



Sports Strategy

Te Mahere Rautaki o te Hakinakina

Creating an environment for students and teachers to feel success and enjoyment through sports.

2015-2017

Rua mano tekau ma rima- Rua mano tekau ma whitu



Ko te Tamaiti te Pu take o te Kaupapa
The Child – the Heart of the Matter

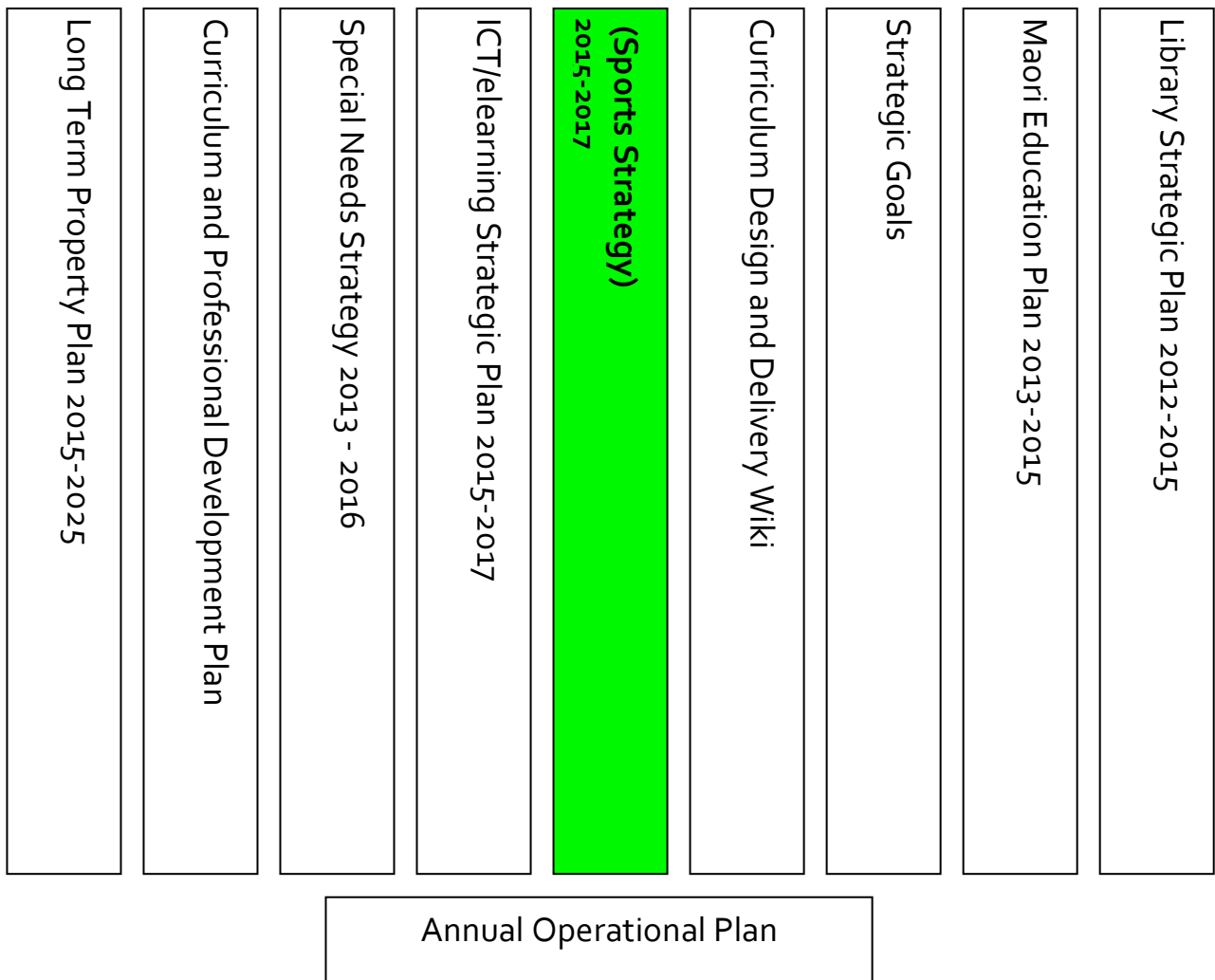




NAG 2i –STRATEGIC PLAN

Which documents how we are giving effect to the National Education Guidelines through our policies, plans and programmes, including those for curriculum, assessment, and staff professional development.

SCHOOL CHARTER



Introduction:

Health and Physical Education embodies the New Zealand Curriculum's (2007) vision for our young people to develop the knowledge, values and competencies to live full and active lives. The NZC also recognises that student well-being is a combination of the physical, mental and emotional, social and spiritual aspects of people's lives. Studies demonstrate the positive effects daily physical activity has on student performance and academic achievement in terms of memory, observation, problem-solving and decision-making, as well as significant improvements in attitudes, discipline, behaviours and creativity.

Russell Street School has, in recent years strengthened its approach to participation in physical activity and sport. We have actively sought opportunities for students and in recent years have engaged in an intensive, well-planned development involving the explicit training of teachers, the implementation of a skills framework and the employment of a sportscoach. This programme has been a resounding success. In addition we have continued to employ a part-time sports' coordinator, expanded on our uniforms and enhance the equipment and grounds to support sport.

Our commitment to physical education and sport remains as strong as ever. As a school and a community we recognise the value of being physical, of learning movement skills, of playing in a team, of playfulness and of engaging in organised sport for life. This strategy focuses on what is required to sustain our recent gains in this area and to extend what we have learned in order to provide a more balanced physical education programme.

We know from our three-year 'Catch Me If You Can' programme that students benefit when:

- There is high quality, regular, teaching that involves formative practice, builds on prior experience and provides challenge;
- Teachers have a sound knowledge of the principles of movement or aspects that make up the technical skill and have the capacity to carry out a high quality programme;
- The whole school is involved, ensuring coherence;
- There is powerful, responsive leadership promoting sport development, driving best practice and monitoring implementation and progress towards goals;
- Where competition and achievement is coupled with the demonstration of fair play and personal/social responsibility;
- There is resources and resourcing to support the framework.

These are good starting points when engaging in future planning.

This strategy does not sit alone. Indeed there are strong links to our full school charter, the values and the goals within it. We recognise that physical activity for example embraces nga mahi a rehia (Maori recreational and leisure activities, including te reo kori). These activities of rehia develop physical and mental fitness and are unique to Aotearoa. As well they foster knowledge, traditions, and movement skills from the past along with adapted contemporary movements. Te reo kori in particular provides exciting, unique opportunities for the development of fundamental movement skills, using poi, rakau, and whai.

It is an expectation that all students will have had opportunities to learn aquatic skills by the end of year 6.

This strategy is underpinned by a belief that all young people have the right to participate in sport and recreation, whether to excel or simply to enjoy a physically active life for health and social reasons. They also deserve to be able to participate in more than one or two sports or physical activities. Our challenge is to inspire our students to participate and to equip them with the necessary skills, knowledge and understanding for them to enjoy lifelong involvement in sport.



School Charter -Strategic Goals:

2015-2018

1.Learning/Curriculum:

To provide a high-quality, student centred education where:

- Each student achieves high standards and makes significant personal progress in all areas, especially reading, writing and maths;
- There is a focus on accelerating progress for priority learners;
- Giftedness is identified and positively nurtured;
- Elearning is embedded;
- Students are keen to learn and have the capacity to do so (agency);
- Physical skills and fitness, leads to effective participation in a range of sports;
- Assessment, evaluation and review is used to inform better learning;
- Original ideas and thoughts are encouraged, valued and explicitly planned for;
- Student voice is actively sought, valued and acted upon;
- Te Reo Maori is explicitly planned for.

2. The Place of Play:

To extend and enrich the place of play in the school environment.

3. Personnel:

To attract, support and develop the highest quality staff, where:

- Professional learning is directly focused on lifting student achievement;
- Career pathways are supported and educators can deploy their passions/strengths.

4. Property/Environment:

To provide an environment conducive to positive learning, where:

- Learning spaces are given priority;
- Furniture and furnishings support the pedagogy (rather than the other way around);
- Places and spaces are flexible, encourage collaboration and enable small group learning;
- Occupational health and safety is attended to;
- Our cultures are positively reflected;
- There are a range of play options;
- The environment is vibrant, motivating and beautiful.

5. Cultural Competence/Treaty of Waitangi:

To build and sustain te reo me ona tikanga, where:

- Staff are educated around the 'Treaty of Waitangi';

- Students experience maori culture in an authentic manner;

- Maori achieve success as Maori;
- Trustees, leadership and staff are responsive to whanau, local community, iwi or government priorities.
- Maori students all know their oral heritage.

6. Community Partnership:

To extend and enrich the partnerships that exist, where:

- Our resources are freely available to our community;
- There are strong links with other educational centres, especially early childhood;
- Parents/caregivers are welcome and actively involved in school operations.

7. Governance:

To further extend the effective governance of the school, where:

- It is clear what effective governance looks like at Russell Street School and there is a clear framework in place to drive this;
- Trustees work productively and professionally as a team;
- There is an unequivocal focus on student attendance, engagement and achievement, including progress;
- The charter, including strategic plan, drives decision-making;
- There is effective induction and effective succession planning.



Vision:

*"inspiring agency, creativity and excellence,
both within and **outside** the four walls of the
classroom"*

*and more specifically,
That students will **want to participate and have the
advanced skills to participate in sports for life.***

Aims of this Strategy:

1. To support and encourage children to gain success through sports.
2. To provide a safe place for participating in sports.
3. To develop the skills and abilities required to successfully play in a range of sports.
4. To provide coherent, valuable and high quality teaching programmes.
5. To enhance and develop the skills and confidence for teachers to run a highly effective P.E. programme.
6. To encourage and increase participation in school sports.
7. To achieve success in out of school sports.
8. Seek advice, support, opportunity and resourcing from every possible place.

School Values:

Russell Street School
Nau Mai Haere Mai
Inspiring Agency, Creativity & Excellence
...within and beyond the four walls
of the classroom.

Spirit & determination
wairua

excellence
panekiretanga

fun and enjoyment
rekareka

Self awareness
motuhaketanga

leadership/ initiative
rangatiratanga

responsibility
kawenga

positive relationships
whakawhanungatanga
(aroha-love, whakautu-respect)

unity/togetherness
kotahitanga

An Overview –In this Sports Strategy, and supporting resources, what is meant by these terms?

Attitude	a disposition to think or act in a certain way
Coordination	the skillful and balanced sequencing of the body and its segments to produce movement of the body and generate force.
Developmentally appropriate	Is suitable for age and stage of student.
Fundamental skills	Fundamental movement skills are movement patterns that involve various body parts and provide the basis of physical literacy. They are the foundational movements, or precursor patterns, to the more specialised and complex skills used in play, games and specific sports.
Motor skill	a physical act (requiring movement) through which a person successfully achieves a pre-determined goal; performing a motor skill involves a quality component, body control, and a decision-making process.
Movement skills	a term that can be used to classify body movements; for example, movement skills where the body moves from one place to another are called locomotor skills, and movement skills that are performed on the spot are called non-locomotor skills.
Nga mahi a rehia	All Maori recreational and leisure interests and physical activities, including te reo kori
Physical literacy	Is the ability for an individual to move competently and confidently in all types of environments –it is the literacy of movement.
Sport specific skills	This refers to particular skills that relate to the sport being played (e.g. drag/flick hockey)
Te reo kori	the language of movement; a programme used to develop basic movement skills using equipment such as poi, rakau, and whai
Values	A person's principles or standards; judgments of what is valuable or important in life
Whai	String games



Concepts/Beliefs **'Sports Strategy'** *(the 'driving forces')*

Our actions will be driven by the following beliefs:

- All learners should have access and opportunity to experience success within sport.
- All learners can gain and develop fundamental skills for success across a variety of sports.
- Teachers gaining professional development in the area of Physical Education is important for rich and valuable learning opportunities for children. This also enhances sustainability in this area for future students.
- We value the place of play. Ensuring that the playground, resources and equipment maintain and encourage this view.
- Foster and celebrate a culture of success through personal or team achievement where positive fair play attitudes are at the fore.
- There should be a full-school, coherent approach to implementation.
- There needs to be strong, proactive leadership in the field of physical education and sport.

Main Resources:

Financial:

Sport Manawatu- Local organisation involved in enhancing and supporting a variety of school, clubs and organisations fostering sporting activity for the Manawatu region.

Kiwisport Funding- both the direct school fund and the 'fastfund' (available through application)

Regional Partnership Funds- no longer available at the scope of our last project

Community registration fees for out of school sports-

Competitions and vouchers from organisations- Kelly Sports vouchers for "I-tried the try series, Yummy apple sticker competition.

Human/Partnerships –

Ministry of Education services: These are rather limited now with no advisory service. It tends to be that schools procure services from Sport Manawatu or any other sport/professional/organisation that offers guidance.

Russell Street School-based:

- Ebony Maaka (Director of Sports)
- Shaleena Durston (Sports Co-ordinator/Out of School sports)
- Coaches and managers that support out of school sports teams

Locally-based:

- Local experts in the field.
- Sport Manawatu's facilitated Grassroots Courses

Physical Resources-

The Sports Room housing all sporting equipment and resources for a variety of different sports.

Sports uniforms

Sports office (beside the library)

Courts- set up for netball, basketball, mini tennis and active play

Courtyard- markings for creative and other active play

Field- set up with field markings for soccer (including goals), and rugby (including posts).

An outdoor cricket net

Confidence/fitness course

Cycle Mountain

Playground

RSS heated swimming pool and other regional pools (Freyberg/Lido)

Online bank of lesson plans from 'Catch me if you Can' programme

Web-based/Digital:

Sport Manawatu

<http://www.sportmanawatu.org.nz/>

<http://www.sportnz.org.nz>

<http://hpsnz.org.nz>

<http://health.tki.org.nz>



SWOT Analysis (no particular order)

Strengths	Weaknesses	Opportunities	Threats
<p>Teachers</p> <ul style="list-style-type: none"> ○ High quality teaching. Teachers using the CMIYC framework with confidence and success ○ Open-minded, pro-active, flexible staff. ○ High expectations for participation of all students from teachers ○ Many teachers are swimsafe trained <p>Students</p> <ul style="list-style-type: none"> ○ Students that are welcoming and supportive of diversity on the playing field ○ High achievement in a range of sports both individual and team based, in school and out. ○ We enable student led projects that empower students to lead in sports i.e house leaders, Sports Crew, Jett's rugby posts, cycle mountain ○ Whole school participation in a range of sports (athletics, cross country) ○ High level of participation and achievement in a range of sports both in school and out ○ Students generally like engaging in sports and physical activity ○ Large numbers of children entering in more challenging sports events i.e Swimming ○ Douglas Park sports exchange <p>Systems/ Infrastructure & Equipment</p> <ul style="list-style-type: none"> ○ Effective systems of communication (reporting, informal 	<p>Teachers</p> <ul style="list-style-type: none"> ○ Some teachers are not active in themselves, or do not have the technical skills and knowledge to teach right across the P.E Curriculum. <p>Students</p> <ul style="list-style-type: none"> ○ A few children are overweight and less active, requiring regular inspiration and encouragement ○ Some children do not have swimming proficiency by the end of year 6 <p>Systems/ Infrastructure & Equipment</p> <ul style="list-style-type: none"> ○ Class room gear not replenished or returned. It often gets left out and sometimes goes missing ○ Playground equipment could be improved and developed for a range of ages and activities including volley wall, rockclimbing wall or climbing frame and equipment suited to juniors ○ Regular opportunities for children to try new activities by using the bank of equipment we have to its full potential i.e. putting out tennis nets, speedminton, mini hock etc. ○ Enhance the connection with Tikanga Maori within the school i.e. Ki o Rahi set ○ Sun sense policy impacts on timing of activities ○ Markings on the field are not permanent leaving an ongoing job to redo. (This allows for better seasonal marking 	<ul style="list-style-type: none"> ○ Contestable funding pools or trusts and support programmes e.g CMIYC was funded by Regional Partnership Fund/ Kiwisport ○ Professional Development for staff from local experts in the field. ○ Supporters Club are an exciting group focussed on providing 'extras' especially in the playground that value the place of play. ○ Sport Manawatu and many sporting codes provide programmes of support e.g. grasshopper tennis (at a cost) ○ Cricket Pitch for Summer ○ New backboards for the basketball court ○ New posts for netball with a variety of heights for junior and senior development ○ Astroturf is a fast, flat surface that is payable in all conditions (but very expensive) ○ Organised lunchtime sports. Is there a way this could be facilitated? ○ Useful resources in the community i.e. Freyberg Pool, Massey Track, Arena Manawatu, Rock Climbing ○ Other children could assist with looking after/ collecting gear ○ Fully utilising gear that we do have (i.e. Mini hock, speedminton, tennis nets etc) ○ Canterbury Sports Start Programme (a framework for teaching 	<ul style="list-style-type: none"> ○ Cost of some of the sports/activities that are offered e.g. basketball, Weetbix 'Tryathlon' ○ Losing swimming pool ○ Club sports take players away from our school teams ○ Lack of coaches to support the many teams we have ○ Replacement of gear particularly big ticket items such as gym gear and uniforms. ○ Time Restraints (crowded Curriculum, can be hard to keep up with all of the PLD in all areas of of the curriculum and to fit every subject in regularly. ○ Changing of staff . Important that sports PLD and support stay strong especially for new teachers to continue the quality and success of programmes like CMIYC

<p>sharing)</p> <ul style="list-style-type: none"> ○ Resource bank of the entire 'Catch me if you can programme' ○ A vast range of resources, equipment and spaces providing opportunity for play and sport skill development. (Rugby posts and lines on the field/ courts and courtyard, cricket nets & interesting equipment like unicycles and yellow walkers etc) ○ Sports boxes in every class with sports equipment for play ○ Good systems for checking health and safety of playground equipment <p>Community</p> <ul style="list-style-type: none"> ○ Parents supporting their children with the participation of sports ○ Whanau noticing an increase in skill, engagement and participation with sports 	<p>ie athletics track and cricket in summer, rugby in winter)</p> <ul style="list-style-type: none"> ○ Outdated gear i.e. Gymnastics gear ○ Uniforms. Need replenishing or replaced. Some goes missing or not returned and the increase in participation and sporting events means higher demand. 	<p>fundamental physical education and movement.</p>	
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Possible Actions:

	Goals	Strategies
Teaching and Learning	<p>Children to develop skill and ability with a range of sports</p> <p>Overall participation and confidence increase both in-school and out of school.</p> <p>Provide the opportunity for RSS children to achieve success on the sports field/ court both as a team and individual</p> <p>Provide quality professional development for teachers that is also sustainable for the future success of the school.</p>	<p>Provide coherent programme that has balance and engages all movement activities: Implement the Canterbury SportStart Programme and engage in the training programme (first junior school and then roll out to full school).</p> <p>On at least one occasion (each year) engage a professional to carry out a staff workshop e.g. moving/rolling/rotating (gymnastics). Designed to increase fundamental movement skills across a range of sports i.e. striking and hitting, athletics, gymnastics, ball handling. Resource is free.</p> <p>Roll out the sports start programme across the rest of the school and review within first 12 months to 18 months.</p> <p>Sports start programme to complement (not replace) the Catch me if you can Programme.</p> <p>Plan and initiate a sports exchange with another school outside of the region e.g. Douglas Park, Masterton</p> <p>Continue to fund the running of the school pool and make it available to the community. Consider, perhaps for older children, deeper water experiences (at the Lido or Freyberg pool). Activity fee?</p> <p>Explore other programmes that are offered locally e.g. Squash, Badminton and Tennis are providing a combined racquet programme.</p> <p>Consider how the Kiwisport Fastfund or similar can support innovation.</p>

Professional Learning and Development		<p>Workshops for Sports Leadership Team to learn more about implimenting the sports start programme.</p> <p>Sports start programme initiated in the Junior Team first. Darrin from Sport Manawatu facilitate.</p> <p>Engage in sports specific training (at least one per year) e.g. gymnastics prior to a unit of work.</p> <p>Retrain/train all staff in Swimsafe training (Just over half of current staff are trained)</p>
Systems/ Infrastructure/ Resources		<p>Purchase additional copies of Sports Start Resource for teachers that can be used independently with lesson plans across a range of fundamental skills. May also need individual cards to be laminated or similar.</p> <p>Explore sponsors of further trophies –extend the range of sports and teams that are currently covered.</p> <p>Carry out inventory of uniforms and plan for replacement/extension.</p> <p>Markings on the field. Perhaps get a better/ easier machine for marking.</p> <p>Sports crew to update class sports boxes. Push for greater care of sports gear (returning in class). Opportunity for Year 4's to take on leadership of collecting and returning gear.</p> <p>Extend resources/equipment: Apply for grant for Ki O Rahi Set, gymnastics gear i.e. crash mat. Also consider volley wall and scooter park/track.</p> <p>Maintain existing equipment/gear: Allocate Sports Crew and other leadership roles to set up sports activities to get full use of resources owned by the school i.e grasshopper tennis nets, mini hock, speedminton etc</p>