbeing needs of students. To ensure that the provision of sport at Trinity Schools remains fit for purpose, provides positive experiences for all, and embodies best practice, Trinity has undertaken an independent review of current sport provision and practices.

This report outlines the key themes emerging from the review and provides recommendations for consideration by the governing boards and other stakeholders including a Framework and Strategies for sport at Trinity Schools. The Framework aims to provide all stakeholders, including students and parents with quality sport provision, clarity, and consistency.

2. SCOPE & PROCESS

The Trinity Schools Sports Strategy Development is sponsored by the Chairs of Rathkeale, St Matthews and Hadlow Boards of Trustees;

With a clearer Trinity Schools Sports Strategic Plan, Principals will be better able to develop operational plans with clear outcomes, secure resources and foster partnerships with stakeholders that help us meet the expectations of our school community and the objectives of our Strategic Plan. Terms of Reference

The scope of this work is to identify:

- Our stakeholders, their involvement with and expectations from Trinity School Sports.
- The scope of the Trinity Schools Sports Strategy.
- Whether sport should be compulsory?
- The benefits of sport to the students and schools?
- The values, principles goals that underpin sports at Trinity Schools.
- How we develop and align our sports programmes across our schools.

There are many benefits from participating in team sports, and we are passionate that our Trinity Schools provide opportunities for our students that prompt a lifelong interest in sports so that they continue their involvement after they leave. To do this we need to ensure we have an environment that fosters participation and enjoyment, that supports our students to develop, aspire and achieve their potential, and that provides the resources to enable our student and teams to excel. Terms of Reference

NOTE: Performance Appraisal of any staff engaged in sport was not within the scope of the work.

A Steering Group led by the project facilitator and comprising a senior management representative

and the Director of Sport from each school developed and facilitated the review elements. The facilitator reported to the board chairs as sponsors. The process included:

Review of Documents. Policy, management, and planning documents relating to sport provision in each school were reviewed.

Data Analysis. School Sport NZ Census data for St Matthews' and Rathkeale was reviewed and evaluated. This included discussion with the Wairarapa Regional School Sport Director.

Stakeholder Consultation. These involved small focus groups and individual interviews at each school.

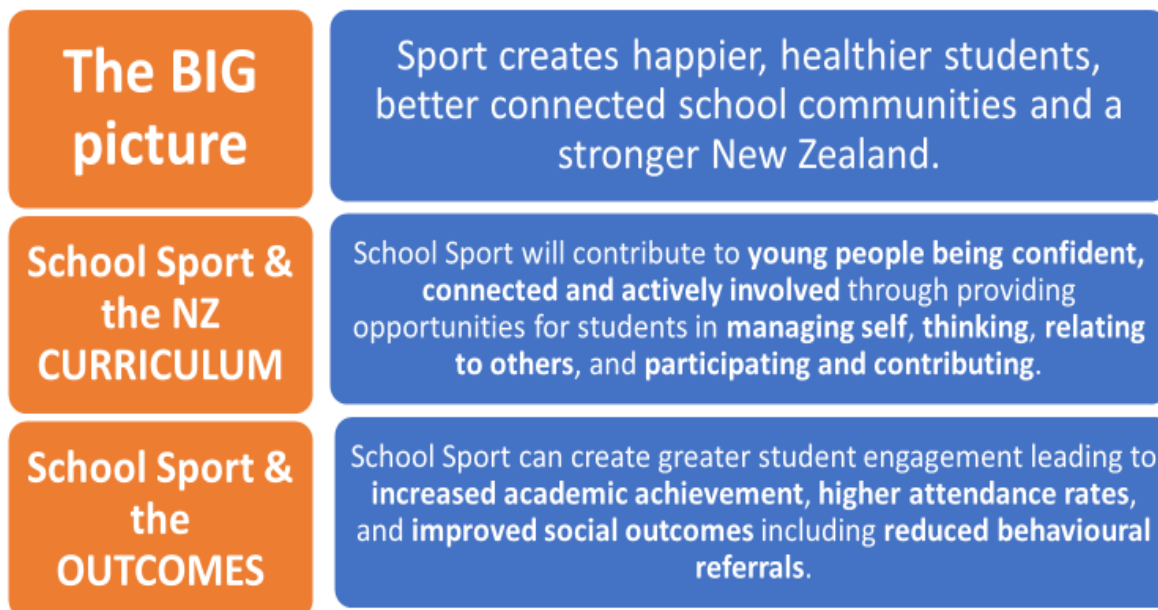
"We are really delighted and grateful to have this opportunity to have our say, to positively input into the sporting experiences of our kids" Focus Group parent.

- 3 x Student Focus Groups
- 3 x Staff Focus Groups
- 2 x Coach Focus Groups
- 3 x Principal interviews
- 4 x Parent / Coach Focus Groups
- 2 x BOT Chair meetings
- 1 x Regional Sport Bodies meeting

Stakeholder Workshop. 35 participants - students, teachers, parents, coaches, sports staff and SMT and Board took part in a planning workshop to inform the development of the Trinity School Sport Framework.

Outcomes Review. The draft outcomes of the Trinity Schools Sports Strategy Development were reviewed by the Steering Group, Project Sponsors and Stakeholder Workshop participants.

The VALUE of SCHOOL SPORT



3. VALUE OF SCHOOL SPORT

Sport and physical activity are generally promoted for their positive impact on young people's physical and mental health. However, increased participation in sport and other forms of physical activity are also proven to lead to enhancement of cognitive functioning, memory, concentration, social behaviour, and academic achievement.

The link between physical activity and academic achievement is of increasing interest in education. Sport and has been reliably demonstrated through NZCER evaluation of the Sport in Education Project (2012 -2015) as improving engagement, work completion, academic attainment, attendance rates and social behaviour.

Sport is an ideal vehicle for delivering on the front end of the NZ Curriculum, the vision, values, principles, and key competencies – the promise education makes to students and parents that our young people will learn to relate to others, self-manage participate and contribute as community members and NZ citizens – skills which are increasingly important in today's world.

4. SCHOOL & YOUNG PEOPLE'S SPORT.

The world of sport for young people, and consequently school sport, 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 the practices associated with professional sport and high performance have crept down the age brackets and into schools.

4.1 Competitive Sport.

Formal competitive sport has been the traditional sport pathway for schools and students. School Sport NZ Census data shows that, despite a massive new range for sporting choices available the percentage of students representing their school in the formal, interschool competitive space, has decreased from 54% to 49% over the past decade.

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 1).

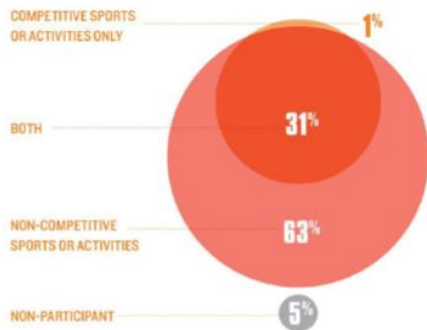


Figure 1 Young Peoples weekly involvement in sport.

4.2 Student Choices.

Traditional sports are still the most popular choices for students in school sport (School Sport NZ Census 2023) but many are losing participants rapidly while other sports enjoy significant 5 year growth rates. (See table 1).

Top 10 School Sports 2023	Students representing	Change 2018-2023
Netball	26950	0%
Basketball	26572	6%
Volleyball	24970	7%
Rugby	24308	1%
Football	22350	-4%
Hockey	13304	-7%
Touch	11317	-6%
Badminton	11195	1%
Athletics	8924	-21%
Cricket	8880	-2%

Some relatively new sports show significant growth including Futsal, Golf, Mountain Biking, Adventure Racing, Rugby Sevens, 3x3 Basketball. These sports are often characterised by - Event based, (no long season), Individual (train in own time), Less formal formats (can play with friends), Both genders (social capital), Pay for play (affiliation fees to national/regional bodies).

4.3 Young People’s Motivations.

Research into the motivations and barriers to young people’s involvement show the most

important enablers are those that describe the social capital that they derive from their participation.

In the 2018 Active NZ survey (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” (28%) were in the top 5, they are not the main reason young people chose to be involved in sport.

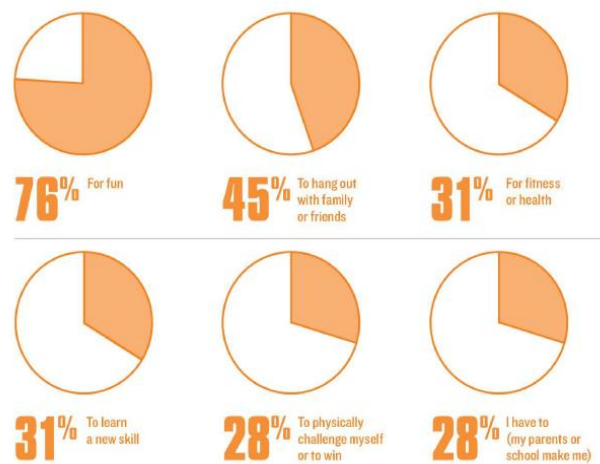
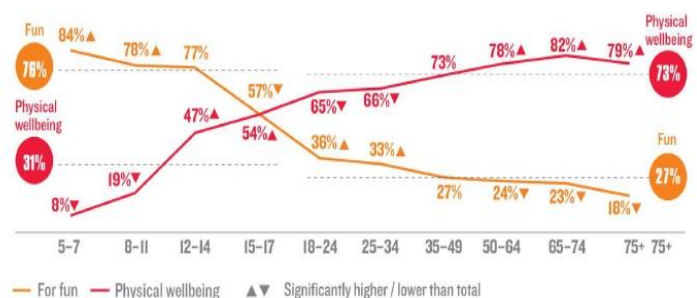


Figure 3: Primary motivation for Young People to be involved in sport.

The primary reason we play sport moves from being “for fun” to “physical wellbeing” as we age. In the secondary school years the crossover occurs and varied secondary school sport offerings are needed to reflect this transition. (See fig 4).



KEY THEMES, FINDINGS & RECOMMENDATIONS.

GENERAL THEMES

In general terms the Trinity Schools Sports Strategy (TSSS) project revealed:

- Positive feedback on the TSSS, initiative creating an expectation for change among stakeholders,
- There are some good things happening in sport in all schools and this review provides a chance to strengthen these, identify gaps and improve sport related functions,
- Little collaboration between schools in sport, and an expectation of a more integrated approach across schools,
- A lack of formal governance oversight for sport,
- Consistent feedback from students, staff & parents – students understand the benefits of sport and value compulsory sport,
- The need to support coaches and to engage the best coaches available,
- Gaps in formal, well documented processes and procedures in many areas – coach selection, disputes, communication,
- Parent community places high value on sport and wants to see pathways for students to develop & reach their potential,
- Sport is the largest outward facing element of the schools and represents considerable risk reputationally.

Key themes to consistently emerge included;

- Governance, Management & Leadership
- Formal processes
- Compulsory Sport
- Coaching
- The Sport Offering & Experience
- Collaboration between schools
- Connection to the Community
- Resourcing

5. GOVERNANCE, MANAGEMENT & LEADERSHIP

5.1 Introduction.

Sport is the most outward facing aspect of most schools. As the “shop window”, sport is a vehicle to establish a positive profile with its’ community, feeder schools and parents. As such, sport arguably poses the greatest reputational risk to a school. Additionally, by its very nature the wider risks with sport are significant including avoidable injury, the involvement of outside volunteers, and travel.

Clear policy and effective planning enable shared understandings for stakeholders, promoting a common purpose and vision, ensuring practices align with wider strategy and values.

Effective policy, and adherence to policy, ensures consistency of decision making and equitable outcomes for all, providing direction in times of conflict or adversity.

Planning identifies goals and how to achieve them, prioritises outcomes, allocates resourcing and includes a monitoring and review mechanism. It is a road map to success.

5.2 Key Themes and Findings.

Given the stated importance of sport to Trinity Schools and the risks that getting it wrong or providing poor experiences pose, there is little resource and oversight to ensure quality sport delivery at governance level.

All schools would benefit from a more formal and visible approach to sport at Board of Trustee level along with a collaborative approach to the management of sport across Trinity Schools. The continuation of some extended version of the joint Steering Group that led this review would be

of benefit in developing and delivering a collaborative model.

Performance Appraisal and Professional Development are critical to ensuring that all parties derive the maximum benefit from employment relationships. There is no evidence of either of these key enablers being applied in a planned, consistent, and formal manner for sport staff at Trinity Schools.

While there is some evidence of planning and documentation for some processes including code of conduct, trial processes and coach handbooks, this is inconsistent. The level and content of formal planning and documentation differs across schools.

Critically, there is no overall plan, vision, values and principles or strategy that applies to sport at Trinity Schools.

In some cases, planning is completed by individuals or small teams focussed on a single code. This does not serve to strengthen the relationships between codes, can be confusing for stakeholders and leads to inconsistent practices.

There is considerable scope to improve the understanding with the Trinity community, reduce the stress on sport staff and improve the experience for all with the development of a Trinity Schools Sports Framework and Strategy along with formal documentation for many of the processes associated with delivering sport.

While not within scope of the review, it is worth considering the strength and quality of the relationship between Physical Education and Sport. Physical Education is not sport (and vice versa) however they share many common goals and approaches. Physical Education is a learning area where young people gain the attributes and values to enjoy and benefit from physical activity for life. Sport is one of the key settings in which young people learn to apply these attributes and values. In many cases they share spaces, students,

equipment and facilities and there is much to be gained by both sport and PE in working together for the physical, mental, and social health of Trinity Schools students.

There is little evidence of student or community voice in the planning of sport delivery at Trinity Schools. Students felt that they had little say in what and how sport was being designed and delivered and expressed a wish to be involved in decision making and leadership in sport. It is critical that a vehicle is developed to achieve student input.

5.3 Recommendations.

It is recommended that consideration be given to;

Governance.

5.3.1 Developing a formal governance approach to sport at BOT level including establishing a Sport Portfolio assigned to a BOT member at each school. Sport should become a regular agenda item (every 2nd month) at BOT meetings with a twice-yearly meeting of BOT Sport portfolio Trustees

5.3.2 Developing and implementing a **Trinity Schools Sports Framework** that clearly sets out how sport is developed and delivered. The Framework should include:

- a statement that defines the **Purpose** of sport at Trinity Schools,
- a **Vision** for what success looks like,
- the **Values** by which sport at Trinity Schools holds itself to account,
- a set of **Principles** that guide and drive decision making in sport at Trinity Schools,
- **Key Focus Areas** that identify the work areas to achieve the framework.

5.3.3 In addition, strategies to achieve the framework should be developed collaboratively and shaped to individual school annual plans as appropriate and include:

- **Goals and Strategies** for each **Key Focus Area**,

- **Actions** (annual) to achieve these Goals and Strategies
- **Indicators** to measure progress,
- **Resources** to be applied to deliver strategies,
- a mechanism to **Monitor** and **Review** progress and achievement.

Management & Leadership

5.3.4 Establishing a Trinity Schools Sport Management Team (TSSMT) to lead sport across the Trinity Schools. The TSSMT would comprise the BOT portfolio holders, a member of the senior management team, and the Director of Sport from each of the schools and 3 community members appointed by the TSSMT.

The TSSMT will develop a Terms of Reference to include (but not limited to) :

- meeting frequency, (once per term?)
- agenda items
- TSSMT role / mandate (disputes body etc?)
- Shared documentation and processes e.g. codes of conduct, coaching strategy, parent education, communication.

5.3.5 Formation of a Sport Leadership Team in each school to support the Sport Director in developing, implementing, and monitoring the annual sports plan. This team should include sport staff, students, an SMT member and BOT sport portfolio holder and be responsible for developing annual strategies and priorities for realising outcomes in the Trinity Schools Sport Framework in each school.

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

5.3.7 Developing a formal approach to Performance Appraisal and Professional Development for sport staff.

5.3.8 Senior Management in each school leading a process to explore and document ways in which PE and sport can work closely together for mutually beneficial outcomes in improving the physical, mental, and social health of students. The agreement should be appended to the school's Sports Plan and be subject to monitoring and review.

9.3.2 (NOTE. Included here for clarity is the recommendation below from Section 9, Resourcing)

Developing Sport Department capacity to be effective in developing and implement and more strategic approach to sport, including:

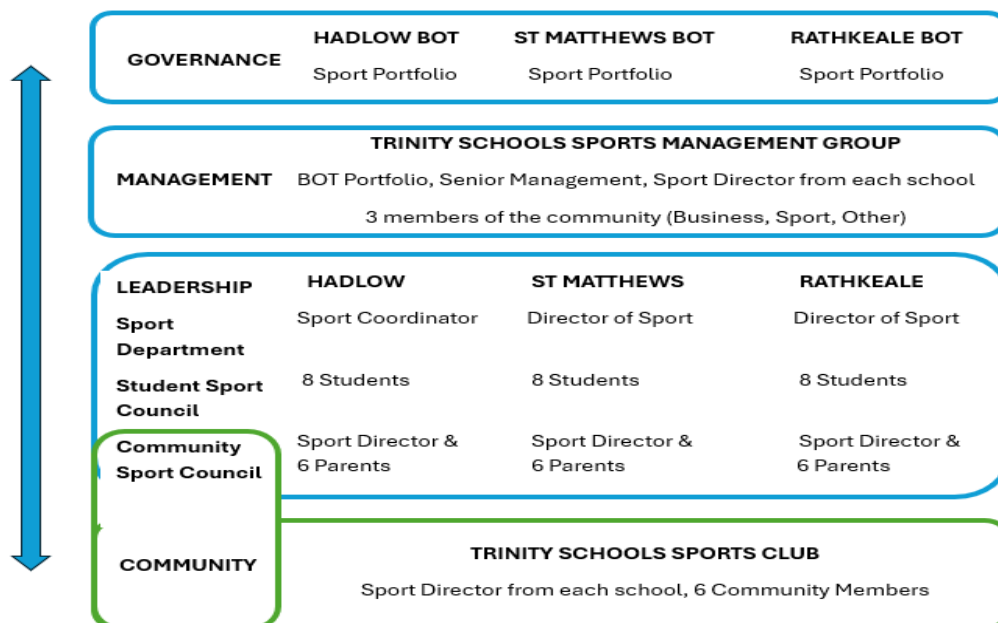
- Ensuring Director of Sport has sufficient capacity to provide strategic leadership.
- Including Director of Sport in appropriate senior management committees, meetings, and processes,
- Increasing Sport Assistant/Co-ordinator roles to support effective implementation of these recommendations and delivery of sport.
- Access to wider school services for sport functions, e.g. Administration support, senior management support with parents, student attendance and accountability support.

Formal Processes

5.3.9 Formal documentation developed collaboratively to include, but not limited to:

- Coach selection, appointment, development, reward, and retention (see 7.3.8),
- Codes of Conduct,
- Dispute resolution,
- Team selection processes.

Trinity Schools Sport Leadership Framework DRAFT



6. COMPULSORY SPORT.

6.1 Introduction.

Participation in sport is mandatory, in varying forms, for students, at both St Matthews and Rathkeale. At Hadlow, while there is no compulsory element, sport is encouraged, and participation rates are high.

Making sport compulsory can be a polarising and divisive issue with strong views in each corner.

“One good thing about compulsory sport is that you can always find other kids like you, a team at your level.” Student.

“I simply don’t like sport. I am not good at it no matter how hard I try and am forced to crash in public. It just isn’t me and is torture.” Student.

If sport is to be compulsory, then it is incumbent on schools to ensure that the experience is positive for every student. To provide students with a poor quality offering that produces negative experiences negates the benefits of sport and physical activity and can be damaging for life.

The traditional team sports – netball, rugby, football, along now with basketball and volleyball, are the most popular sports in our schools with badminton, hockey, and cricket further down the list. However, there is an increasing number of other sporting opportunities that are proving popular with young people - mountain biking, golf, adventure racing amongst others. It is impossible for schools to adequately resource a wide range of codes which challenges the ability to provide quality experiences for every student. A balance needs to be struck that meets the needs of students, the capacity of the school, and the ability of the community to assist.

6.2 Key Themes and Findings

There was consistent support across students and parents for the continuation of compulsory sport. Staff were more evenly divided on the issue.

The degree to which sport is compulsory differs across Trinity Schools. Rathkeale students must choose both a summer and winter sport while St

Matthew's students must choose one summer or winter sport. At Hadlow sport is not compulsory.

Trinity schools would benefit from a more consistent approach to compulsory sport, both within and across schools. An element of compulsory sport at Hadlow would provide confidence for students transitioning to the secondary schools Trinity environment.

There is a perception from some students and staff within the secondary schools that the focus on sport detracted from other areas of school life, particularly the arts.

While there is the opportunity for individual circumstances to be considered, e.g. exemptions, students strongly expressed the view that there needed to be greater flexibility, especially at senior level. They described mechanisms which are included in the recommendations.

Some senior students felt that, while remaining a requirement to Y12, beyond that students should be able to make their own decision. They still felt that most students would make well informed choices and stay in sport for the right reasons.

“We have done 4 or more years of compulsory sport and know what we want to focus on – if we are heavily involved in other things, we should be able to choose that instead of being overloaded” Senior student.

Several students, generally in teams at lower levels, felt that their compulsory sport experiences were poor. They pointed to lack of quality, interest, and commitment from coaches and the formats being too competitive as the main reasons for their poor experiences.

Compulsory sport places a huge stretch on coaching resources, sometimes needing to utilise coaches that don't want to be there. As a result, students in lower grade teams can suffer poor experiences with a consequent negative impact on their ongoing view of sport.

Staff and students both stated that it was possible to avoid the compulsory sport requirement without consequence. If sport is mandatory, then an effective accountability system must accompany that. With every student being involved this is impossibly difficult for sports staff and should be incorporated into wider school processes such as the Dean system or similar.

For many students at lower levels, playing in highly competitive environments where their lack of skill is constantly publicly exposed is very uncomfortable, even damaging, and they would be much more comfortable in a less formal setting.

6.3 Recommendations.

It is recommended that consideration be given to:

6.3.1 Exploring if a more consistent approach to Compulsory Sport across the schools is possible.

6.3.2 Ensure all students needs are met and that Compulsory Sport programmes embody mechanisms for flexibility including:

- more options to choose from, e.g. golf,
- more social / informal opportunities – not all teams need to play in formal competitions.
- flexibility in attending trainings due to other legitimate school commitments,
- exemptions for students at senior level based on level of commitment to other areas of school life, e.g. the arts,
- sport options other than playing, e.g. managing (service), coaching, umpiring, or refereeing.

6.3.3 A strong focus on ensuring quality coaching for all levels of the compulsory sport options. (see Coaching Strategy recommendations).

6.3.4 Accountability processes for attending compulsory sport be established outside the Sports Department and within wider school attendance processes.

7. THE SPORT OFFERING

7.1 Introduction.

Sport is competing against many exciting alternatives, we need to ensure that the experience sport offers students is high quality, positive and relevant.

For most 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 factors in their decisions to be involved, it is the social capital gained from team sport that are the drivers for most students.

Schools do not have the resources required to provide high quality sport programmes in every code. A balance must be struck that identifies core main sports and other codes while still best meeting the needs of all students.

In schools, particularly where sport is mandatory, we must continually review the sport offering and include the voice of students.

7.2 Key Themes and Findings

The sport offering at St Matthew's and Rathkeale largely involves teams in traditional sports playing in formal, competitive formats. While this suits many students, students in the focus groups indicated they want more opportunities to access sport in less formal, social formats.

St Matthew's and Rathkeale have core sports that receive the greatest focus and resources. Students expressed the view that these should be under continual review, with student input, to ensure they remain relevant. The addition of volleyball, basketball and badminton as core sports was widely supported.

At Hadlow, students valued the fixtures programme highly along with in-school opportunities, with those keen on sport accessing regular play at community clubs. Students were keen that the sports chosen for fixtures ensured they were evenly matched with other schools and that wherever possible, Hadlow teams be selected to play on a regular basis, not solely for fixtures.

Both St Matthews and Rathkeale have a proud history of performing at the top level of school sport in traditional codes. This was consistently referred to by parents, staff and students alike as being an important and valued component of both schools, contributing to pride in the school and an enhanced a sense of community.

Parents also commented that the sport programme and success in top level competitions was a major factor in their decision to choose Trinity Schools for their student.

"We choose to send our student here because of the sport opportunities so we are invested in making sure it is the best it can be" Parent.

"Sport is our point of difference". Parent

By implication, and openly expressed, if the actual or perceived sport experience is not as expected, then parents will look elsewhere.

"To be honest, the level of sport hasn't been what we were expecting and may influence us to make a change next year". Parent.

Comment was often made about the disparity between schools, codes and across the levels of individual sports. This was illustrated by references to variations in resourcing and the degree of recognition some received compared to others.

This was a consistent theme with students and was expressed in terms of both recognition of top teams in a code vs lower team and the achievements of individual students.

“Sometimes people do really well in a sport or one of the lower teams does awesome, but it is never recognised or celebrated at assemblies and stuff”

Student.

There is a strong commitment to developing winning teams in main codes through a system that incorporates well-resourced programmes and experienced personnel including Heads of Code, coaching and support staff.

It is widely accepted that holistic Athlete Development Programmes at school level are proving more successful than Academy & High Performance team based approaches characterised by early specialisation, over-training and aimed at winning trophies. There is an opportunity, through collaboration to see this team performance, technical/tactical focus, complemented by an Athlete Development Programme (ADP) approach inclusive of all talented athletes centred on the holistic development of the individual student.

A well developed, collaborative ADP approach at Trinity Schools would be a “point of difference” in attracting athletes and could include strength and conditioning, managing sport/school/ life balance, nutrition, mental skills, and character development required to be successful in top level sport and provide equity by developing collaboratively and delivering to talented student athletes in all schools and sports.

Sporting opportunities for year 7 and 8 girls are compromised with both Hadlow and St Matthew’s offering enrolments at these levels. This means that in some sports at either school there may not be enough students to form teams. Collaboration between the schools in local competitions would provide greater opportunities for this group of students.

Coaching is a key factor in determining the quality of the sport experience. A great coach can have a

massive positive impact on the lives of young people and equally, poor coaching can potentially cause lifelong damage and turn a student away from sport.

There is little in the way of any formal structured approaches to ensuring that the best coaches are identified, appointed, developed, celebrated, and retained across Trinity Schools. Some saw paying coaches as a “slippery slope” for motivation of other staff to coach.

A major barrier to retaining coaches, repeated several times, was being subjected to pressure and negativity from parents - overly high expectations, a sense of entitlement. There needs to be formal support systems and processes in place to support coaches and sport staff in dealing with parents. Parent education and establishing consistent, clear, expectations and practices, across all Trinity Schools is required.

A student sport leadership / coaching programme at the St Matthews and Rathkeale, possibly linked to NCEA outcomes, could ideally provide quality coaches and event leadership for Hadlow school and teams. Strong sport – PE links would facilitate any programme.

Trinity Schools are well placed in the local community to become the “school of choice:” for both experienced and up and coming coaches through the development of a collaborative Coaching Strategy across the schools.

Given the importance of coaching to delivering a quality positive experience, the development of a joint Coaching Strategy is critical to the success of the Trinity Schools Sports Strategy.

7.3 Recommendations.

It is recommended that consideration be given to;

7.3.1 A Trinity Schools Sports Framework includes the definition and provision of Pathway Sports and Participation Sports (see fig 7.3.1)

Pathway Sports where possible should exist across multiple schools and include both formal competitive and informal options for all levels of

student aspiration. These sports will be included in the Trinity Schools Coaching Strategy and receive priority funding.

Participation Sports may include attributes of Pathway Sports but will be largely focussed on providing less formal, more social opportunities.

Both Pathway and Participation Sports should be considered for satisfying Compulsory Sport requirements.



Fig 7.3.1

7.3.2 Provision of less formal, more social opportunities for students to participate in sports and satisfy Compulsory Sport requirements.

This focuses in the main on Participation Sport which is characterised by elements that include:

- teams competing in less formal settings,
- settings may include interschool sport, intraschool sport, house sport, student organised activity etc,
- lowers levels of resource are generally applied to supporting Participation Sport, e.g. student coaches,

- teams may be selected as lower grades in a code, or students may self-select teams,
- teams are largely comprised of students who do not aspire to higher levels such as regional or national teams.

7.3.3 Regular (twice yearly) review of the sport offer at Trinity Schools, including student input.

7.3.4 Exploring ways in which Hadlow might develop teams in a small number of codes that compete formally on a regular basis in local competitions.

7.3.5 Formalising processes to recognise and celebrate achievements of students, teams, and coaches at all levels in all codes.

These may include, but not limited to newsletters, assemblies, sports award ceremonies, coaches' functions etc.

7.3.6 Developing a collaborative approach to providing sport for year 7 & 8 girls between Hadlow and St Matthews.

7.3.7 Establishing a collaborative Trinity Schools Athlete Development Programme (ADP) to provide talented students in any code 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 Trinity Schools 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,

- be delivered by Heads of Code, Head Coaches, Strength and Conditioning other school staff. Regional Sport Organisations, and invited experts.

To inform development of an ADP, existing best practice should be investigated.

7.3.8 Develop, implement, and promote a Trinity Schools Coaching Strategy - establish Trinity Schools as the school of choice for coaches.

The Trinity Schools Coaching Strategy will contain elements that ensure best practice in:

- **Recruitment.** Identifying, selecting, appointing, and reviewing the best coaches available for all sports at all levels,
- **Development.** Providing coach development including student coaches utilising community resources and experts,
- **Support.** Ensuring coaches are well supported in dealing with difficult situations, particularly with parents, and including education processes for parents around appropriate behaviour and attitudes.
- **Retention.** Recognising, rewarding, and celebrating coaches.

7.3.9 Reviewing current practice in relation to provision of Sport Scholarships to ensure these remain fit for purpose under the new strategy, provide a consistent approach across schools, and reference student and parent voice. The possible redirection of scholarship resource to implementing new strategies such as coach development should be considered.

7.3.10 Establishing formal relationships with key Regional Sports Organisations to support development of sport at Trinity Schools through coach appointment and development and competition development opportunities.

8. Collaboration & Community

8.1 Introduction.

The successful delivery of school sport is heavily dependent on effective connection to the community.

It is community sport organisations that provide the settings in which school teams and students play, parents that provide the funds enabling their students to be involved, and the community that houses much of the coaching expertise so critical in determining the quality of the experience.

In most cases, the greatest expertise for sport exists outside the school gates, rather than inside. It can also be true that the school gates often do a better job of keeping the community out than the kids in. To ensure the best possible sporting outcomes, schools must find effective ways to get the community through the gates and utilise the skills and passion from parents and the wider community in contributing to school sport programmes.

With many families embedded across multiple schools, Trinity schools are uniquely placed to develop and leverage from a collaborative approach to school sport delivery.

8.2 Key Themes and Findings.

There was very strong agreement across all stakeholder groups that sport at Trinity Schools would benefit from greater and more formal collaboration between the schools.

Their shared special character, sporting goals, and community connections, including parents and families, offers a unique opportunity for Trinity Schools to use sport as a tangible and visible vehicle in giving life to the Together as One philosophy that connects Trinity Schools.

This was expressed in many ways with examples provided from maximising resources such as coaches, facilities, and volunteers to shared communication channels, and joint leadership structures and processes.

There can be limited quality coaching options and facility availability in small communities and sharing these resources ensures that all Trinity students can access the best that is available.

Participants in all Focus Groups were adamant that collaborative approaches to school sport would be beneficial to all and well received by the community.

Many parents involved in the Focus Groups felt a disconnect with sport at their child's school. Again, this was expressed in multiple ways, however the over-riding feeling was that of wanting to make a positive contribution but feeling frustrated at a lack of structure in which to be able to do so.

Lack of timely communication and understanding of process around matters like coach appointments and team selection were examples of issues cited. As raised in Section 5, Trinity Schools would benefit through the development of clear, well communicated, formal policy and process in school sport matters.

While some formal communication such as Parent or Coach Handbooks for example do exist, this is not a consistent practise across Trinity Schools.

Rathkeale has an example of community input through its Rugby Club who describe their role as "largely fundraising". While this is of benefit to rugby at Rathkeale, there could be greater benefit from having a parent/community organisation that across all sports – Rathkeale Sports Club.

This approach to community engagement could be further widened to include all Trinity Schools – Trinity Sports Club – providing a vehicle to connect

to the wider community and leverage the business and sporting resources for all schools and codes.

8.3 Recommendations

It is recommended that consideration be given to:

8.3.1 Through a joint Trinity School Sport Management Team (see Recommendation 5.3.3), Trinity Schools develop a Sport Collaboration and Community Plan that outlines how Trinity Schools will work together in sport including:

- i. Sharing / joint use of coaches and facilities
- ii. Community engagement strategies and processes,
- iii. Development of shared policy and procedures where appropriate,
- iv. Procurement of uniforms & equipment,
- v. Fundraising and resource allocation,
- vi. Communication plans,
- vii. Shared expectations, codes and practices for student, coach, and parent behaviour,
- viii. Dispute resolution processes.

8.3.2 In relation to 8.3.1 (i) above, each school should develop a structure and processes that enable positive input from parents into the school sport programme. This should include:

- A formal structure for community engagement, eg community sports council with business, sport, school, parent, and student representation,
- Formal communication plan with key timelines and content,
- Content online and in newsletters clearly outlining sport processes – fees, season plan, team selection, coach appointment, dispute processes – a parent handbook,
- Forums for parents and the school to connect formally e.g. pre/mid/end of season function/s

9.RESOURCING.

9.1 Introduction

Resourcing in terms of both personnel and funding, is a critical component in achieving high quality school sport outcomes.

Traditionally in schools the human resources dedicated to school sport fall short, resulting in heavily stressed staff and high turnover rates. Given the significant impact of sport on students and its shop window to the community, the successful delivery of sport in a school requires strategic leadership at management level but is too often attempted to be provided through administrative roles alone.

While the intention of dedicated sport roles is to provide more than organising teams, buses and uniforms, the extent of workloads often means this is the reality. Very few staff will be dealing with every student and every parent in the way sport staff do and this is seldom sufficiently recognised and provided for.

Schools receive minimal tagged funding from government towards sport and are generally forced to allocate a significant contribution from operational funding and fundraising to achieve their sport delivery ambitions.

Parents generally provide much of the cost of school sport for their students through various forms of user pays systems.

9.2 Key Themes and Findings.

Sport at Trinity Schools receives significant funding, and all schools have dedicated sport leadership with Hadlow employing a Sport Co-ordinator and at St Matthew's and Rathkeale, a Director of Sport and Sport Assistant/Co-ordinator form a Sport Department. Sport department staff are experienced and passionate about their work.

The observation is that, despite best intentions, due to high workloads and lack of representation at management level, all these roles were largely operational and administrative rather than strategic and pro-active.

Sport Directors at St Matthew's and Rathkeale work with every student and every parent. The resultant high workloads lead to limited opportunity for strategic, continual improvement processes.

To successfully implement the recommendations within in this report, consideration will need to be given to ensuring adequate human resource is available and dedicated to the increased focus on strategic approaches recommended.

There was little evidence of regular, formal Performance Appraisal or planned Professional Development for sport staff. Given the significance of sport to all Trinity Schools, this should be addressed urgently.

While some sports codes are well provided for in terms facilities, there are significant gaps. The limited indoor court facilities challenge the ability to meet the needs of growth sports among young people including basketball, volleyball, and badminton. This will need to be addressed if student choice is to be met.

Focus Groups referred to a lack of equity in allocation of resources. They identified inequity across both codes and schools claiming major codes (rugby, cricket, netball, hockey) benefitted at the expense of minor codes and that there was gender inequity in that Rathkeale dedicated more resource to sport than St Matthew's.

While significant funding is allocated to sport, there is never enough, and this is well accepted by stakeholders.

The Focus Groups illustrated how parents are highly invested in their child's sport. As such, they are willing to invest in quality school sport

outcomes for their students. Some in parent Focus Groups referred to this willingness and the capacity for most parents to provide through user pays systems if supported by quality delivery and outcomes.

The wider Trinity community represents significant resources and Focus Groups referred to the need for an effective mechanism to better engage the wider community to leverage and harness funding available.

9.3 Recommendations

It is recommended that consideration be given to:

9.3.1 All Sport Staff roles being included in school wide systems for:

- a) Annual Performance Appraisal including review of Job Descriptions.
- b) Professional Development planning.

9.3.2 Developing Sport Department capacity to be effective in developing and implement and more strategic approach to sport, including:

- Ensuring Director of Sport has sufficient capacity to provide strategic leadership.
- Including Director of Sport in appropriate senior management committees, meetings, and processes,
- Increasing Sport Assistant/Co-ordinator roles to support effective implementation of these recommendations and delivery of sport.
- Access to wider school services for sport functions, e.g. Administration support, senior management support with parents, student attendance and accountability support.

9.3.3 A clear definition of sport budgets and a process for ensuring transparency, and equity (not equality) in the allocation of resources across codes and genders.

9.3.4 Reviewing user pays systems in ensuring adequate funds to deliver quality outcomes.

9.3.5 Trinity Schools Board, working collaboratively with the individual schools through the recommended TSSMT, conduct a sport facilities audit. Reference points should include student choice and equity across codes and gender.

9.3.6 Establishing a mechanism to leverage funding from the wider Trinity community including a Trinity Sports Club (see section 8.2)

SUMMARY

Sport at Trinity Schools is highly valued and a critical part of each schools' history, culture, and special character. All review participants illustrated this with a variety of stories and statements and emphasised the importance of retaining and enhancing the significant place sport occupies in the schools.

The review highlighted opportunities including:

- A need for more formal clear, consistent policies, guidelines, and processes,
- A greater level of engagement and oversight in sport from school governance bodies,
- The opportunity for collaboration across the network of Trinity Schools,
- A pro-active, strategic approach to the development of sport,
- The need for authentic and genuine student input into the sport offering and programme,
- Compulsory Sport mandates a responsibility to provide positive experiences for every student,
- Flexibility in compulsory sport – around options and overcommitted senior students,
- A desire by the parent community to be more positively engaged in supporting sport,
- Improved communication with the parent community,

- A focus on ensuring the best coaches are engaged, developed and supported – Trinity Schools as the schools of choice for coaches,
- Leveraging of people and financial resources in the parent and business community to support sport,
- An opportunity to recognise the value of sport to delivering on outcomes of the NZ Curriculum in the education of our young people.

The feedback from all stakeholder groups was largely positive but with a common caveat that things can be better.

Parents often illustrated the value they place on quality sport by indicating it was one of the key factors in their decision to send their child to a Trinity School. A small number expressed the view that their experience was not currently living up to expectations. In every case, they were positive and passionate about contributing to improved experiences.

Sport is undergoing a period of significant change including scrutiny of the integrity and ethics of school sport. The choices of young people, their voice in designing and leading their sporting experiences is becoming more critical in keeping our students involved in sport. Holistic Athlete Development Programmes are proving successful over Academy & High Performance team based approaches characterised by early specialisation, over-training and aimed at winning trophies.

Trinity Schools have a unique opportunity to work together, developing a leading school sport system and experience for all stakeholders.

As a result of this review there is an expectation that this challenge will be taken up leveraging increased collaboration between schools and a greater connection with the community.

Appendix

TRINITY SCHOOLS COLLABORATIVE SPORTS FRAMEWORK & STRATEGY 2024

<Whakatuaki>



Trinity Schools Sport

GROWING GREAT YOUNG PEOPLE

Wellbeing + Enjoyment + Positive Experiences + Success

Through sport we connect our Trinity Schools and embrace our community.

Trinity Schools Sport GROWING GREAT YOUNG PEOPLE will deliver our;

VISION Sport opportunities that build a connected school community and provide positive experiences where all students can achieve their aspirations, grow their physical, mental, social, and spiritual well-being, develop good character and a lifelong love of being active.

VALUES Trinity Schools Sport values:

Respectful Behaviours

Our sport culture is underpinned by all stakeholders behaving respectfully and supporting fair play.

Enjoyment

Positivity, achievement, and success for our tamariki and rangatahi in their sporting lives.

Collaboration & Connection

Together we are stronger. We value collaboration between our schools and connection to our whanau and community.

Good Character

Integrity, service, gratitude, humility, resilience, empathy, passion, and pride in all we do.

PRINCIPLES The following principles underpin sport at Trinity Schools:

- The wellbeing and enjoyment of our students is paramount.
 - Compulsory sport demands quality sport pathways for every student, opportunities that deliver every student positive experiences in achieving their sporting ambitions.
 - Recognising and celebrating effort, achievement, and excellence.
 - Coaching makes the difference - our students deserve the best coaches available.
 - Equity in sport across Trinity schools, sporting codes and levels of sport.
 - Genuine student involvement in sport decision-making, design, delivery, and leadership.
 - Sport experiences inspire a sense of service, belonging, fair play, and positive school culture.
 - Approaches to sport reflect the principles of Balance is Better.
 - Effective collaboration between Trinity Schools ensures the best outcomes.
 - Parents and whanau positively supporting and contributing to quality sport experiences.
 - Strong connections to our community in developing, delivering, and leading sport.
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KEY FOCUS AREAS

OPPORTUNITIES & EXPERIENCES

Develop a lifelong love of being active by providing pathways that deliver positive experiences for all students in achieving their sporting ambitions.

PEOPLE & LEADERSHIP

Provide an effective, comprehensive, inclusive governance and leadership environment for sport that develops, recognises, and celebrates a highly capable workforce of coaches, administrators, school, whanau, and community volunteers.

COLLABORATION & CONNECTION

Work together across our Trinity Schools, connecting and communicating with our community, parents, and whanau to provide *all* students with the best possible sport outcomes.

RESOURCES

Secure, generate and leverage sustainable resources to deliver a quality, equitable sport programme that benefits tamariki and rangatahi in all Trinity Schools.

ACTIONS & STRATEGIES.

The actions and strategies listed here are intended to work across all Trinity Schools to achieve the Sport Framework above.

Some will be implemented collectively while the manner in which others are achieved and realised will necessarily differ from school to school.

It is recommended that annual sport plans and measures of success are developed relevant to each strategy as appropriate for the Trinity Schools collective and within each Trinity school. Schools should add additional actions, strategies, and measures to their annual sports plan to reflect their individual circumstances, aspirations, and ambitions.

OPPORTUNITIES & EXPERIENCES. Develop a lifelong love of being active by providing pathways that deliver positive experiences for all students in achieving their sporting ambitions.

- Provide a diverse range of sport & recreation opportunities that meet the needs and aspirations of all Trinity students.
 - informal/social participation options, intra-school leagues, house sport, student-led events at lunchtimes/ before/after school, fun runs, community events.
 - talent/performance/excellence pathways.
 - coaching/officiating programs.
 - Minor sports and traditional / cultural opportunities e.g. ki-o-rahi, kilikiti.
- Ensure that compulsory sport activities deliver positive experiences to all students.
- Recognise & celebrate effort, achievement & excellence in sport.
- Create opportunities for school connection and culture in sport contexts e.g. powhiri and/or haka for sporting exchanges/events.

PEOPLE & LEADERSHIP. Provide an effective, comprehensive, inclusive governance and leadership environment for sport that develops and celebrates a highly capable workforce of coaches, administrators, school, and community volunteers.

- Develop and resource a clear governance & leadership structure for sport.
 - Build board portfolios and reporting structures.
 - Establish a collaborative Trinity Schools Sports Management Team
 - Create terms of reference.
 - Develop a communication and implementation plan for the Trinity Schools Sports Strategy.
 - Develop clear sport policies and procedures including coach appointment, team selection, dispute resolution.
 - Employ dedicated sport leadership team in each school (Director of Sport, Sport Assistant / Coordinator) that are subject to formal school professional development and performance appraisal systems.
 - Develop sport leadership structure in each school - Heads of Sport, student sport council.
- Provide effective systems for the voice of tamariki and rangatahi in the leadership, design, and delivery of sport including student sport council, student designed and led activities, and student coaching.
- Recruit & provide development for a capable sport leadership workforce of coaches, managers, volunteers.
- Develop a Trinity Schools Coaching Strategy that makes Trinity the schools of choice for community coaches.
 - Formal systems that identify the best coaches available to recruit, appoint, and review.
 - Professional development opportunities for all coaches.
 - Recognise, reward, and celebrate the Trinity Schools coaching force.

COLLABORATION & CONNECTION. Work together across our Trinity Schools, connecting and communicating with our community, parents, and whanau to provide *all* students with the best possible sport outcomes.

- Establish strong partnerships with all Trinity Schools stakeholders and a consistent, open communication system with the school community including parents, role models & mentors, local businesses, Wairarapa Secondary School Sport Association, Nuku Ora, clubs, regional sport organisations.
- Develop an effective working relationship with the parent community of Trinity Schools
 - Ensure our parents and whanau understand the Kaupapa of sport at Trinity Schools and how they can contribute to positive sport experiences for their children.
 - Identify skills in our parent and whanau community that can support quality sport outcomes and leverage these opportunities.
 - Establish either Trinity wide or school-based Friends of Sport Club parent groups to assist in relevant areas – fundraising, communications, events.
- Develop & deliver regular, clear, consistent messaging to the school community that reflects the values and principles through an effective communication system – newsletters, dedicated Trinity Schools sport website, sport manuals, education/development workshops.
- Establish communication processes that engage Trinity students in sport – social media, sport app.
- Tell the great Trinity sport stories – assemblies, media releases, communications with the community.
- Ensure partners in Trinity sport are recognised, celebrated, and valued – functions, communications, rewards.
- Encourage a culture of service within Trinity sport programmes.

RESOURCES. Secure, generate and leverage sustainable resources to deliver a quality, equitable sport programme that benefit tamariki and rangatahi in all Trinity Schools.

- Ensure the resources required to deliver on the Trinity Schools Sports Framework sport plan – people, money, uniforms, equipment, facilities.
 - Create and use mechanisms like Friends of Sport Club to connect to and leverage resources in the business, parent and whanau community through fundraising events, user pays, bequests, donations, grant applications, sponsorship and including skills such as coaching.
 - Elevate the Learning element of sport - recognise and report on the educational value of sport to the development of our young people (refer NZC Key Competencies) and develop courses of sport study.
 - Conduct a Trinity Schools sports facility audit to identify areas of deficiency, need and opportunities to collaboration.
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