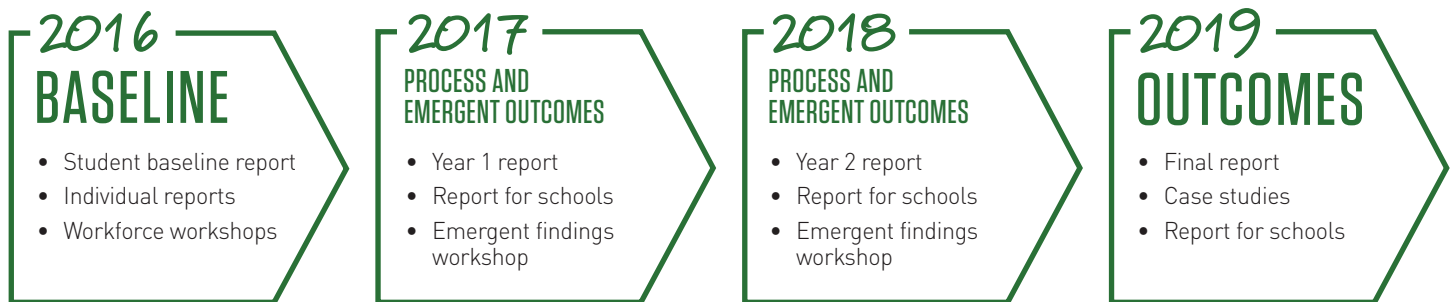


Evaluation Objectives

- Demonstrate the impact Play.sport is having on:
 - improving the confidence and competence of teachers
 - creating quality and engaging PE, sport and physical activity experiences for kids
 - improving young people's physical literacy
 - increasing young people's participation in PE, sport and physical activity
- Show how well Play.sport is being implemented and how well it is progressing towards achieving these outcomes
- Support ongoing development and improvement of Play.sport

Evaluation Timeline and Outputs



Key Findings

Quality of Learning/Provision

Students

- PE offers lots of opportunities to learn
- Want more variety and challenge
- Want more input into opportunities
- Want more culturally relevant opportunities

“Being able to have a choice about what we do so we can learn about some things more.” Student Survey, Upper Hutt

Teachers

- PE is not integrated with other parts of curriculum and there are no assessment processes
- Few practices develop critical thinking
- Have the ability to adapt to meet the needs of students

“ [Currently] we don't do PE, we do sport - Play.sport is a great way to get us back to teaching the curriculum properly. ” Teacher Survey, Upper Hutt

Play.sport Model

Teachers

- Play.sport workforce is highly valued
- Most value the Play.sport model
- Want clearer action plan

“ Relationships are great. We call them the 'A team'. They are very responsive. If there is a niggle, they are great at getting back to us and sorting stuff.” School, Waitakere

Workforce/national stakeholders

- Year 2 needs to be a year of action
- Need for better planning of implementation
- Focus on workforce leadership structures and succession planning
- Develop opportunities for schools to share good practices

“ We could be in a bit of strife next year when all 16 schools hit the go button! The phasing of planning implementation will be challenging; we may need to be strategic.” Workforce, Upper Hutt

Professional Learning and Development (PLD)

Teachers

- PE PLD is not a priority
- Want more PLD in:
 - planning Health and PE learning
 - shifting from sport/fitness approach to PE
 - what quality PE looks like

“ Providing staff with support and ideas to deliver effective PE lessons and help staff to have a clear understanding of the difference between PE and sport; what quality versions of these looks like.” Teacher Survey, Upper Hutt

Enjoyment & Confidence

Students

- Most like being active
- Being active is important to them
- Like learning new skills

“I love sport and PE - it is my best and great subject.” Student Survey, Waitakere

Teachers

- Most confident in Food and Nutrition
- Confidence in PE areas varies

Engagement & Belonging

Students

- 80% like doing PE
- 75% feel a sense of belonging at school and are making progress at school and in PE
- 33% sometimes feel left out in PE or sports

“When we are playing a game make sure everyone is included not just some people.” Student Survey, Upper Hutt

Health & Wellbeing

Students

- 85% have high awareness of healthy eating messages
- Lower awareness of messages about sugary drinks
- High level of screen time

“Being active can help you with your sportsmanship and your health.” Student Survey, Waitakere

Active School Culture

Teachers

- Health and PE is not a high priority
- Little formal planning process supporting PE
- Schools foster an active culture by providing a range of experiences

Participation

Students

- 75% are involved in at least one sports team (inside and outside school)
- 75% are encouraged to be active at home
- Most get to school by vehicle
- Most believe schools foster an active culture

“Our school should encourage everyone to do one different thing out of school.” Student Survey, Upper Hutt

Teachers

- 75% are involved in at least one sports team (inside and outside school)

Sport NZ

Workforce/national stakeholders

- Continue to develop workforce e.g. adult educators
- Clarify secondary school space
- Align Kivisport and Play:sport
- Build alignment across stakeholders
- Define Community Alliance
- Change name of Play:sport

“Alignment needs to come from the top rather than us having to think it out.” Workforce, Waitakere

Quality External Provision

Teachers

- Ad-hoc and infrequent use of external providers
- Varied alignment to school planning and curriculum

“There are advantages in using outside expertise (providers). What concerns me is the lack of strong connection with overall planning.” School, Waitakere

TEACHER/SCHOOL LEADER INTERVIEWS

27 staff

6 schools in Upper Hutt 8 schools in Waitakere

TEACHER/SCHOOL LEADER SURVEY

177

staff surveys from 28 schools

50 staff from Upper Hutt 127 staff from Waitakere

STUDENT SURVEYS

3,185

students from 29 schools

886 students from 10 schools in Upper Hutt 2,229 students from 19 schools in Waitakere

PLAY.SPORT WORKFORCE INTERVIEWS

5 working in Upper Hutt
11 working in Waitakere

STAKEHOLDER INTERVIEWS

7 Sport NZ and others

Evaluation Sample

