



SPORTS REVIEW 2023

Wellington Girls' College Sports Review

Report to the Board

November 2023

Ngā Mihi Nui

We would like to thank Carolyn Kirkpatrick, Director of Sport, and Dani Hardwick, Sports Coordinator, and Julia Davidson, Principal, for their full support of this Review and for taking the time in busy schedules to engage with the Review Team.

Also thank you to our school staff, the Sport & Recreation Committee, students, whānau, coaches and volunteers, who all gave their time to support this Review. Your involvement and candid feedback was greatly appreciated and will contribute towards further enhancement of Sport at Wellington Girls' College.

We would also like to thank Bryan Dickinson of College Sport Wellington and Andrew Leslie of Nuku Ora for their generosity in sharing their time and perspectives.

We would like to sincerely thank Elmarie Els, Principal's PA and Board Secretary, who supported the Sports Review Team throughout the process. Elmarie's contribution was invaluable and much appreciated.

Table of Contents

Introduction	2
The Board's Role	2
Purpose of the Review	3
Background and Context	3
School Values	4
Te Tiriti o Waitangi	4
The Value of Sport	5
Sports Structures in New Zealand	6
Secondary School Sport	6
College Sport Wellington	9
Every Body Active	10
Barriers to Sport	12
Where we are today	13
WGC Sports Department	13
Director of Sport	13
Sports Coordinator	13
Sports Programme	13
Sports & Recreation Committee	15
Sports Awards	16
Participation in Sport at WGC	16
Finances	18
Facilities	19
WGC Sports Review 2017	20
School Life/Overview	20
Governance and Policy	21
Recommendations	21
Sports Review Hui and Feedback	23
Common Themes	23
Governance	24
Conclusions	25
Sports Review Recommendations	26
Governance	26
Operational	26
References	28
Appendices	
Appendix A - Terms of Reference endorsed 23 July 2023	
Appendix B - Secondary School Sport Structures	

Introduction

Sport at Wellington Girls' College (WGC) is an important and celebrated part of the WGC culture. In recognition of this, the WGC Board initiated a Review of Sport to determine whether the Board could provide support to the WGC sports programme to ensure its continued success. The Review has been conducted by three Board members: Jon Devine, Trish Raea and Katie Graham.

Sport is incredibly important in supporting and promoting positive health and well-being outcomes for our ringtail. That inherent value of sport is keenly recognised, both in terms of participation and performance, by all areas of the school community.

The Board's Role

The Board's legal responsibilities are determined by the Education and Training Act 2020, which sets out the Board's four primary objectives. These are to ensure that every student attains their highest possible standard, that school is a safe place for all and is inclusive and caters for students with differing needs, and that the school gives effect to the Te Tiriti o Waitangi. As part of its focus on these four objectives, The Board's responsibilities include:

- Setting the strategic direction for the school
- Protecting the school's values
- Monitoring and evaluating student learning outcomes
- Approving policies
- Financial stewardship
- Building community engagement and support.

We note that the Board does not get involved in the day-to-day running of the school and accordingly, the Sports Review at WGC has been conducted through a governance, rather than operational, lens.

Purpose of the Review

The purpose of the Review was to strategize for the future of Sport at WGC as well as to identify strengths and areas for improvement. The Terms of Reference dated 23 July 2023 set out the detail on the Review's objectives, scope and methodology¹.

The Review provided an opportunity for members of the Board to engage directly with the school community including our Sports Department, school staff, Sport & Recreation Committee, students, whānau, coaches and volunteers. This engagement acknowledged the mana of the different voices, allowed us to reflect on what we do well at WGC and identified opportunities for improvement.

Background and Context

It is important to set out the context in which WGC operates. In this section we canvass the school values, our obligations under Te Tiriti o Waitangi, the value of sport generally, the broader structure of school sports and College Sport Wellington. These are the values we subscribe to and the environment in which WGC Sport operates.



¹ Refer Appendix A for Terms of Reference endorsed 23rd July 2023

School Values

Our School Values are:

- **Manaakitanga:** Hospitality, kindness, generosity support - the process of showing respect, generosity and care for others.
- **Manawaroa:** The heart of a person inclusive of the essence of the heart (emotions) - learning to control/lengthen your emotions.
- **Ngākau Pono:** Having a true heart, being true to yourself and others.
- **Whakarangatira:** to become/make a rangatira/someone of high mana and esteem through being respectful/enhancing other's mana.

As stated on the WGC website: *"Our values, mission statement, principles, vision and strategic plan are inextricably interconnected, reflect the WGC culture and provide the framework for all planning and decision making in relation to the core business of our school: the education of our students"*.

Sport at WGC is to align with the school's values and is to enhance our students' wellbeing as they complete their secondary education.

Our values have equal merit in application to academic, cultural and sporting areas of the school.

Te Tiriti o Waitangi

In the context of secondary school sports in Aotearoa, Te Tiriti o Waitangi considerations are essential for promoting equity, inclusivity, and cultural responsiveness. Giving effect to Te Tiriti o Waitangi is not just a legal obligation but also a moral and ethical imperative that involves the promotion of inclusive practices, cultural responsiveness and meaningful relationships.

For students to learn, they need to feel safe and that they belong. This means acknowledging their culture, identity, and values.

The Board will ensure that the school gives effect to Te Tiriti o Waitangi by working to ensure that any plans and policies relating to sport reflect local tikanga Māori, mātauranga Māori and

te ao Māori and it will seek to achieve equitable outcomes for Māori students in the sports context. To do this, the Board will ensure that the plans and policies clearly document how this will be meaningfully achieved.

By integrating and committing to Te Tiriti o Waitangi considerations in WGC Sport, we will be contributing not only to the development of successful athletes but also to the creation of an environment that respects and values the cultural diversity of Aotearoa. This aligns with the broader goals of fostering equity, inclusivity and cultural responsiveness in secondary school sports.

The Value of Sport

WGC recognises the value of sport to our students now and into the future. WGC aims to encourage participation in sport as a baseline to improve the wellbeing of our rangitahi and to instill lifelong positive habits.

There is firm evidence to support the proposition that sport and physical activity positively benefits physical, mental and emotional wellbeing. Research indicates that a more active population experiences lower rates of obesity, cardiovascular disease, and type two diabetes.

In 2017, Sport New Zealand commissioned a report on “The Value of Sport”.

Key findings from the Value of Sport research:

- *92% of the people we talked to believe being active keeps them physically fit and healthy, and helps relieve stress.*
- *88% believe that sport and other physical activities provide them with opportunities to achieve and help build confidence.*
- *84% believe sport and physical activity bring people together and create a sense of belonging.*
- *74% say sport and physical activity help build vibrant and stimulating communities.*
- *86% agree that high performance sport both helps instil a sense of pride in our country, and contributes to our national identity as New Zealanders.*

- *Regular participation in sport, particularly team sport, is associated with improved social skills, social integration, competence, cooperation, and teamwork.*
- *Employers listed a wide range of attributes developed through sport including teamwork, communication skills, motivation, competitiveness, and resilience.*
- *There is a positive association between sport participation and higher academic performance, attendance rates, and less lateness and stand downs.*
- *Positive experiences with sport and physical activity in childhood and adolescence have a positive influence on motivation to be active in later years.*

Sports Structures in Aotearoa

The organisational structure of sport in Aotearoa is complex, with a number of national, regional and club organisations. School sport fits into this structure in a variety of ways depending on the specific sport.

Refer Appendix B for Extracts from ‘Running Secondary School Sport’ by Sport New Zealand, 2014.

Secondary School Sport

The report ‘Running Secondary School Sport’ by Sport NZ provides guidance on the school sports organisational structure, curriculum interface, and environment to encourage participation in sport. The following are extracts taken from that report:

Strong school sport environment

A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating when they leave school. The components of a strong school sport environment include:

School ethos and culture

A strong school sport environment starts with the culture and ethos established by the leaders of the school, and exhibited across all aspects of the school operation. It includes the establishment and propagation of a vision and philosophy for sport and PE, evidence-based planning and consequent resourcing and support, and includes formal documentation of this vision in plans and policies and procedures.

School and community

An effective school sport programme provides pathways for students to realise their aspirations as participants, coaches, officials and administrators inside and outside the school, establishes strong working relationships with community sports organisations and personnel, and provides and shares equipment and facilities that meet the needs of all students. It also connects the school to parents and whanau who are a critical part of the school and community sport system.

Sport opportunities and experiences

Schools need to ensure sport experiences meet the needs and aspirations of all students, and that they are developed with input from them. Sport opportunities are provided in curricular, co-curricular and extracurricular settings, supported by competent and informed personnel who understand and cater for the development, sporting, emotional and social needs of a diverse range of young people.

Curriculum

One of the most significant contributions to the development of a lifelong love of sport is a rich, rewarding and high quality PE curriculum in schools. This programme needs to be well planned and resourced, reflect the Health and PE curriculum, and develop and enhance skills and attitudes in young people across a wide range of settings and activities.

Roles and Responsibilities

The Report also discusses the following roles and responsibilities for secondary school sport within the school:

Student Leader

- *coordinates activities outside class time.*
- *coaches junior teams*
- *supervises equipment distribution and collection*
- *administers and officiates at sports events.*

Sport Coordinator

- *helps to establish and maintain a strong school sport environment*
- *manages and coordinates school and inter school sports teams*
- *manages and coordinates coaching programmes in school sports*
- *manages sports resources and facilities.*

Director of Sport

- *increases the participation and performance levels of students in sport*

- *directs and manages the school's sport programme through leadership,*
- *communication, administration, and professional support and training*
- *gives input into the strategic direction of sport.*

Sports Advisory Council

May include representation from teachers, senior management, students, Board of Trustees, parents and community sport organisations. Ideally, the Council will:

- *advise and support sport coordinators*
- *develop sport policies*
- *set sports targets in the strategic and annual plans*
- *manage funding applications*
- *provide financial reporting*
- *liaise with the community.*

Student Sports Committee

Gives students the opportunity to have a say about how sport is run in their schools. The role of committee members may include:

- *providing leadership*
- *being role models for their peers*
- *promoting specific activities within the school*
- *speaking at events, such as school exchanges, prize givings, sports assemblies.*

Principal and Senior Management

- *alongside the sports director, develop and implement sport within the strategic and annual plans*
- *ensure sufficient sports resources are available*
- *set realistic and relevant school goals and school targets in relation to sport*
- *provide clear direction and strong leadership for sport within the school*
- *implement a professional development policy that provides opportunities for teachers to maintain their ability to provide sport*
- *plan and provide professional development opportunities for teachers and sport staff to ensure they are competent and up to date with current practice*
- *ensure that sport opportunities are offered within the school and that there is a process for monitoring and reviewing these*
- *make sure that everyone in the school is informed about sport opportunities and PE.*

Board

- *establishes a school charter: the Board's mission, aim, objectives, direction and targets so that their school will be governed and managed in line with the Education Act 1989*

- *approves the school's strategic and annual plans and ensures that the school complies with NEG 5 and NAG 1*
- *develops policies and procedures to support sport and PE programmes within the school as well as policies around safe sport for children*
- *allocates adequate funding to purchase and maintain appropriate facilities, equipment, and other resources that are needed to enable students to achieve their curriculum learning outcomes and access appropriate sport opportunities.*

College Sport Wellington

College Sport Wellington (CSW) oversees sports for 41 secondary schools in the region extending to Otaki but excluding the Wairarapa.

Hockey and netball are not delivered by CSW but by the regional sports bodies themselves.

School Sport NZ is the national body and aligns bylaws and regulations across the regional College Sports organisations.

Tournaments are not organised by the College Sport organisations.

Participation is the main policy for CSW. The 'Balance is Better' philosophy is adopted, and it recognises the spectrum of sport being played by students from 'Organised Sport', to 'Active Recreation', to 'Play'.

In CSW's 'Ideal State Model and Implementation Plan' December 2021, the need for "Active Recreation to be recognised and included as part of the 'Sports Office' responsibilities" is recommended.

The Plan also "identified that the majority of our large decile 7 to 9 schools have been under-resourcing their sports office, ultimately to the detriment of their students." The plan provides a recommended Student to Staff ratio:

Schools with a roll over 250 must have a minimum of one full time Director of Sport and Active Recreation. Additional staff are employed at a ratio of 1 FTE [Full Time Equivalent] per 400 students.

For WGC the roll is approximately 1400 students, and this would equate to a Sport Department of approximately 3.75 FTE.

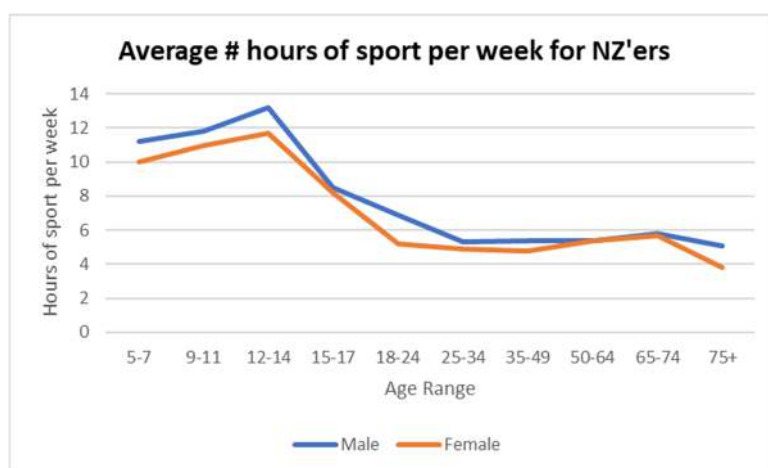
Every Body Active

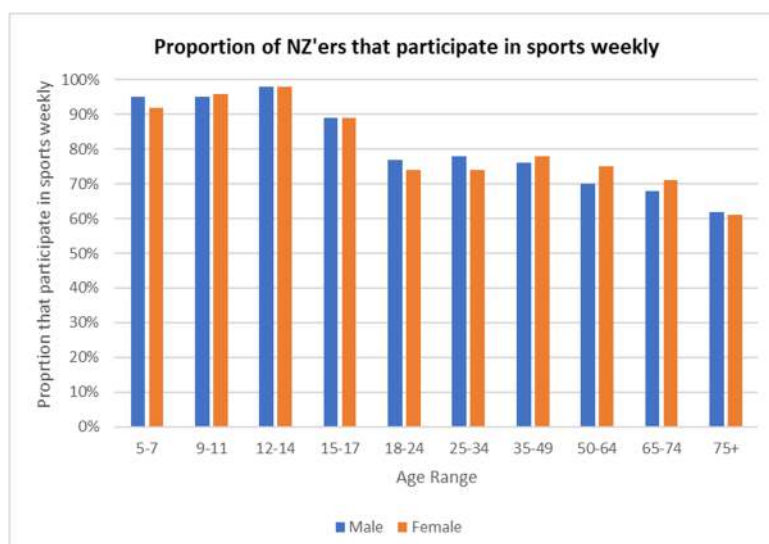
In December 2019, Sport New Zealand released “Every Body Active” with a Strategic Direction for 2020 to 2032 and a Strategic Plan for the first four years, 2020 to 2024.

The graphs shown below from Sport New Zealand indicates the decrease in participation in sports starts in the teenage years, and the average number of hours spent doing sports also decreases.

We have confirmed our efforts over the period of 2020-24 will be focused on tamariki (5-11) and rangatahi (12-18-year-olds) however, we will be further tailoring these efforts to provide an even greater level of focus. With tamariki this will be through Play and Physical Education and with rangatahi it will be Active Recreation and Sport. In doing so, we aspire to reduce the drop off in activity levels of rangatahi from age 12-18 and increase the levels of activity for those tamariki and rangatahi who are less active.

Over the period of 2020-24 we must also deliver upon the commitments we have made in response to the Government’s Women and Girls in Sport and Active Recreation Strategy, the commitments within our soon to be released Disability Plan and make strides forward in response to the findings and recommendations identified as a part of our Sport Integrity Review.





The strategic plan for rangatahi (WGC students age group) notes the following;

Active Recreation

Our research – most recently the Secondary Age Review (2018) and Active NZ data – has told us that the first decline in time spent, level of intensity and frequency of being active occurs around age 15, and that for most rangatahi these metrics will never recover across their lifetime. We know that their interest in the range of activities they want to participate in broadens and that their motivations change. We also know that overall young males spend 90 minutes more time in weekly participation than young females.

Sport

Participation of rangatahi in sport is declining for multiple reasons, including the professionalisation of sport at all levels from an increasingly younger age. In 2016 Sport NZ took a strong position based on best practice, evidence and consultation in releasing the Talent Plan 'Balance Is Better' stating that:

- *Childhood success is not a reliable predictor of future success*
- *Identifying athletes early and specialising early is taking its toll on rangatahi*
- *A focus on winning rather than development is a problem.*

It is important for WGC to play its role in supporting and encouraging students to participate and compete in sports through school programmes, and also to support those students participating in sports not provided at WGC or in active recreation.

Barriers to Sport

The following barriers to participating in sport were identified in the Report, 'Running Secondary School Sport' by Sport New Zealand, 2014:

Among secondary school students, 15% reported not participating in organised sport outside of school because there were no sports facilities in their area, 14% reported it costs too much, and 12% reported not being able to get to sports facilities.

Barriers to participation in sport are numerous and complex, and include:

- *the competitive nature of sport in secondary schools*
- *self-perception of sport competence*
- *co-ed PE classes can make young women anxious about how boys will respond to their sporting abilities and bodies*
- *The influence of friends can be an enabler and a barrier. For some, the opportunity to have fun with friends is a motivator, while others drop out of sport because their friends do*
- *lack of time due to work and family commitments*
- *costs associated with sport, for example, registration fees, and the cost of uniforms, equipment and transport are significant barriers.*

The "Women and Girls in Sport and Active Recreation Strategy" in 2018 found:

Overall, young women experience more barriers to participation than young men, regardless of their participation levels and whether they want to increase their participation or not.

Girls are more likely to cite judgement, lack of confidence and fear of failure as barriers to increasing participation.

Females do not have as positive an experience as their male peers at school when it comes to physical activity, citing issues with the range of opportunities available and a sense that the environment is not supportive.

WGC recognises the importance of inclusion. The Sports Department is particularly mindful of this principle and is dedicated to continued development to ensure this is achieved in Sport. It is noted that CSW now has staff with the specific role of "Sport plus inclusion" to work with schools in the region on inclusion.

Where we are today

WGC Sports Department

The WGC Sports Department currently comprises of two staff members:

Director of Sport

The Director of Sport is a full-time position (52 weeks, 1 FTE Full Time Equivalent). An overview² of the position is:

- To assist student development through their involvement in sporting activities as players and officials
- To maintain current levels of participation in sport
- To ensure a quality sports programme
- To enhance the profile of sport at the school and within the community
- To assist with the safe delivery of sport and recreation to our students
- To cater for the different needs of all students

Sports Coordinator

The Sports Coordinator is a term-time position (40 weeks, 0.75 FTE). The Sports Coordinator³ is to assist student development through their involvement in sporting activities as players and officials and to assist the Sports Director to provide a quality sports programme with safe delivery of sport and recreation to our students catering for the different needs of all students

WGC Sports Programme

As at November 2023, the roll at WGC⁴ was 1,397 and of those students, 831 (or 59%) participated in school sports.

“The WGC Sports Department offers sporting opportunities for all students outside of classroom hours. We promote and encourage fair play and good sportsmanship at all levels. We have over [22] different sports available and students can choose to play in teams that have been trialled and selected or they may put teams together with friend groups. These Social Competitive teams play in the same competition as the trialled

² Sports Director Job Description

³ Sports Coordinator Job Description

⁴WGC Census

teams. We encourage all students to participate and enjoy the sports offered at WGC.”⁵

In 2023, WGC offered the following sports: athletics badminton, basketball, cricket, cross country, dragon boating, floorball, football, futsal, hockey, lacrosse, netball, rowing, rugby, runners’ club, skiing, swimming, tennis, touch, underwater hockey, volleyball and waterpolo.

Information regarding the sport options, registration, competitions, tournament eligibility and costs is published on the WGC website. Under the ‘Sport Guidelines’, the following is noted:

“Sport can be a positive vehicle for social interaction. Active participation in a quality programme leads to a healthy active lifestyle, encourages the strive for excellence and endorses the values of positive competition, fair play and teamwork. Through sport and physical activity we can build healthy, confident people who have pride in self, the school and the local community. All students are encouraged to participate and thereby enhance their physical, social, intellectual and personal development.”⁶

Given the number of sports on offer at WGC and the number of students who participate across those sports, WGC relies heavily on student and parent volunteers to assist with coaching and management of sports teams. In this regard the Sports Department endeavour to facilitate this through the following:

- Provide guidelines for coaches and managers
- Provide coaching courses where possible
- Regular communications with Managers confirming details of draws and venues, team details, emergency contacts, transport arrangements when necessary
- Distribute uniforms and gear bags
- Arrangements for trainings ie turf, pool bookings
- Encouragement of senior students to take on coaching roles
- Thank you gifts at the end of the season

During the Review, it was discovered that a common misconception amongst some of the WGC whānau was that the Physical Education Department was either one in the same as the Sports Department or at least connected. For clarification, it is noted that these are separate departments - the Physical Education Department relates to curriculum subjects and the Sports Department relates to sport outside of the classroom and the departments are resourced separately and from different sources/funding.

⁵ Sport – Wellington Girls' College (wgc.school.nz)

⁶ Sport – Wellington Girls' College (wgc.school.nz)

The Sports Department offers opportunities for the committed athlete to develop their potential, and for others to play in friend group social teams. The social teams play in the competitive grades. Participation and fun is of paramount importance for students playing sports at WGC. WGC has a policy of equal playing time over the season – except for the top team in each sporting code – and coaches are informed of this at the time of signing up to coach.

During the Review, the Sports Director commented that the principles of fairness and independence are paramount and, in an endeavour to achieve this during trials, independent selectors are included when possible and parent coaches only assigned once the teams are confirmed.

Concerns and complaints about participation, team selection, and coaching are all handled by the Sports Department, and they strive to resolve these issues in a timely manner. It is worth noting that the Sports Department also receives regular positive messages of praise and gratitude from students and families.

The Sports Department notes that there are numerous tournaments that WGC teams could attend in both the senior and junior competitions. They are becoming increasingly expensive (\$800-\$1,200 for a weeklong tournament) which can put financial strain on families. As a rule, periods of time out of school are to be an exception for students. As such, WGC limits tournaments to top senior teams and these teams are open to all year groups, so good juniors get the opportunity to attend National tournaments. High performing Junior A teams can attend tournaments but only when held in the Wellington region.

All WGC Sports need to align for tournament attendance. To be fair to all teams, the Sports Department strives for consistency and transparency across all codes.

Sport & Recreation Committee

As part of the Year 13 leadership group, WGC elects a Sport & Recreation Committee, consisting of Head of Sport and seven Committee members. The Committee is supported by a teacher/mentor. Their purpose is to 'generate enthusiasm for the various sporting activities and the WGC Supporters' Club for WGC students⁷. In 2023, the Committee carried out initiatives such as:

- Have-a-go sports session;
- Collaborated with House Captains to organise Dodge Ball game; and

⁷ Sports Leadership Position Descriptions 2023

- Published sports draws as well as results and outstanding successes on social media.

The Sport & Recreation Committee is an area of potential support and resource to the Sports Department particularly in relation to enhancing participation.

We understand that prior to the formation of the current Sport & Recreation Committee, there was a Sports Code Committee made up of students who represented individual sports and was led by the Director of Sport. We understand that this was disestablished when the new Sport & Recreation Committee was formed some years ago.

Sports Awards

Sports achievements and awards are celebrated at the annual WGC Sports Awards which is held every October.

All top senior teams for each sports code, Senior B Netball, Social Team of the Year, WGC Swimming Champs and WGC Athletics Champs are invited to the WGC Sports Awards, as well as other students who have competed at a high level for other sports not offered at WGC.

The following major sports awards are self nominated: Sportsperson of the Year, Contribution to School Sport, Social Team of the Year, New Zealand Representatives and Outstanding Effort in other codes not offered at WGC. Criteria for these awards are clearly specified on the WGC website.

WGC also awards Sports Honours for students who have played in top teams for at least three years and Coaching Honours for students who have coached for three years with proficiency and reliability.

Participation in Sport at WGC

This Review is focussed on the sports that WGC offer. This Report acknowledges that there are many other sports and activities that the students participate in outside of WGC that will not be captured in this analysis.

The WGC school roll in 2023 is 1397, and of that number 831 students represent the school in sport, or 59%.

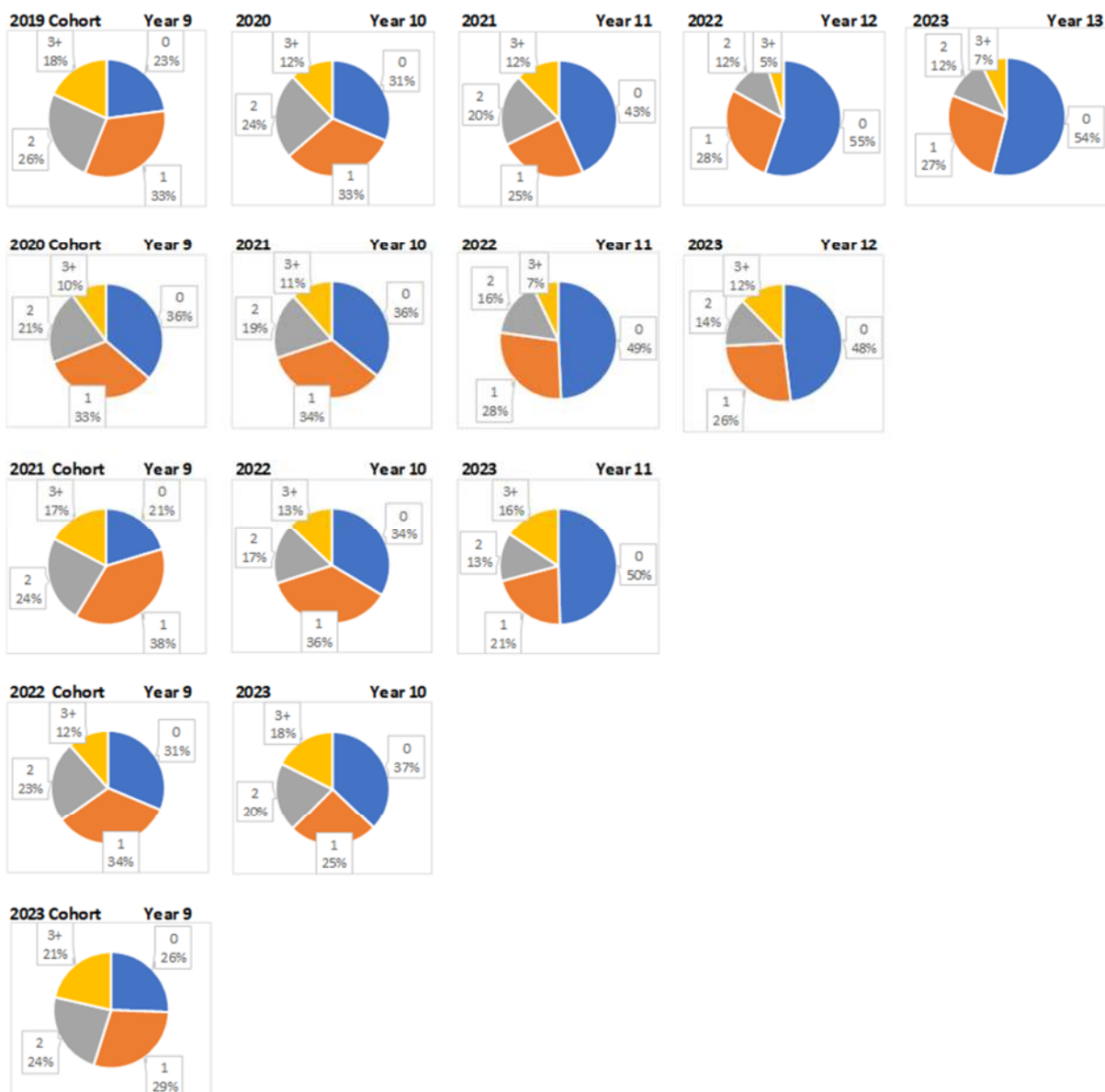
In the CSW “Ideal State Model and Implementation Plan” December 2021 it notes that the participation rate across Wellington secondary schools is approximately 59% for a number of years, and then dipped to just under 57% in recent years (potentially due to Covid).

Average participation rate for boys is approximately 61%.

WGC represents well in terms of school sport participants amongst the region's girls' schools, which are generally higher rates than for girls from co-ed schools.

The charts below show the proportion of students at each year level in the school and the number of sports that they played in that year. The notable trend is the increase in the number of students not participating in WGC school sport, and the reduction in those playing 2 and 3 or more sports per year. This reduction in sport participation reflects the general trend that Sport NZ has also documented.

Number of sports played by WGC students



The main sports played by the students from the 2019 and 2020 cohorts was also assessed, and it was found that approximately 50% of those playing sport stopped playing their main sport in years 11 and 12. Of the 2019 cohort, only 24% continued playing their main sport for all 5 years at school.

It was found that from these same cohorts, approximately 20% of students start playing sport or return to sport, typically in social teams, in their senior years at the school. This demonstrates the importance of social teams within the WGC sports offered.

The WGC teaching staff in 2023 is 106, and the total staff is 143. Five of the total staff coach WGC sports (3%) and 17 of the total staff are involved in WGC sport (12%). It was noted that WGC has one of the lowest proportions of staff involved in school sport in the region. Unlike other schools, WGC does not offer additional pay for coaching teams, though three teachers received additional payments for administration of certain sports codes.

The decline in teacher involvement in sports is consistent with current research where the number of teachers coaching school sports has been reducing for the past 20+ years, due to barriers such as *“time, support and recognition, and access to professional development.”*⁸

It should be noted that teachers’ involvement in sport is on a voluntary unpaid basis. Some staff receive a small allowance for convening or coordinating a sport.

Finances

Expenses

The expenses for the WGC Sports Department and for the participation in the sports that WGC offers are budgeted for on an annual basis in advance based upon previous years.

Usual expenses include subscriptions to national organisations, entry fees, staff time, venue hire, uniforms, equipment and gifts.

Some large expenses are the Athletics Day and the WGC Sports and Cultural Awards, which are both funded through the sports budget.

WGC is a member of College Sport and pays \$7 per student to College Sport as well as entry fees for sports teams.

⁸ School Sport New Zealand (NZSSC) Teacher Coaches - an endangered species

Income

The income for sports from the Government is in the form of Kiwi Sports which is part of a quarterly operational grant, approximately \$35,000 per year (\$20 per student).

From student fees, an administration levy of \$35 per student that plays sport raises approximately \$24,000 per year.

The income from each sport's registration and tournament fees are set so each sport should be self-funding based on that sports budget.

The sports programme at WGC runs at a loss which traditionally has been in the order of approximately \$80,000 to \$90,000 per year. The anticipated loss is \$108,000 for 2023, which is approximately the balance of the cost of the Sports Department salaries. The sports fees do not contribute to staff salary costs.

The funding for this shortfall cannot come from the operational grant for the school, and so it comes from locally raised funds or non-government funding. This is primarily from the General Education Support Donation, and as a proportion it utilises approximately a third of the total parent general donation. Other income that contributes to this budget shortfall is from interest income from school investments and fees from international students.

Comment

Anecdotally, girls' schools do not get the same level of donations or funding from past students as boys' schools which often have 'old boys' organisations who actively fundraise for the school and provide funding for facilities and other sports expenses.

Through discussion with other schools and organisations, the Review Team has found that the Sports Department at WGC provides a significant level of sporting opportunity for the students at the school on a very tight budget.

At WGC there is a hardship fund which is not reflected in the sports budget. This varies every year but is in the order of \$5,000 per year. This ensures some equity and that the cost of sport is not a barrier for girls to attend sports events or have equipment. This fund is activated by a discreet and proactive approach from knowing which students need help through an administrative team effort of pastoral care teachers, sports coaches, and other staff.

Facilities

Sports facilities and fields are typically smaller at girls' schools, when compared to boys' schools, due to the sports participation expectations that were in place when the school was

established. These facilities are now very stressed due to girls' high participation rate in sport, which is only a small percentage less than the participation rate for boys.

At WGC the facilities for sports have also been significantly diminished in recent years, due to the rebuild of the school.

The sports field has been reduced in size dramatically with the building of the Tiakiwai village of temporary classrooms, as well as the demolition of the school hall. The sports field used to be home to a full cricket wicket and field.

The current sports facilities that are operational are the Gymnasiums, the Brook netball courts, the turf, and the remainder of the sports field (reduced to approximately 30%).

This situation is an impediment to the ability to run sports at WGC. We are of the view that a lack of sports and recreational grounds would not occur at boys' state secondary schools.

The school also incurs additional cost in hiring facilities for sports use, as well as for transportation from school for students to use these facilities.

The Board is currently proceeding with plans to provide an all-weather cover to the turf area adjacent to Moturoa Street. This will provide additional training space for sports and physical education in the school, as well as provide an assembly area for the School.

WGC Sports Review 2017

A Sports Review was undertaken in 2017 by an external party, Trudy Englebreetsen, which was very data driven and looked at participation rates in individual sports as well as the budget demands. The 2017 Review found the net spend on sport at WGC varied from \$71,000 to \$95,000 per annum between 2014 and 2017.

The 2017 Review Report included qualitative analysis based on interviews with students, the Principal, and the Sports Department.

Some findings and recommendations from the Report were:

School Life/Overview

- *The school is a 'sports school' and students do choose WGC because of the variety of sports offered.*

- *WGC is not an elite performing school and is not winning championships. To most girls this wasn't an issue and they believed the school's role is to make sure the students are active and healthy and either sport (traditional College Sport model) or physical activity (informal and non-sport) can be the tool to achieve this.*
- *The Sports Department would like to see greater success on the court/field but recognise that other schools provide sports scholarships and in light of this the school does perform well.*

Governance and Policy

- *The Sport Dept. and Senior Leadership need to formalise the governance model and process in relation to sport.*
- *The Sport Dept do not report to the board on an annual basis like other departments and do not have an annual plan to which they report against and/or are held accountable.*
- *The Sports Dept. have one policy and procedure document (1.5 pages) which is broad and doesn't provide direction on the school's goals or guiding principles in sport.*
- *Under the current structure there is no ability for the Sports Dept. to formally present to the board and receive policy guidance to help inform decisions. However, this has worked 'fine' because when tough decisions need backing the Sport Dept. have the full support of the principal.*
- *The Sports Dept. are well supported by the school principal however a change to either Sport Dept. staff or the principal could have quite a significant impact on working relationships and the sports programme in general. This is a risk to senior management and the board.*

Recommendations

1. *Complete school planning tool to see strengths and weaknesses in policy and process at www.sportnz.org.nz. The Sports Department operations should be underpinned by good systems and processes.*
2. *Review the Sports policy and make the appropriate amendments (see more recommendations below for content that could be included).*

3. *Formalise the reporting schedule between the Sports Dept. and the Board and ensure the Sports Dept. submit an annual plan and provide an annual report.*
4. *Decisions need to be made by Senior Management, Board and the Sports Department collaboratively on the outcomes of this report and the next steps.*
5. *Guiding principles in relation to the schools sport philosophy need to be set.*
6. *Goal setting to be undertaken to determine what success looks like at WGC and what success looks like (measures).*

The 2017 Review also had a number of recommendations regarding Staff Resources and Budgets. The Sports Department at that time had indicated that having 2 FTE and Sports Code Coordinators for the main codes is what equivalent schools have.

The 2017 Review also acknowledged that the current model of offering every sport that is “wanted” or provided via College Sport creates a situation where the Sports Department struggles to provide adequate administration time for each sport, and as a result the:

“The Sports Department cannot review what they are doing, or embed the school sports philosophy (recommendation) in day to day operations, nor can they embed good policy and procedure throughout the department. They cannot be as responsive as they should or could be.”

The 2017 Review received similar comments to those that the Review Team received from Hui. Namely:

“Minor sports report that recognition is not present, they admit that they don’t report their success but feel that they shouldn’t have to.”

“The girls report a lack of school spirit and pride. They see what other schools do and are envious. They are committed to work on this area of school life and believe it will have huge benefits across all sports.”

The 2017 Review provided some recommendations regarding attendance at key games to be encouraged across the school, with for example, new chants to encourage a culture of school spirit supporting sports teams.

Sports Review 2023 Hui and Feedback

The Review Team ran an extensive engagement programme which included five hui with parents and students across all codes and a number of interviews with the Sports Department, the Principal, staff, College Sport Wellington and Nuku Ora (Sport Wellington).

Common Themes

While hui were arranged to discuss specific sports, common themes in the feedback were identified:

1. Overall, WGC's Sports programme is well regarded. Good communications from the Sports Department were frequently referenced. The wide variety of sports on offer is appreciated, as is the option of social as well as competitive teams. Students reported sports as being "fun" and a great way to socialise with their mates. Sports were considered reasonably priced (except rowing).
2. Volunteers - WGC is heavily reliant on volunteers for coaching and managing sports but it was not well understood across the board that this was the case in relation to all sports. Volunteers are made up of parents, whānau, students, and community members. There was surprise amongst parents that more teachers were not involved in coaching sports. The leadership opportunities through student coaching and the recognition they received for doing so was complimented.
3. For sport codes where trial selections were held, hui participants raised concerns around the transparency and fairness of the trialling process and sought information on how community coaches were appointed. There were inconsistent understandings of how trials were conducted. Many participants acknowledged how difficult conducting trials are and how there would always be disappointed students. There were several requests for a sports policy document to cover all trialling sports. Details on the WGC sports page on the website on how some sports trials were conducted was acknowledged.
4. There was a desire to create more opportunities to uplift the school spirit (the sense of pride, loyalty, and enthusiasm students, staff and wider community have for WGC) and create traditions. This could be generated through school support for attending more sports final's across codes and using our mascot "Teal Seal" more. The school social media results published weekly were appreciated, although not many hui participants knew that this was done by the Year 13 Sport & Recreation Committee.

There was also a call for identifying more opportunities to celebrate sports in the school, over and above the current Annual Sports Awards.

5. There were questions around the school's policy for attendance at tournaments and for some sports code, rationale sought for some recent decisions made by the School to not send sports teams to tournaments. The "apparent" lack of consistency was cause for contention and a consistent policy approach was sought.

Given the level of candor and rich data that was collated from the hui, the Review Team is committed to a full handover of the information gathered to the Sports Advisory Committee when it is formed (see Recommendation).

Comment

We note that Rowing operates uniquely as a school sport. Due to the nature of the complex logistics, significant capital value of the equipment and intensity of the season, Rowing has a separate formal Committee made up of approximately 10 people. There are pros and cons for both WGC and the particular sport/volunteers in operating this way but this model, or something similar, may be considered for other sports codes to provide an alternative structure for WGC working with volunteers. Again this suggestion could be considered by the proposed Sports Advisory Committee (see Recommendation).

Governance

As a Board we currently have little oversight of the Sports Department and therefore we are unable to satisfy ourselves, from a governance perspective, that this significant area of WGC is aligned with WGC's strategic plan. As a Board this potential blindspot is something we want to address.

The Review Team emphasise that this comment is not driven by a particular concern but rather recognises the obligation of the Board to fulfill its role and responsibilities and a desire for best practice.

The Sports Department does an incredible job on very little resources. The Review Team recognise that as a consequence of being so stretched, the Sports Department does not currently have the resources or opportunity to consider and set long term plans.

Conclusions

Overall, there is a positive view of Sport at WGC across all stakeholders and a desire to see WGC Sport continue to thrive. There is an impressive range of sports on offer at WGC and consistently high participation and performance rates.

There appears to be common misconceptions amongst the WGC community regarding the size and role of the WGC Sports Department, the coaching resources available and the level of reliance on volunteers in all sporting codes.

For the Sports Department to continue to offer the number of Sports it does and to continue to encourage participation across the school, additional resources will be required to support the Sports Department.

There are significant limitations as to onsite facilities which cause frustrations amongst the WGC community.

There was a Sports Review undertaken in 2017, and the issues raised in that review are similar to those raised with this Review. The recommendations from the 2017 Review regarding governance, human resources and school spirit were not implemented.

The Sports Department regularly conducts surveys seeking feedback from both students and parents. The recent feedback loop following these surveys has been well-received by survey respondents.

The Sports Department structure is generally in line with that recommended by Sport NZ (with the exception of a Sports Advisory Council), however, a better mechanism for support and oversight by the Board is required.

Sports Review Recommendations

Following the completion of the Sports Review, the Review Team make the following recommendations to the Board:

Governance

- 1. In order to ensure governance support and oversight of Sport at WGC, a Board Sub-Committee is established.**

This recommendation is in line with the Sport NZ recommended structure. It is proposed that the Sub-Committee will comprise of the following: Board member(s), Senior management, Sports Director, parent representative (preferably experienced in sports governance), Whānau group member and a student representative. The Committee will report to the Board. Terms of Reference for the Sub-Committee to be approved by the Board.

The Committee will address issues such as strategic planning, refreshed policies and guidelines, and review of sports offered. Te Tiriti o Waitangi obligations and WGC values will be paramount and clearly identified.

It is proposed that there be a comprehensive handover from the Review Team to the Sports Advisory Committee to ensure valuable data from the Review, particularly the hui, informs future decision making.

Operational

- 2. An additional full time Sports Co-ordinator is employed.**

Staff resourcing of the Sports Department to be increased to include an additional full time (term time) Sports Coordinator. This will increase the staff level from 1.75 FTE to 2.5 FTE. While the CSW recommended level is 3.75 FTE to service a school of WGC's size, there are both financial and logistical constraints at this point in time. We recommend that the proposed Committee keeps this resourcing under review and continues to report back to the Board.

- 3. The Sports Code Committee is reinstated and the role defined.**

In order to provide additional support to the Sports Department and to ensure that there is proper representation of each sporting code, it is recommended that the Sports Code Committee is reinstated.

This Committee will comprise a student representative for each sport. We suggest that this is not necessarily the captain of the top team but rather the most appropriate advocate for the sport. This Committee will provide additional leadership opportunities for the senior students as well as provide a resource to the Sports Department.

The Sports Code Committee would be different from the Sport & Recreation Committee and therefore it is suggested that clear roles and scope definitions are provided to both Committees so they understand their respective purposes, roles and responsibilities.

4. Given WGC's significant reliance on volunteers, a clear policy and procedure document is published to provide one source of information on engagement of volunteer coaches, managers and support crew.

A common issue that arose during the Review was the role of the volunteer in WGC Sport. Being able to contribute to the community and the sport is highly valued by the volunteer and also much appreciated by WGC. Volunteers spoke of the sense of reward and benefit they got from working with and getting to know the students. However there was also a degree of concern around structure, consistency and acknowledgement. In order to enhance the experience of the volunteer, we recommend that a one source 'go -to' policy and procedure document is published to provide transparency and define the role and expectations of volunteers.

5. In order to promote transparency and enhance communications, feedback is to be published following the regular WGC surveys.

This initiative has already been implemented which has been positively received.

While common themes from the survey results, both positive and negative, have been shared, it is recommended that the more granular results from the surveys are shared with the proposed Sports Advisory Committee. This will demonstrate independence and transparency and also provide opportunities for the Sports Advisory Committee to provide any necessary support for any issues or concerns.

We also recommend that the external College Sports Wellington's Voices of Rangitahi survey (or similar) is undertaken annually to give independent feedback and results about sports delivery at WGC.

References

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Running Secondary School Sport, Sport New Zealand, 2014

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Ideal State Model and Implementation Plan, College Sport Wellington, December 2021

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<https://sportnz.org.nz/resources/every-body-active-strategic-direction-2020-2032/>

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Women and Girls in Sport and Active Recreation Strategy, Sport New Zealand, 2018

<https://sportnz.org.nz/about/news-and-media/news-updates/women-and-girls-strategy/>

Teacher coaches – an endangered species, School Sport New Zealand

<https://www.nzsssc.co.nz/education/online-workshop-series>

Wellington Girls' College Sports Review, Trudy Englebrechtsen, September 2017

Appendices

Appendix A - Sports Review Terms of Reference

<https://wgc.school.nz/wp-content/uploads/2023/08/Sports-Review-2023-TOR.pdf>

Appendix B - Secondary School Sport Structures

The following roles and responsibilities of the sporting organisations is from “Running Secondary School Sport”, by Sport New Zealand in 2014.

Sport New Zealand

Sport NZ is the national agency for sport in New Zealand. It works in partnership with national sport organisations (NSOs), regional sports trusts (RSTs), territorial authorities (TAs) and other sector groups as required. Sport NZ’s role is to lead, invest and enable the sport sector to create a sport environment in which more New Zealanders participate, support and win.

National Recreation Organisations (NROs)

Provide recreational opportunities that encourage more New Zealanders to be more active, more often. Some examples of NROs are the YMCA, Sir Edmund Hillary Outdoor Pursuits Centre and Outward Bound Trust of NZ. Sport NZ works closely with selected NROs to help get more young people involved in recreation, and participation is required for some students to complete their national achievement standards at school.

National Sport Organisations (NSOs)

Responsible for the capability of their regional sport providers. They help to increase participation in sport at regional and community levels by:

- developing whole-of-sport plans that include strategies for improving the delivery of sport at the community level*
- advocating for the importance and value of community sport to funders and others*
- establishing partnerships with key providers to benefit community sport*
- providing expertise and other support to regional sport providers and clubs*
- developing programmes and/or disseminating appropriate support resources, tools and guidelines*
- encouraging best practice delivery of community sport at local and regional levels.*

They are involved in getting more young people participating in organised sport through primary and secondary schools, and their strategic plans also include a school sport component.

Regional Sport Organisations (RSOs)

Responsible for, and support the delivery of, sport in a geographical region. They are often a provincial sport association that is closely aligned to its NSO and whose members are local sports clubs. The size, role and boundaries of RSOs vary among sports. Some of their responsibilities include:

- *the strategic direction of the sport in their region*
- *organising local competitions*
- *management of coach, referee and volunteer programmes*
- *support and development of their sports clubs*
- *support and administration of school sports' competitions and programmes.*

Regional Sports Trusts (RSTs)

RSTs are independent not-for-profit organisations governed by a Board of Trustees drawn from the local community. They have strong working relationships with sports organisations, local councils, health agencies, education institutions, local businesses and the media. As 'umbrella' organisations, RSTs work across the broad sport sector, assisting RSOs, schools and clubs as well as supporting individuals and community groups participating in less structured sport. They provide a regional voice for their sport and recreation communities.

Nuku Ora (Sport Wellington) is an example of a RST.

Regional Sports Directors (RSDs)

Regional Sports Directors are personnel dedicated to supporting secondary school sport, employed in most areas through Regional Sports Trusts but also including dedicated College Sport offices in some areas (College Sport Auckland, College Sport Wellington, School Sport Canterbury, Otago Secondary School Sports Association, Southland Secondary School Sport).

Typically the RSD positions and College Sport offices:

- *are jointly funded by Sport NZ and secondary schools*
- *are connected to regional sports trusts (RSTs) and the sport resources and personnel they house*
- *advocate for sport with principals and boards of trustees in their regions*
- *coordinate and deliver a regional calendar of inter-school events*
- *support the sport coordinator and provides professional learning opportunities*
- *report to local secondary school principals.*

The New Zealand Secondary Schools Sports Council (NZSSSC)

- *Coordinates National and North and South Island secondary school sports events.*
- *Operates a judicial function on behalf of its member schools to ensure a level playing field in inter-school competition, particularly developing and applying eligibility criteria.*
- *Provides professional learning and support to Regional Sports Directors and sport coordinators.*

Sports Clubs

Sports clubs are the face of sports in a community; they have an important role to play in making sport available in communities. They create opportunities for participation and deliver key sporting services such as coaching and access to competition directly to participants.

Commercial/External Sport Providers

External sports providers offer and/or facilitate sport opportunities with a cost associated.