

3

Running Sport



Well planned events that meet the needs of students and schools, delivered with a focus on safety and inclusion, and that create a vibrant and exciting atmosphere for participants, are the crux of the work of the sport coordinator.

3.1 Planning

The process of developing a strong sport culture in a school community starts with the school's planning process.

Clear strategic, long term sport and annual plans allow a school to focus on priorities, monitor and review progress and consistently provide quality sport experiences for students.

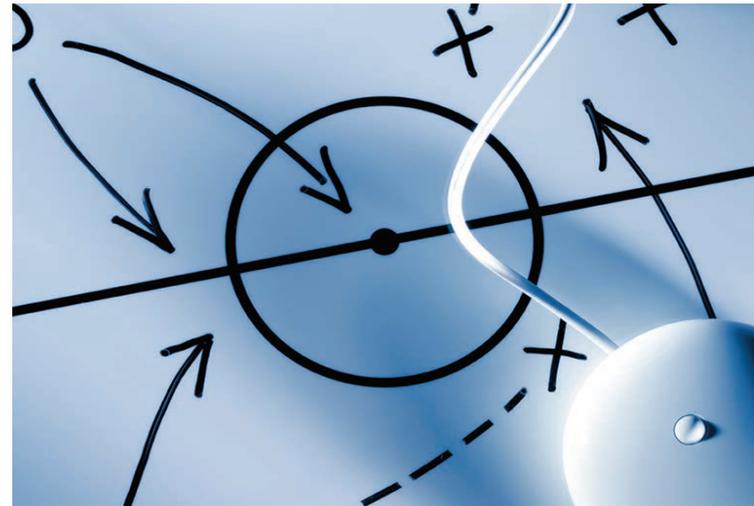
The long term sport plan aligns with the school strategic plan, and the annual sport plan comes out of the long term sport plan.

Developing, implementing and reviewing long term sport and annual plans help to:

- ensure quality opportunities for all students
- create sustainable sport and practices
- engage the entire school and wider community
- establish effective partnerships
- reinforce positive messages about sport
- identify areas to develop personal skills of teachers, parents and providers
- promote the positive value that sport offers young people.

See the following long term sport and annual plan templates and examples:

- [long term sport plan template](#)
- [long term sport plan example](#)
- [example of strategic goals, KPIs and strategic initiative for a school long term sport plan](#)
- [sport annual plan template](#)
- [sport annual plan example](#)



HOW TO CREATE A SCHOOL SPORT PLAN

Successful school sport planning gives clear direction on how the school aims to promote and provide sport. The school long term sport plan should be connected to, and be an expansion of, an outcome within the school strategic plan. Sport annual plans work towards delivery of the long term sport plan. The steps to consider when creating a school long term sport plan are:

1. Gather information

Gather information about the current state of your school sport, where the opportunities lie, what hurdles need to be overcome and who needs to be on board. Some of the ways to do this are through:

SCHOOL SPORT PLANNING ONLINE TOOL

Sport NZ's [school sport planning tool](#) is an online self-review tool that can be used by schools to gather information about where the school is at in terms of sport, and to help plan for and implement a quality sport programme. It is also used to review how you're going against the sport plan.

It covers four main topics:

Ethos and culture – vision and philosophy, planning and reporting, policies and procedures, school improvement, connections

School and community – effective engagement, partnerships with community, schools and whanau

Sport opportunities – environment, sports delivery and coaching

Curriculum – vision, planning, teaching and learning, professional development.

The school sport planning tool can be found at: www.sportnz.org.nz/SSPT.

CARRY OUT CONSULTATION

Consultation makes sure that everyone involved with school sport has a say about what they want, how it's offered and what their role is. Consultation should involve students, teachers, senior management, BOT, parents, representatives from the community and sport organisations.

You need to consider: how to consult with these people, for example through surveys; what information is most important; and how to summarise and share the information.

2. Develop plan

When developing a school long term sport plan consider questions around:

TERM OF PLAN

It's important to consider the term of the school sport plan when developing it, usually 3- to 5-years. Ideally this will line up with the school's strategic plan but will also involve annual detailed plans.

ASPIRATIONAL/VISION STATEMENT

What role does sport play in our school? What environment do we want to create for our young people in sport in our school? What do you want to be known for? Is sport central to the way our school operates? What do you want your school sport environment to look like?

BRAINSTORM IDEAS/OPPORTUNITIES

Start to layout the plan. Make sure you have a wide variety of input and ideas. The brainstorming process may result in ideas that don't land in the plan but it's important to think as wide as you can.

STRATEGIC OUTCOMES

What do you want to achieve? What are the priorities that we want to work towards?

MEASURES (KPIs)

How will we know we've achieved it? What will success look like? What are the targets for these outcomes?

ACTIONS/INITIATIVES

What are we going to do to achieve these outcomes?

IDENTIFY ROLES AND RESPONSIBILITIES

Who's going to do it? What are the roles and responsibilities required in a successful school sport plan?

IDENTIFY BUDGET/RESOURCE IMPLICATIONS

What do we need resource-wise, including people?

BARRIERS AND MITIGATION

What might stop this plan being achieved and what would you do to mitigate these challenges?

ENGAGE LEADERSHIP TEAM

To keep the school leadership team informed and engaged, present the consultation phase findings to the school leadership team i.e. this is what our community/teachers/students/BOT are saying/are interested in. Ideally the plan will be signed off by the leadership team, BOT and/or sports council.

3. Implement plan

You might be involved with the implementation of the sport plan. Successful implementation depends on tracking what is happening in sport, informing people about it, publicising and promoting successes, having the right people involved, and having adequate resources.

SECURE COMMITMENT OF SCHOOL LEADERSHIP

Commitment from school management, including Boards of Trustees, is essential. Without this, competing priorities can prevent targets from being achieved. Commitment may require formal support at a Board of Trustees' meeting.



ENGAGE PASSIONATE PEOPLE

You need people to drive sport within your school. This could mean forming a sports council or committee that provides leadership in implementing your school sport plan. Students, teachers, senior management/Board of Trustees, parents/whanau, and representatives from local sport organisations could be involved. See more information about school sports councils in the About Schools section.

SECURE MONEY AND RESOURCES

Refer back to section 1.4 How is Sport in Schools Funded?

CAPTURE INFORMATION

There are several electronic student management systems that can efficiently capture sport information and manage sport functions in your school, such as ordering uniforms, booking teams and calling for registrations.

KAMAR, MUSAC and PCSchools are the most common student management systems. You can use these systems to manage your sport data and information, and to produce the school representation census, which is required each year by the New Zealand Secondary School Sports Council (NZSSSC) and your RSD.

Both KAMAR and MUSAC run excellent helpdesks. See the NZSSSC website for [how to produce the representation census](#) and to download a [MUSAC user manual](#).

Your RSD can provide a profile of your school's participation data.

Ask your school's system administrator for advice.

TRACK PROGRESS AND PROMOTE PERFORMANCES

There are several ways to broadcast and promote sports results, including social media. For more information on communication, see section 1.5 Communication.

Check with your RSD regarding the requirements and procedures for notifying sports results in your region. Some codes' entries and results are managed by the RSD; others are managed by the code's regional sporting organisation. You may have to send results to different organisations.



CELEBRATE AND SHARE SUCCESSES

Achieving change in a school community takes time and effort from many people. It is important to share and celebrate successes across the whole school. This gives recognition, offers thanks, and helps keep the ball rolling.

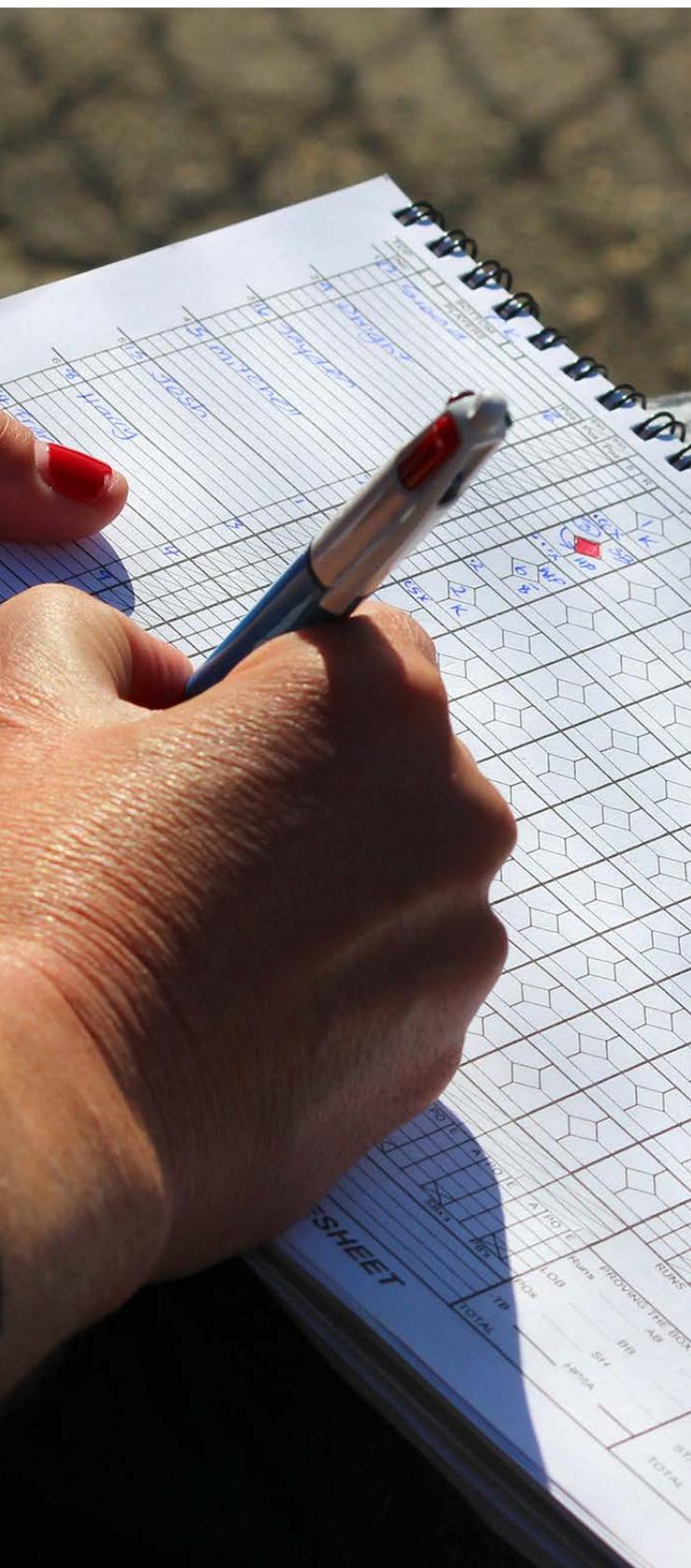
Success can be celebrated by:

- articles/photos in local media
- reports in newsletters, on websites and notice boards – of both school and other sport organisations
- posts on Facebook and social media
- certificates and recognition at events including assemblies
- medals and trophies
- special events, e.g. award ceremonies and parents' evenings
- sharing knowledge about what has been learned.

4. Monitor and review plan

Monitoring and reviewing progress is essential. This requires ongoing collection of information about such things as:

- progress towards targets
- actual vs budgeted expenditure and income
- resource allocation, including people.



There are a number of ways to monitor and review the school sport plan:

ANNUAL REVIEW OF THE LONG TERM SPORT PLAN

This could be done by a school sports council or other body that is one-step removed from the person who implements the plan. Ideally, this should involve formal reporting against the strategic plan.

ONGOING/REGULAR MONITORING OF THE ANNUAL PLAN

The sports council or senior leadership team should regularly monitor the annual plan. In terms of raising sport on the school's agenda perhaps the BOT, principal or an HOD could also participate in this review.

SATISFACTION SURVEY

Every two years Sport NZ sends out surveys to school sport coordinators and principals to gauge their level of satisfaction with their RSD and to gather information to improve the service and about the state of sport in your school. You will be contacted towards the end of every second year about this.

REPRESENTATION CENSUS

At the end of the year each school is expected to submit an NZSSSC representation census report. The census provides participation figures to NZSSSC about the numbers of students participating in each sport as well as the community and school involvement in coaching and managing sport.

Your RSD will contact you about completing the census. You can produce the report using the reporting tools MUSAC, KAMAR or an Excel spreadsheet provided by your RSD. For instructions on [how to produce the report](#) see the NZSSSC website.

Email the report as an Excel file to your RSD who collects this on behalf of NZSSSC.

Circulating report summaries, including census results, are a way of keeping boards of trustees and senior management engaged in the sport plan, and the reports can highlight areas for future improvements. The review of results shows if targets are met, and helps to identify contributing factors, demonstrates accountability, and identifies future planning and resourcing requirements.

3.2 Policies

Policies provide the framework and justification for actions. Policies are typically adopted by Boards of Trustees. They may include guidelines on team management and supervision, transport, outfitting and uniforms, health and safety, and eligibility criteria.

Establishing a sport policy should involve consultation within the school and its wider community. Through consultation, decisions on sport practices are more likely to be consistent, safe, equitable and appropriate.

Policies that schools might adopt include:

- Health and safety, and risk management - see section 3.4 Health and Safety
- Eligibility criteria – see the [NZSSC website](#)
- Codes of conduct – see section 2.5 Codes of Conduct.

See the following policy template and example policies:

- [sport policy template](#)
- [sport policy example](#)
- [policy to provide opportunities for students to participate in sport example](#)
- [policy on equity for sporting, cultural and academic activities example.](#)



3.3 Competition Delivery

You'll be responsible for managing and overseeing the running of intra- and inter-school sport competitions.

Intra-school and intra-mural refer to sporting activity and competitions within the school – generally inter-house, inter-form, inter-whanau are managed and delivered by the school's personnel.

Inter school refers to sporting activity and competitions beyond the school – generally with other schools and usually managed and delivered by an agency outside the school – RSD or RSO.

Some smaller schools don't have enough players so they combine with other schools for inter-school sport; this depends on the policies and procedures of schools and RSDs. Schools should liaise with their RSD about this.

The NZSSSC sets the guidelines for NSOs to deliver Island and National school events and tournaments. There are nationally adopted protocols in place particularly around eligibility. RSDs and principals establish rules for regional competitions they manage and deliver; RSOs for competitions they deliver. Check with them for more information.

Also consider special needs and disabled young people and how they can be included in either mainstream sport or the numerous programmes provided for them by your RSD or Special Olympics NZ, who have regional branches in most centres. These young people may be in a Learning Support Centre in your school - particularly those with intellectual disabilities, or mainstreamed – usually those with physical disabilities.

See the [Special Olympics NZ](#) website for a programme of sports training for children with intellectual disabilities. Most schools that have high needs students tend to have separate units for these students. Engage with staff who work with high needs students in your school to find out what works for them. Your local RSD can give you a list of events available for special needs students.

The [Halberg Disability Sport Foundation](#) provides support and training for schools on how to develop and deliver inclusive sport opportunities. They can offer advice on how to modify games and provide specialised equipment. They provide school teachers and staff with the skills to encourage the participation



of physically disabled people in sport and recreation at school athletics days, PE classes to camps.

If you require more information about working with athletes with disabilities, contact your local [Halberg Disability Sport Advisor](#) and perhaps take a No Exceptions Training course with them. You may also wish to contact your regional [ParaFed Development Officer](#) who helps provide programmes specifically for athletes with physical disabilities, including blind athletes.

Sports registration

One of your most important roles is to ensure the process for registering interest in playing sport is easy and accessible for all students. Most schools ask students to register their interest twice a year – for summer and winter sports. Some hold registration evenings for all sport, while others separate by code or season (winter/summer). Some suggestions for making the process simple are:

- you need to be flexible to get kids playing
- make sure that the registration process is clear so students know what to do and when, and they meet the requirements and expectations of the school e.g. 'no pay, no play' options, fees are invoiced through the school or paid up front
- registration can be paper-based or online. In particular, large schools are using technology for the registration process. Check with your RSD to see if they know of schools in your region who use electronic processes - generally they will share these with you. In both cases, design registration forms that:
 - are simple and easy-to-fill-out
 - collect all the information required for the database. Much of this already exists on the school's Student Management System (SMS) - KAMAR, MUSAC, PCSchools - so don't seek/re-enter data that can be readily imported from the existing system. However, make sure you check the accuracy of the existing data through your registration information

- include statements about player responsibilities/codes of conduct
- collect any required permissions
- ask parents to be support as coaches, managers, transport, team sponsors – keep the gates open for any opportunity to support the school.

See an example of a [registration form](#).

- If holding a registration night, advertise it in the school's newsletter, on notice boards around the school and through websites and social media.
- There is a huge opportunity to use your current students and sport leaders to promote sport and what your school provides at 'open evenings'.
- A number of schools create a small handbook that lists all the essential details of sports offered. These may include: the night the sport is played on, approximate cost to play, where the sport is played, links to the rules, uniform requirements.
- Use the school's website to promote registration and code information.
- Record sports registrations in the student management system or similar online tool.
- Some schools collect information on enrolment forms or via parent portals about future students and their sporting interests.

Event registrations

You are responsible for ensuring that your school meets the entry requirements for the inter-school competitions; typically this is organised by the RSD or the RSO – this varies significantly from region to region. Your RSD should be able to provide you a schedule of who manages and delivers the various codes. You will have responsibilities in regards to event entry deadlines, result notification, award nominations, payments, registrations, and conduct of those attending.

Your RSD will provide you with an event schedule and costs relevant to your region so you can be aware of events ahead of time, but do not wait until you receive the call for entry before taking registrations from students and organising teams and coaches. This should be done during a winter and summer registration period scheduled well in advance of the start of the season. Your RSD will again provide guidelines.

Island and National tournaments' information can be found on the [NZSSSC website](#). The calendar for the following year will be available from your RSD at the beginning of term 4. For tournaments you regularly attend, you should organise accommodation and travel in advance. Prior to booking, check the qualification process first to ensure that your team is eligible.

Running sports trips

There are many opportunities for students to play away from school. The annual programme of sports trips needs to be established at the start of the year so that interruptions to student classroom study are factored in.

Sports trips may involve inter-school exchanges, weekend tournaments, Island school tournaments, New Zealand school tournaments, qualifying tournaments and overseas tournaments.

Choosing to send a team away is a difficult decision. With all the requirements necessary for student travel, it can sometimes be tempting to see school sports trips as 'too hard'. However, the learning that happens on these trips is invaluable to the students and can benefit the team in terms of team spirit and bonding.

Your school will have procedures and processes in place for education outside the classroom (EOTC). You will need to complete a safety management system or risk analysis and management system (RAMS) form for the trip. See section 3.8 Health and Safety for a RAMS template and example, and factors to consider for a safety management plan.

The lead-up to summer and winter tournament weeks is a particularly busy time for sport coordinators with most schools sending several teams away to compete in national tournaments. Ensure you have accommodation and travel arrangements and funding requests in place early to avoid missing out.

See more information about [running sports exchanges](#) on Sport NZ's website.

Schools also traditionally run whole school events for sports such as athletics, cross-country and swimming. For more information see Sport NZ's website on running the following school sport events:

- [athletics sports](#)
- [cross-country](#)
- [swimming sports](#).

3.4 Informal Sport & Games

Informal sport is social or recreational sport without a schedule of competition or activity, and at a time or place of the participant's choosing.

To encourage informal sport, especially for young people who don't want to play formal sports, you need to promote participation in ways that are meaningful to these kids e.g. not sporty. There also needs to be:

- support by peer leadership/role models
- a school culture and environment that encourages kids to be active
- access to space and equipment.

Some ways to create, promote and foster informal sport could include:

- surveying kids to find out what they want to do
- providing student-led activities at lunchtime - give responsibility to senior students and/or the student sport council to run informal activities and support kids by being role models
- creating opportunities for fun – kids don't want it to be hard work
- encouraging other recreational activities such as dance, or modify traditional sports, for example 3-on-3 basketball and futsal
- playing against teachers and staff
- for kids with disabilities, see the [Halberg Disability Sport Foundation website](#); they provide support and training for schools on how to develop and deliver inclusive sport and physical activity and recreational opportunities. Also see the [Special Olympics NZ website](#).
- providing modified sport options for students who miss out on selection in school teams or whose competition finishes early.



3.5 Tournaments & Draws

You should know how the various tournaments are organised so that you can decide which format best suits your game, number of entries, time allocated, available facilities and equipment, and the number of officials available.

In determining the type of tournament format or draw, consider these factors:

1. OBJECTIVES OF THE TOURNAMENT, FOR EXAMPLE TO:

- determine a winner quickly
- provide maximum participation
- encourage social interaction
- determine a true champion
- rank all entries according to ability
- qualify a team/individual for a regional/national competition.

2. CHARACTERISTICS OF PARTICIPANTS

- age level
- playing ability and skill level
- interest level
- intensity of competition – competitive/informal.

3. FACILITY, EQUIPMENT, PERSONNEL

- available facilities
- number of fields/courts
- equipment required
- personnel (officials, etc.) available.

4. TIME

- length of time available
- time required
- provision for poor weather, play-offs, etc.

5. TYPE OF EVENT

- individual
- dual
- team
- co-ed
- house or class
- mates.

6. OTHER FACTORS

- budget
- publicity/promotion within school.

Types of tournaments

Tournaments or competition formats include:

- challenge (ladder or pyramid format)
- single elimination (knock-out tournaments)
- double elimination
- consolation
- seeded elimination
- round robin.

Find out more about the different [types of tournaments and draws](#).



3.6 Facilities, Equipment & Uniforms

It's important that all available facilities, equipment and other resources are managed well to allow easy access, and maintained to a usable and safe condition.

Facilities

Sport facilities include playing fields, the gymnasium, school hall, swimming pool, asphalt or court areas, adventure playgrounds, trees, playground markings, concrete walls, changing rooms and showers, and lock-ups or areas for bikes.⁸

Within your school, you should know:

- what facilities are currently available for sport
- who is responsible for reviewing the facilities and maintaining their condition
- how safe are these facilities for the types of activities that take place
- what procedures are in place for using these
- who has access to the facilities and when
- what community facilities does the school have access to
- which students use these facilities.

Schools should aim to promote equal access to facilities for all students. Systems and procedures for use of the facilities at these times need to be reviewed regularly to ensure that they continue to be user-friendly and easy to manage.

Access to school facilities by students and community members outside school hours promotes the positive sport culture of the school and helps maintain links with the school community.

For examples of collaborative partnerships between the community and schools see the [Facilities section](#) on Sport NZ's website.



Equipment

Equipment and resources you may need to do your job include:

- laptop, personal computer or tablet connected to the school network and internet
- appropriate software including word processing and spreadsheets
- mobile phone/smartphone
- access to IT support
- access to printer and photocopier
- relevant office equipment
- adequate supplies of sporting equipment e.g. balls, bats, uniforms etc.
- whistles and stopwatches
- first aid kits
- electric pump (for pumping up balls).

Easy access to appropriate equipment is essential for a positive school sport culture.

Within your school:

- how is the equipment for sport currently managed?
- is there a storage area that is organised so that all the equipment is readily accessible?
- is there an equipment inventory that is regularly reviewed and updated?
- what is the operational system for issuing and returning equipment? Is it working?
- what is the procedure for maintaining and replacing equipment?
- do all students have access to and use of equipment in breaks and before and after school?
- who decides what equipment will be purchased?

The person in charge of the equipment storeroom needs time to organise and implement systems to ensure that teachers or students can access equipment whenever it is needed.

The school's equipment can be retained, looked after, and used and enjoyed by all when:

- all items are labelled clearly and have a designated, labelled place for access and return
- there is an accountable process to follow when using sport equipment
- there is a clear system for student access during playtime and lunchtime. This may be student managed.

Uniforms

The sporting arena is a very public showcase of a school's students, the way they present and their behaviours. So that there is consistency of design, supply and colours, an increasing number of schools have a contractual arrangement with a sport apparel supplier. There are often significant benefits built into these contracts and you should consider 'going to the market' to get the best outcome for your school. Some schools have students buy their sports uniform – often from the school clothing shop, some charge students a fee to 'lease' the uniform for the season, and often first teams have their uniforms personalised and numbered and purchase them outright. Tracksuits also need to be considered and made available.

You can keep tabs on sport uniforms through your student management system. For MUSAC users see the [MUSAC user manual](#) on the NZSSSC website.

If you're not using a student management system to track uniforms, or if you issue entire uniform sets to coaches to distribute, you'll need a way to keep track of them. A quick email to the coach or manager of the team with a checklist attached is a simple, effective method of tracking uniforms. See a [uniform tracking sheet example](#).



3.7 Finance/Money Management

Budgeting

Most sport coordinators need to have some skills in budget management as they're often responsible for managing the budget allocation for extra-curricular sport. Some schools may operate separate allocations for each sport.

Things to remember and consider include:

- Where does the responsibility for money management lie (ideally with the school's executive officer)?
- Is your operating budget on a break even or profit basis?
- When is budget planning done?
- Sport fee structure for codes.
- Is income aligned to your budget?

For an [example budgeting/expenditure tracking spreadsheet](#) and how to use it, see Sport NZ's website. This spreadsheet is useful for managing one budget for sport and meeting the need to track expenditure on a code-by-code basis.

Sponsorship

Consider the following points when deciding about approaching a commercial partner/corporate sponsor to help fund your school sports:

- In many cases sponsorship deals are done through parents and business contacts rather than a proactive approach to sourcing commercial partners and sponsorship.
- There are also several online fundraising organisations that can create and develop fundraising ideas for schools, provide web donation support capability and connect the school with sponsors/donors online where funds can be donated securely e.g. www.schoolfunrun.co.nz and www.fundraiseonline.co.nz/schools.
- Commercial partnerships and sponsorships can require some management and servicing so you need to decide whether your school has the capability or resource to do this.

- Read Sport NZ's resource [Sport sponsorship: Securing and Retaining Commercial Partners](#). Note: This resource is aimed at NSOs, RSOs and RSTs and is not specific to educational institutions but much of it is relevant and it is certainly worth reading if you're considering commercial partnerships/sponsorships.
- Carefully research and identify potential sponsors, present your proposal and follow-up.
- Avoid conflicts of sponsorship and be aware that some companies may demand an exclusive arrangement.
- For further funding opportunities check Sport NZ's [directory of potential funding sources](#).

Consider what you can offer your sponsor, for example:

- their company logo on uniforms and equipment (e.g. rugby goal post pads)
- regular promotion with a large potential customer base through newsletters home to parents (e.g. the school's newsletter)
- the opportunity to 'own' an event or activity – e.g. Harcourts Cup
- an opportunity to be seen as an integral part of sport at your school and therefore the community ie. socially responsible
- keep your sponsors happy and deliver on what you've promised.

See an [example sponsorship proposal](#).



3.8 Health & Safety

Young people must be kept physically and socially safe when they participate in sport. Schools and sport providers have responsibility for protecting young people from physical, social and emotional harm.

Keeping participants safe covers a range of areas including:¹⁶

- the physical environment – facilities, equipment, techniques, weather conditions
- the social environment – the different relationships between participants, coaches or instructors, and parents
- the emotional environment – bullying, promoting positive feelings about individuals, preventing any forms of abuse.



See more information about [Safe sport for children](#) and [Good practice principles](#) for delivering sport for young people on Sport NZ's website.

The Board of Trustees, through the principal, must ensure that the school has health and safety policies and procedures and that these are implemented effectively.

¹⁶Sport New Zealand 2014, *Good Practice Principles [online]*, available URL: <http://www.sportnz.org.nz/managing-sport/guides/good-practice-principles-for-the-provision-of-sport-and-recreation-for-young-people>

Risk analysis and management system (RAMS)

In reality it is impossible to eliminate all risks associated with sport and that, regardless of steps taken to minimise risk, injuries will occur.

Risk management is about ensuring that those people involved in hosting and/or controlling sporting events take the necessary steps to isolate or minimise risk in sport.

Two common systems of risk management are RAMS (risk analysis and management system) and SAPs (safety action plans). The end user (e.g. sports coach/manager) should be consulted when developing a RAMS or SAP plan.

They will be able to advise how to prevent something going wrong and what they would do in the event of something going wrong. They will understand and own the safety management system. It is important for the RAMS to be signed off by the principal.

See a [sporting event RAMS template](#) and an [example of a completed plan](#).

The factors to consider when developing a plan are:

1. IDENTIFY THE RISKS

In the first section of the RAMS form identify all the possible injuries and/or accidents that could occur. These may include cuts and grazes, concussion, or broken bones from player collisions. There is also the possibility of a serious medical condition being experienced at the venue, for example: heat stroke, severe sunburn or an existing medical condition worsening (heart condition).

2. IDENTIFY CAUSAL FACTORS

Identify factors that could contribute to injury under the headings of people, equipment and environment.

For example:

- People – What do they bring with them to the event, such as age, physical fitness, health and so on?
- Equipment – What equipment is required, including ground equipment, playing equipment and safety or protective clothing?
- Environment – What environmental factors will impact on the activity, such as playing surface or temperature?

3. RISK MANAGEMENT STRATEGIES

Under the normal operating section of the RAMS form, list strategies that can be used to minimise or isolate potential injuries. This may include strategies such as the provision of sun shades for players and spectators or ground signage relating to the bat off ball risk in specific spectator areas. It is also necessary to identify strategies to cope with potential emergency situations, such as the provision of a medical evacuation vehicle in case of a serious injury.

4. RELEVANT INDUSTRY STANDARDS

What are the current standards required in relation to tournament planning within your sport? Are there any specific rule alterations relevant to the level of competition you are involved in?

5. POLICIES AND GUIDELINES

What policies or guidelines are in place relating to officials in the game? Are there any further recommendations that should be made relating to this specific event?

6. SKILLS REQUIRED BY STAFF

List the skills and competencies required by staff involved in this activity. This information can be obtained from information identified in the RAMS form to date, for example, what level of qualification the respective official should hold to officiate at this level of event.

7. FINAL DECISION ON CONDUCTING THE ACTIVITY

Take the completed RAMS plan to your executive/principal and have them sign off the event. This ensures that the tournament organisers disclose possible risks and manage their own level of liability as the tournament/event planner.

8. EVALUATION

It is important that the RAMS plan is viewed by all personnel involved in the sport at the start of a season. It is a living document and should be regularly evaluated with any necessary changes made as and when needed. An example of this is monitoring and recording all injuries associated with the event and other similar events and then identifying further strategies to eliminate any common occurrences.

NZSSSC also has a [Safety Action Plan template](#) on their website.

Injury prevention

The old adage 'prevention is better than cure' is a wise principle for all sport coordinators, coaches and managers to adhere to. In order to help prevent injuries happening, you need to develop an injury prevention plan, and assist your coaches to implement it. Use the following guidelines:

- Plan training programmes that are specific to the demands of your sport, and that build up fitness gradually and then maintain it.
- Be aware that many major injuries occur when athletes are fatigued, and take this into account during training and competition.
- Be aware of any known long-term or short-term medical conditions that your athletes may have.
- Follow sound teaching and coaching practices to ensure you teach your athletes the correct techniques for all activities, and that they perform skills and exercises correctly. Avoid potentially dangerous exercises.
- Ensure all training activities are appropriate for the athletes' abilities and stages of growth and development. Set realistic goals for the athletes, or assist them to do this for themselves.
- Ensure athletes warm up adequately prior to training and competition, and cool down at the conclusion of each session.
- Group athletes according to their size, shape, stage of growth and development, and ability. For junior athletes, modify the rules, equipment, size of the playing area, etc.
- Ensure that athletes use sports equipment that is safe, and is suited to their ability and stage of growth and development. Ensure that all equipment is used safely and correctly.
- Ensure that athletes wear suitable protective clothing and equipment where appropriate, and that it is fitted correctly.
- Be aware of extremes in temperature and humidity during training and competition, and take appropriate action to prevent temperature-related injuries and illnesses when necessary. Ensure the athletes' fluid intake is adequate, both during and after training and competition.

- Ensure all athletes adhere to the rules of the game, the principles of fair play, and all safety practices associated with your sport.
- Ensure injured athletes are rehabilitated completely before they return to training and competition. If in doubt, consult with their medical specialist. Do not allow any athlete to participate who is in pain or unwell.
- Ensure athletes are not overtraining e.g. incorrect loading or progression of activity, or simply doing too much. Check for symptoms of overuse injuries, e.g. pain and inflammation. Pain is a warning sign that something is wrong; do not ignore it.

See more information on sport-related injuries:

- [Recognising and categorising injuries](#)
- [Assessing injuries](#)
- [Applying first aid](#)
- [Treatment and rehabilitation of injuries.](#)

Education outside the classroom (EOTC)

Learning opportunities that take place outside the classroom are broadly described as education outside the classroom (EOTC). These can include any curriculum-based activity that takes place outside the school gate ranging from a museum or marae visit, **sports trip**, outdoor education camp, to a rocky shore field trip.¹⁷ The Board should have a policy that sets out the requirements for students and staff involved in EOTC activities.

The Ministry of Education (MOE) has produced EOTC guidelines that describe how schools can plan for EOTC activities from a safety perspective. This set of guidelines supports the national curriculum and is consistent with statutory requirements and accepted best practice standards.

Refer to the [EOTC Guidelines](#) on their website.

Your school should have an EOTC coordinator, ideally a teacher, senior staff member, or the principal (or a combination of these), who will have responsibilities to the Board and the Ministry with regard to EOTC activities. Speak to this person for advice and help in planning and running an EOTC sport event. They will look at your programme in terms of:

- curriculum (learning)
- budget
- safety.



SAFETY MANAGEMENT SYSTEM FOR EOTC ACTIVITIES

All schools are expected to have established safety management systems and procedures that reflect their own EOTC policies and programmes. MOE suggests a five-stage process:

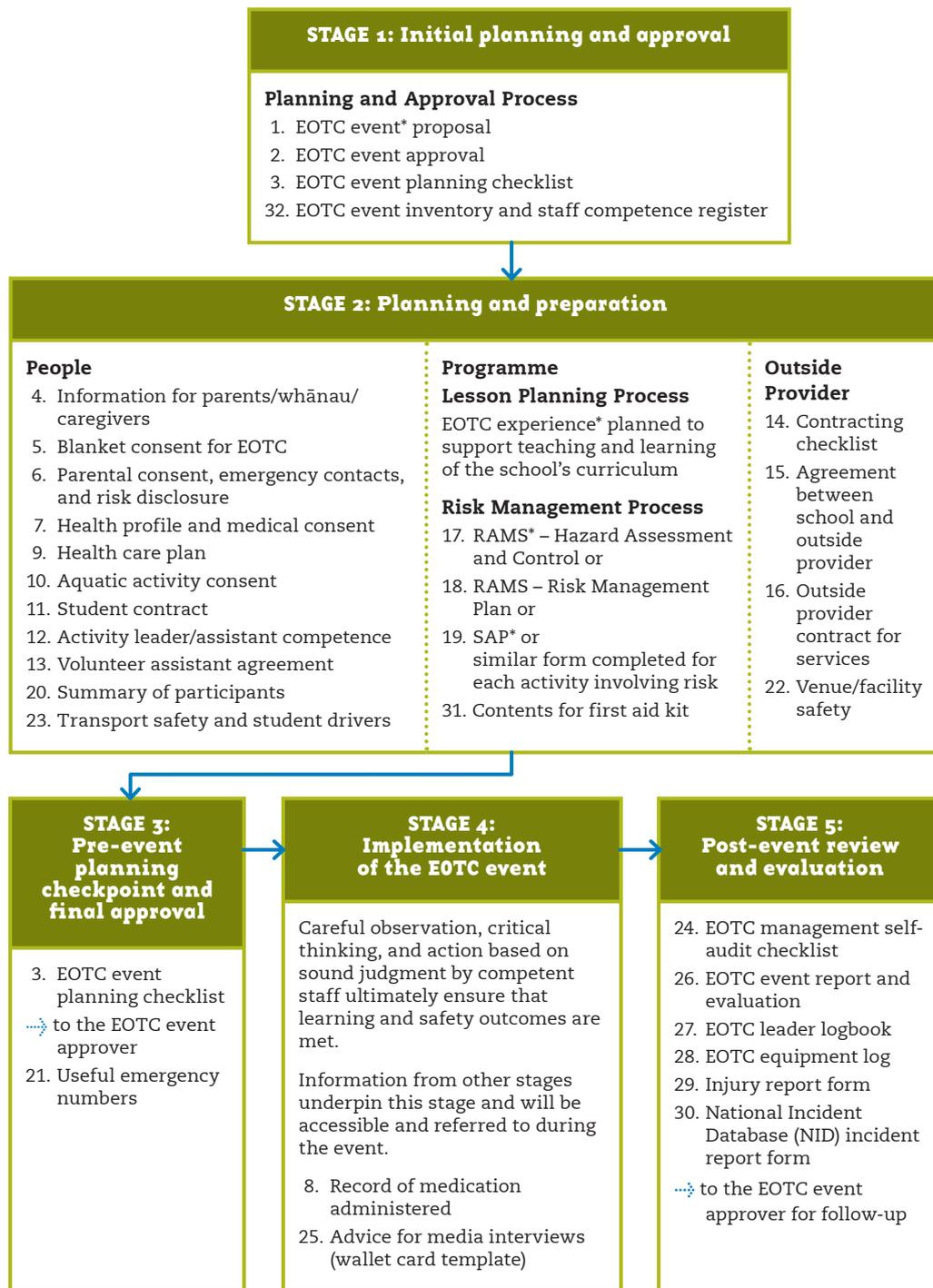
- **Stage 1:** Initial planning and approval.
- **Stage 2:** Planning and preparation (people and programme management).
- **Stage 3:** Pre-event planning checkpoint and final approval.
- **Stage 4:** Implementation of the EOTC event.
- **Stage 5:** Post-event review and evaluation.

A comprehensive range of forms related to this five-stage approach are available from the [Safety management toolkit in the EOTC guidelines](#). These can be customised for your school. Ideally, these tools should be available to all staff on the school's intranet. Each form details a safety management procedure. Depending on the level of risk associated with the activity, some management procedures may be carried out informally (for example, verbally) rather than using a form.

Figure 4 illustrates how the procedures and forms in the guidelines toolkit could fit into the five-stage EOTC management process.

¹⁷Ministry of Education 2009, *EOTC Guidelines: Bringing the Curriculum Alive [online]*, available URL: <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

FIGURE 4: MINISTRY OF EDUCATION EOTC GUIDELINES



Note: The numbers and asterisks correspond to the sample forms and notes in the EOTC toolkit: <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>.



Resources and templates are available online at: www.sportnz.org.nz/rss

Conclusion

The role of a sport coordinator is central to the provision of a quality sports experience for young people, and we congratulate you on holding this position.

We hope this resource is useful for you. Typically, sport coordinator responsibilities can be wide ranging and we may not have covered every aspect of your job within this document. However we will continually update the list of tools, templates, guidelines and other information on our website at www.sportnz.org.nz/rsss and we encourage you to visit this from time to time if you need assistance with your role.

Good luck and don't hesitate to contact us if we can help.

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