



## SWINE FLU SWEEPS THROUGH NZ SCHOOLS

- 20%** of students already infected
- 30,000** further infections predicted this week
- 4,000** students have died from the epidemic
- 4,500** admitted to Auckland hospitals yesterday
- 80%** of students expected to be infected in total
- 48%** are immune to the only vaccine



# Youth, education & NZ....

- 20%** young people are not in school by age 16
- 30,000** students are truant from school every day
- 4,000** students are excluded from school each year
- 4,500** leave primary school and don't arrive at a secondary school
- 80%** appearing before Youth Courts have left or are absent from school
- 48%** successfully complete a post secondary qualification they start



## IT'S NOT ROCKET SCIENCE.....

**PHYSICAL ACTIVITY**  
IMPROVES THE ABILITY OF  
THE BODY TO CARRY  
OXYGEN TO VITAL ORGANS



**COGNITIVE FUNCTION**  
IN THE BRAIN IS IMPROVED BY  
EFFICIENT OXYGEN SUPPLY

**ACADEMIC PERFORMANCE**  
IS IMPROVED BY EFFECTIVE  
COGNITIVE FUNTION



**SCHOOLS WANT IMPROVED ACADEMIC PERFORMANCE...**

**... PART OF THE SOLUTION MAY BE INCREASED PHYSICAL ACTIVITY**



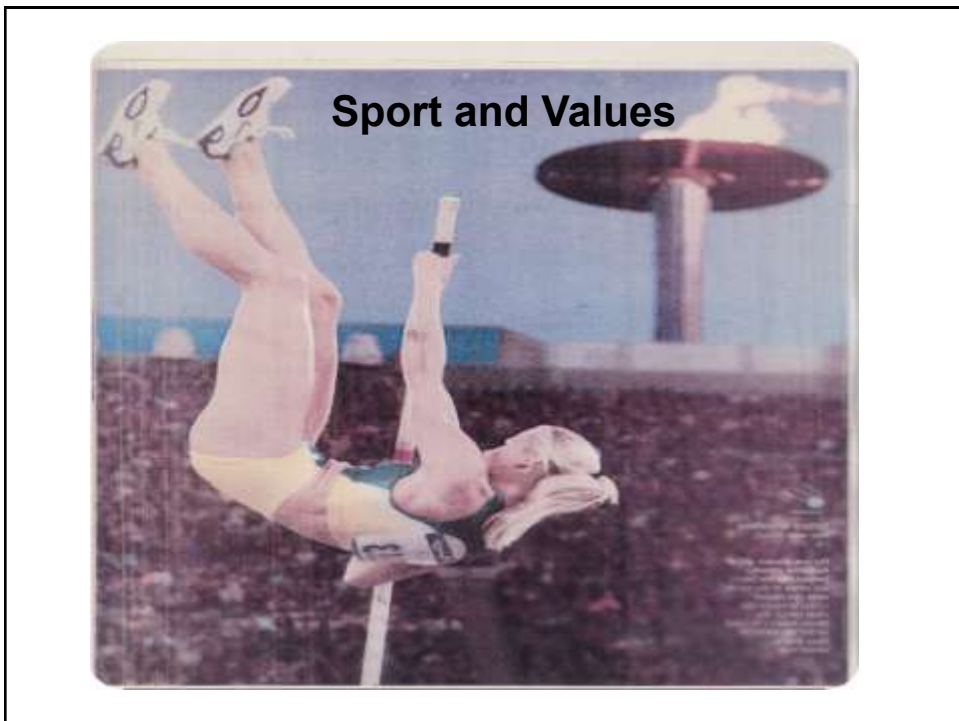
**SPORT is a .....**

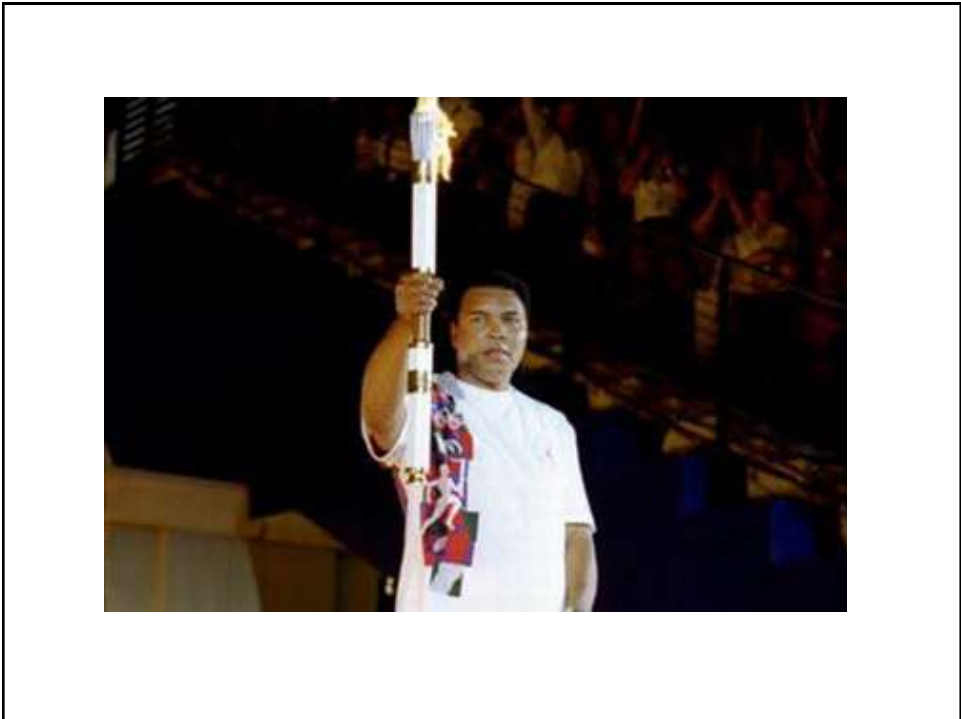
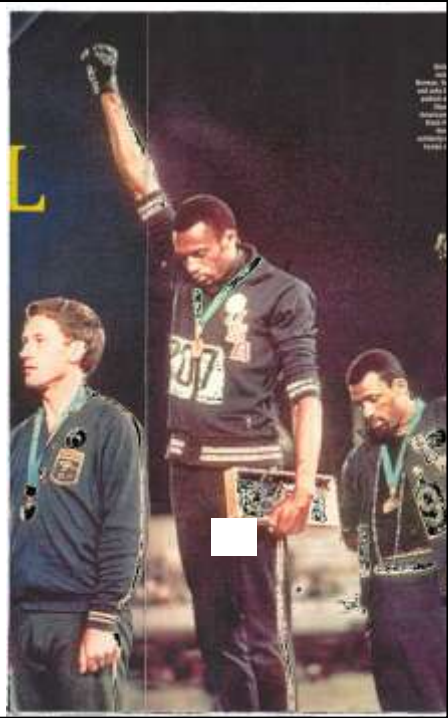
**PHYSICAL ACTIVITY** → **IMPROVES COGNITIVE FUNCTION**



context for **ENGAGEMENT** in learning **ACROSS THE CURRICULUM**

**VALUES BASE** for **IMPROVED BEHAVIOURAL OUTCOMES & SCHOOL CULTURE**





# Kids, PE, Sport & Values



knowledge to **discover my abilities and limits**

**self belief** in having a dream and chasing it

sacrificing, working hard and **being disciplined to attain a goal**

**persevering**, trying and never giving up

**healthy living, eating well and being drug free**

**team spirit in learning to work with others**

**having a competitive spirit** against others who are trying to do their best too

**excellence** - doing my best in everything I do

fair play in **respecting opponents and referees**

**making great friends** from everywhere and **understanding other cultures**

## The International Evidence regarding the link between Sport / PE and academic achievement is persuasive

Among dozens of projects, the research has included:



University	Research Focus
University of British Columbia	Relationship between PE and academic activity
Humboldt University	Concentration pre and post exercise
Reykjavik University	Physical activity as a predictor of academic achievement
University of Illinois	Physical fitness association with academic achievement
East Carolina University	On task behaviour before and after exercise
Cambridge University	Sports participation and academic performance
University of Hong Kong	Link between academic performance and physical activity
University of Tasmania	Academic success around fitness and skills

Source: Brain Boost: sport and physical activity enhance children's learning  
Dr Karen Martin – University of Western Australia May 2010

The findings were **consistent**. For example:

<b>University of Miami 2010</b>	<b>Two year study of diet and physical activity</b>	The study found that children attending school with physical activity interventions had <b>significantly higher maths scores</b> in both years.
<b>Reykjavik University 2006</b>	<b>Academic achievement and physical activity</b>	Across 6346 students aged 14 to 15 physical activity was a <b>significant predictor of academic achievement</b> and also linked to absenteeism.
<b>University of Hong Kong 2002</b>	<b>PA participation and academic performance</b>	Assessed 1447 13-17 year olds and found a significant positive <b>link between academic performance and physical activity participation</b> .
<b>University of British Columbia 2007</b>	<b>Effect of time out of class for physical activity</b>	Assessed 214 children from eight schools and found <b>that although children spent less time in academic activity in the higher PE schools, this had no impact on standard test scores</b> .



### From the UK ....

“Sports Specialist schools in the UK have recorded the fastest rates of academic improvement (5+ A –C incl English & Maths) of all UK schools for the past 3 years.”

*Report on Sports Colleges GCSE performance 2009*

“As a result of investing in Sport and Physical Education, schools themselves have become happier, healthier and more successful and pupils have greater confidence and self-esteem”

*Qualifications and Curriculum Development Agency (UK)  
PE and School Sport Report (PESS) 2007*





Sport and physical activity can have a positive impact on improving:

- cognitive functioning (information processing)
  - memory
  - concentration
- academic achievement
- behavioural outcomes
  - attendance rates
  - healthy lifestyles
- citizenship and social responsibility
- aspirations, confidence, self-esteem and pride

**Sport** is not so much a health agenda as it  
**is an education and social agenda**

**WHOLE SCHOOL IMPROVEMENT**  
through focus on  
**SPORT and PHYSICAL EDUCATION**

...it's a **“need to do”**



**WHOLE SCHOOL IMPROVEMENT**  
Raising Standards across the School using Sport & PE

a report on 2011 NZSSC School Sport Study Award visit to England schools & the Sports Colleges Conference



## YOUTH SPORTS TRUST

independent charity, established in 1994 to:

*build a brighter future for young people through PE and sport. It is focused on creating a world-leading PE and sport system that reaches, inspires and engages all young people.*

- Improving the PE & Sport experience for every young person
- Using PE and Sport to inspire learning and achievement**
- Enabling every young person to enjoy competition and providing support to the most talented
- Developing a new generation of coaches working in schools**
- Connecting school and club sport**
- Supporting the development of young leaders and volunteers



## SPORTS COLLEGES

500+ secondary schools across the UK, supported by YST that use Sport & PE as a specialism to;

- Drive Whole School Improvement (Raising Standards, academic & behaviour). Sports Colleges have recorded the fastest rates of academic improvement of all UK schools for the past 4 years.**
- Engage students in learning**
- Work with partner schools** (secondary and primary) to improve outcomes for young people
- Engage wider community groups** & support community cohesion
- Adopt the Olympic & Paralympic values** to challenge young people in all curriculum areas to engage in learning – Friendship, Respect, Excellence, Determination, Inspiration, Courage, Equality
- Address the interface between primary and secondary schools** including the drop off in sport & the drop off in Volunteerism



### a tale of 2 SCHOOLS.....

**Carshalton Boys Sports College:** (London 11-19 yrs , non-selective, comprehensive)

***“The sports specialist status permeates every aspect of the college's work, raising standards and boosting student self-esteem.” –OFSTED report***

Simon Barber (Principal).

*“8 years ago the school was badly under-achieving. We are a non-selective school so, every boy that turned up here had been rejected from elsewhere”*

***“Becoming a Sports College transformed the school and without that it would have closed.”***

*“PE has driven quality teaching across the school. The sport specialism has allowed this by shining a light on PE within the school and attracting quality PE staff.”*

ACADEMIC RESULTS	2006	2007	2008	2009	2010
GCSE 5+A-C	28%	45%	63%	88%	97%



### **Willenhall School Sports College** (Walsall, co-ed , 1600 students aged 11- 18)

Heavily over-subscribed and have a waiting list. 70% of students come from the bottom 5% of socio economic families and high unemployment area.

Vicky Till (Principal)

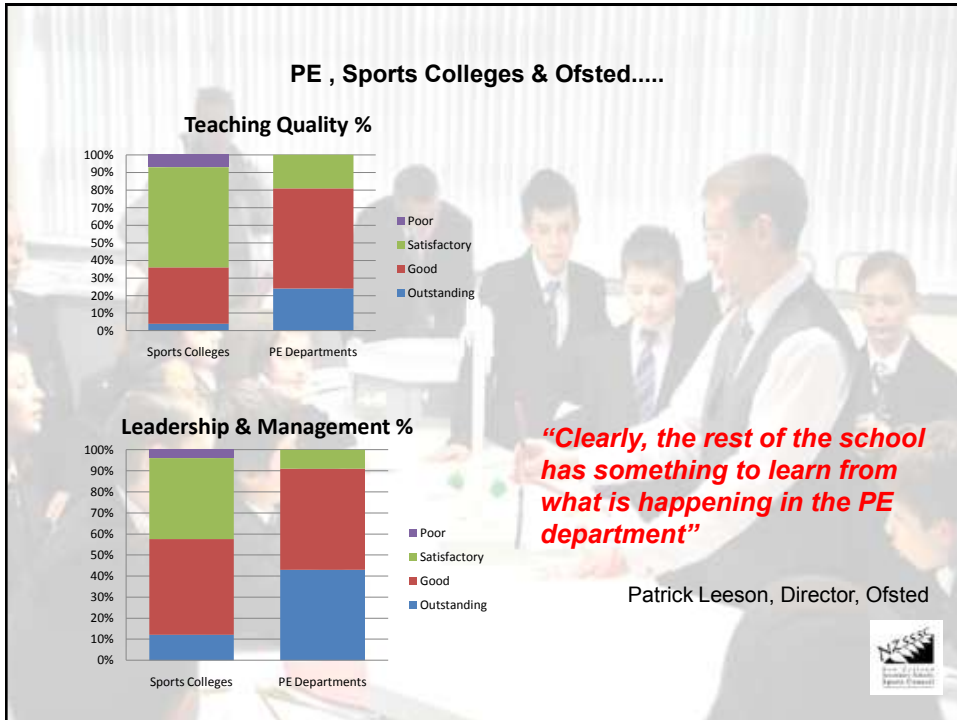
***“The Sports specialism is the centre of the school and the heart of the community and the Olympic and Paralympic values are at the heart of school culture”.***

*“Student leadership is the main contributor to whole school development. It started with the Sport specialism and is driven by PE”*

***“We now have 80% of students achieving 5 A-C GCSE, up from 40% and it is the specialism that has driven this”***

PE has averaged 90% pass rate in GCSE for the last 4 years with all 270 students in the cohort sitting – it is not an option





**So how did they do it?**

**1. Targeted Funding.**

*“The funding has certainly helped in providing both facilities and additional PE staff, but it is more about instilling the ethos of sport & PE into every aspect of the school”*

Simon Barber, Principal

**2. Shine a light on PE**

**Carshalton Boys: PE staff seen as leaders in teaching pedagogy, evaluation & curriculum**

- central to the development of good teaching across the school
- run professional development for all staff, introducing key elements from PE into other faculties – peer observation, buddy teaching, goal setting,
- all PE staff also teach in mainstream English, Maths or Science and there is one PE teacher within each department in the school.

**Madeley Academy:** A discussion with students:

What is the best subject?

***“Phys Ed”***

Why?

***“It has the best teachers”.***

What makes them good?

***“They have the best lessons and they do all the sports stuff after school so we get to know them really well”.***

### 3. Use Sport & PE as a context to engage students in learning



*“Sport is a means to an end, a vehicle to engage kids to achieve better outcomes. It is not a health strategy, it is an education strategy”.* Baroness Sue Campbell, Chair UK Sport & YST

**Willenhall College:** Poor mathematics results, attendance and relationships between maths teachers and students led to PE supporting the mathematics dept.

**Teaching Maths through a PE Intervention class:** **Disengaged students at the C/D GCSE threshold have maths lessons through PE.** Eg. triathlon, results are based on the presentation of data - graphs, averages, percentages, etc

**Maths in Sport Week** – PE lessons using sport context to engage students in maths.

**Exam Boosters:** The week before exams, each PE teacher chose 3 lessons based on a maths concept and taught these in PE. GCSE A-C pass went up from 20% to 40%.

**Football and Schools Together:** **Walsall FC targets underachieving boys who do 1 hr of literacy and 1 hr of football with club coaches and players after school.**

### 4. Embed the ethos of sport across the whole school

*“The Olympic and Paralympic values are at the heart of school culture”.*

*Principal, Willenhall School*

**Madeley Academy:** **Wherever you are in the school, Sport & PE are highly visible.**

Backdrop to main reception area is a Fitness Suite - floor to ceiling glass

Main gym is open to upstairs corridors

Recreation & dining space - floor to ceiling glass looking out to courts & fields.

Huge professional murals on walls with sporting scenes using current students

### 5. Develop student leadership across the whole school



*“One of the best things sport specialism has brought to the school is the young leaders programme”.* *Principal, Carshalton Boys*

**Willenhall School:** **Student leadership is evident throughout the school:**

Yr11 students can choose a Sports Apprentices course - focussed on working alongside teachers as leaders in PE classes & intra and inter school sport for local primary schools providing leadership in organising events, coaching and officiating

**Students leading their peers within the same class,** (teaching & assessing) & run lunchtime sports events (Playground Leader Programme)

### 6. Work in partnership with other schools - primary & secondary

*“The sports specialism opened up links with primary schools that have now grown to encompass more than sport, for example music.”* *Principal, Willenhall School*

**Carshalton Boys:** **PE staff and Yr 10 / 11 students deliver PE in local primary schools**

Students organise primary school sporting events based at the College & provide leadership by coaching and officiating. Primary staff must be at all events as PD.

Run coaching courses and PD for primary teachers in

**Hosts the local School Sports Partnership** (32 local primary & secondary schools)

## **7. Position the school as a centre for sport in the community**

**Willenhall School:** The school runs a **Sport Community and Leisure Partnership**

Employ a fulltime Community Manger

School facilities open til 10pm at nights for community use and also open on the weekends.

Community Manager ensures community access the school - user pays basis.

Over 2000 people per week involved in community classes - fitness, swimming

**Employ duty managers and current students** – lifeguards, gym instructors, swimming teachers

**Carshalton Boys: Relationships with NSOs developed**

England Judo funded a judo hall on the school site - now used as a National training Facility but owned and maintained by the school.



### **and in NZ.....**

Sport has been left out of the discussion in formulating the NZ curriculum

➡ Schools are not seeing sport in the context of the NZ curriculum

No "School Sport" personnel at Ministry of Education

seen as resourcing responsibility only – kiwisport direct funding

Kiwisport direct funding has low accountability in terms of reporting

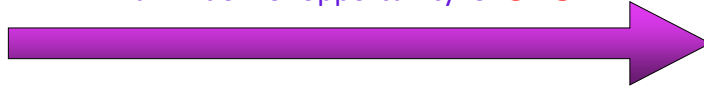
disconnection between school sport and PE

minimal training for students at primary teachers colleges



## the NZ Curriculum

...a window of opportunity for **SPORT**



Vision	Principles	Values	Key Competencies
<ul style="list-style-type: none"> <li>• <b>Confident</b></li> <li>• <b>Connected</b></li> <li>• <b>Actively involved</b></li> <li>• Lifelong learners</li> </ul>	<ul style="list-style-type: none"> <li>• <b>High expectations</b></li> <li>• Learning to learn</li> <li>• <b>Community engagement</b></li> <li>• <b>Cultural diversity</b></li> <li>• Coherence</li> <li>• Treaty of Waitangi</li> <li>• <b>Inclusion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellence</b></li> <li>• <b>Innovation, inquiry and curiosity</b></li> <li>• <b>Diversity</b></li> <li>• <b>Community and participation</b></li> <li>• <b>Equity</b></li> <li>• <b>Integrity</b></li> <li>• Ecological sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Thinking</b></li> <li>• <b>Relating to others</b></li> <li>• <b>Participating and contributing</b></li> <li>• <b>Using language, symbols and text</b></li> <li>• <b>Managing self</b></li> </ul>



### Next Steps....

The NZ context: **There is little or no recognition from the Ministry of Education of the potential that sport provides for raising standards and whole school improvement.**

#### Advice from Baroness Sue Campbell on creating change:

***"Don't expect government to come to your agenda, find one of their big agendas and help them with it. Sport is not a health strategy, it is an education strategy."***

***"Engage in action research and find the money yourself to do so".***

***"Commercial support is critical. Embed sustainable systems that are not at the mercy of a change in government."***

***"Stay close to all parties and avoid the assumption that government want to hear about education. It is more likely to be social outcomes – something where the values of sport such as teamwork and leadership are important."***

***"Student leadership is critical and powerful. The government backtracked because 2000 kids, mirroring the values of sport, marched on parliament with 650,000 signatures."***

***"Fund outcomes (medals), not inputs (plans). Good plans may well be works of fiction and we are not giving out Pulitzer prizes."***

***"Start small, get just a few schools to make the change. They will shine like a beacon and others will want to look in".***



## NEXT STEPS....

Raise awareness & encourage discussion, especially amongst Principals

Meetings with Ministers of Education & Sport

- Literature Review of International Research & Evidence
- NZ based research – What is working well here – Case Studies
- Working Party – **Sport in Education Strategy**
  - Contribution of sport & PE to education, health and social cohesion
    - Prioritising sport and physical education in the NZ curriculum
    - Supporting the development of teachers' skills
    - Alignment of extra-curricular sport programs
    - Improving community access to school facilities
- Pilot Project – 3 x small clusters of schools (1 secondary with 3 - 5 primary)
  - Sport as a context to engage students in curriculum areas – Maths / English
  - Student leadership programme
  - School Sport Partnerships with primary schools – primary teacher development
  - Coaching focus – teachers & community – recruit, develop, retain
  - Embedding the values & ethos of sport across the school
  - School / Community sport links – facilities, expertise



Wellington Regional Scholastics Surfing Competition  
 Sat 6th of August postponement date Sun 7th  
 \$20 entry

divisions:  
 U 18 Boys U 14 Boys  
 U 18 Girls U 14 Girls  
 U 16 Bodyboard  
 U 16 Longboard  
 U 18 Longboard  
 U 18 Kneeboard

www.wellingtonboardriders.com  
 event location wellington/ tahi bay/ wairarapa, call meka 6pm, Fri 5th, night before

sorry  
 gone surfing

Regional results go towards picking the wellington team to represent at the National Scholastics  
 proceeds go towards funding the team trip to the nationals in Ahipara

Ages as of 1/1/2011