



Eastern & Central  
**COMMUNITY  
TRUST**  
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## **SPECIAL PROGRAMMES COMMITTEE MEETING RST REPORTING**

**10.30am Thursday, 17 September 2015  
Eastern & Central Community Trust Board Room**

# Agenda: Regional Sports Trusts Six Month Review Meeting

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<b>Date</b>	10:30am to 3:00pm; Thursday 17 September 2015	
<b>Location</b>	Westerman's Board Room, 102-104 Russell Street, Hastings	
<b>Meeting Chair</b>	Mark Kilmister (ECCT)	
<b>Attendees</b>	ECCT	Special Programmes Committee (Ron Garrod, Mark Kilmister, David Lea) & Staff (Jonathan Bell, Rose Artemiev, Neil Attapattu, Kelie Jensen)
	Sport Gisborne Tairāwhiti	Brent Sheldrake, Thomas Edge
	Sport Hawke's Bay	Mark Apsden, Donna Trow
	Sport Manawatu	Trevor Shailer, Angela Rainham
	Sport Wellington Wairarapa	TBC
	Sport New Zealand	Dave Knowles
<b>Documents</b>	Regional Sports Trusts Six Month Review Meeting Pack	
<b>Purpose</b>	The purpose of the meeting is to discuss trends and issues in the sports sector and the work being undertaken by Regional Sports Trusts.	

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<b>10:30-10:40 am</b>	<b>1. Welcome and Introduction</b>	Mark Kilmister
	Apologies	
	Minutes of the last meeting / Matters arising from the minutes	
	Date of next meeting- suggested date Thurs, 18 Feb 2016 (reports due 29 Jan)	
<b>10:40-11:15 am</b>	<b>2. Receipt of written reports</b>	Mark Kilmister
	Speakers to take reports as read. Each will have 5 minutes to highlight any key points from the report or for their organisation.	
	- Sport Gisborne Tairāwhiti	
	- Sport Hawke's Bay	
	- Sport Manawatu	
	- Sport Wellington Wairarapa	
	- Sport New Zealand	
	- ECCT	
<b>11:15-12:30 pm</b>	<b>3. Group Discussion</b>	Facilitator Jonathan Bell
	3.1 Capability & Capacity	
	3.2 Youth	
<b>12:30-1:15pm</b>	<b>Lunch</b>	
<b>1:15-2:00 pm</b>	<b>3. Group Discussion continued</b>	Facilitator Jonathan Bell
	3.3 Sport Leadership	
<b>2:00-2:30 pm</b>	<b>4. General Business</b>	Mark Kilmister
	4.1 New Reporting Template / Meeting Format	

# Regional Sports Trusts Six Month Review Meeting Pack

September 2015

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## Work Areas Summary

Areas that we agreed to collectively focus on in our Memorandum of Understanding across the next five years are: Capability and Capacity, Youth, and Sports Leadership.

<i>Goal</i>	Strong Sport and Recreation Sector		
<i>Focus Areas</i>	<b>Capability &amp; Capacity</b>	<b>Youth</b>	<b>Sport Leadership</b>
<i>What we want to see</i>	<p>Strong and thriving sport and recreation organisations.</p> <p>Quality sport and recreation delivery that meets the needs of participants.</p>	<p>Sport and recreation approaches that are child and young person-focused.</p>	<p>RSTs are involved in decisions and projects affecting sport and recreation.</p> <p>RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.</p>

Formal Indicators for focus areas have not been developed yet. Things that have been identified as important included:

1. **Capability & Capacity:** Sound business practices in place; recruitment & retention of quality volunteers, coaches, staff; satisfied participants; quality, participant focused programmes; good sports delivery; engaged & connected clubs; learning cultures; collaborations & partnerships.
2. **Youth:** Youth-centred approaches; participation & satisfaction rates; quality youth-focused programmes; right-development pathways; learning, development, and enjoyment focus; quality competitions; soft skills development (e.g. confidence, enjoyment, resilience, team-work); social connections; engaged young people e.g. 'buzz'; inclusive practices including supportive clubs, schools, & communities.
3. **Sport Leadership:** influence, collaborations, and insights; best-practice knowledge development & transfer; a better connected sports sector; RSTs & organisations participating and having a voice in local decision making; community & local knowledge; partnerships, resource sharing, shared services, & joined up approaches.



## Group Discussion:

### 1. Capability & Capacity

<i>Agenda Item</i>	<i>Discussion Point</i>
<b>1.1 RST Report</b>	Round table with each group reporting on: <ul style="list-style-type: none"><li>• Most significant change in the Capability &amp; Capacity Area in the last 12 months.</li><li>• Changes to work plans going forward</li></ul>
<b>1.2 Governance</b>	Tools & Programmes <ul style="list-style-type: none"><li>• Tell us about one initiative that is working for your RST?</li><li>• What needs rethinking?</li><li>• What is working well nationally?</li></ul>
<b>1.3 Key Question</b>	Community sport <ul style="list-style-type: none"><li>• What is required to make organisational development a priority for the sector?</li><li>• How can we get the system to work together to improve the experience for the participant?</li><li>• What can we do as a funder to support this?</li></ul>

## 2. Youth

<i>Agenda Item</i>	<i>Discussion Point</i>
<b>2.1 RST Report</b>	Round table with each group reporting on: <ul style="list-style-type: none"><li>• Most significant change in the Youth Area in the last 12 months.</li><li>• Changes to work plans going forward</li></ul>
<b>2.2 Secondary School Sport</b>	Tools & Programmes <ul style="list-style-type: none"><li>• Tell us about one initiative that is working for your RST?</li><li>• What needs rethinking?</li><li>• What is working well nationally?</li></ul>
<b>2.3 Key discussion</b>	Secondary School Sport <ul style="list-style-type: none"><li>• What is required to get a coordinated approach to delivery of Sport in Schools?</li><li>• How do we get agreement on what a participant-focused approach looks like?</li><li>• What can we do as a funder to support this?</li></ul>

### 3. Sport Leadership

<i>Agenda Item</i>	<i>Discussion Point</i>
<b>3.1 RST Report</b>	Round table with each group reporting on: <ul style="list-style-type: none"><li>• Most significant change in the Sport Leadership Area in the last 12 months.</li><li>• Changes to work going forward</li></ul>
<b>3.2</b>	Tools & Programmes <ul style="list-style-type: none"><li>• Tell us about one initiative that is working for your RST?</li><li>• What needs rethinking?</li><li>• What is working well nationally?</li></ul>
<b>3.3 Key discussion</b>	Collaborative Systems are in place with RSOs, Councils, and others – <ul style="list-style-type: none"><li>• How much impact do they have on influencing Council and other key decision makers?</li><li>• How can this change?</li><li>• What can ECCT do as a funder to support this?</li><li>• How can RST's keep their independence, but still be involved in shaping key projects?</li></ul>

# Report: Sport Gisborne Tairawhiti

(Reporting period – 6 months to 30 June 2015)

## 1. Focus Area: Capability & Capacity

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>• Strong and thriving sports and recreation organisations.</li> <li>• Quality sport and recreation delivery that meets the needs of participants.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p><b>What's happening in the community</b></p> <p>There is very little communication / understanding / linking / connection between secondary schools and RSO's and sports clubs/codes. There is a lot of resource that goes into the primary school sector from RSO's as it's relatively easy to get numbers and buy in vs the difficult area of secondary schools.</p> <p>Clubs are still very week to week, weekend delivery focused with little thought about how to recruit new members. The clubs need to understand what their club is providing to existing and prospective members in regards the environment, coaching and pathways. Generally clubs gauge success on their placing in their relative competitions and planning consists of playing in a higher competition regardless of capability.</p> <p>Clubs in the Tairawhiti can also be a misnomer as many "clubs" are realistically just teams that get together for a Saturday game with no committee, no structure and no coach so to speak. Clubs and codes are also not making provision for the redevelopment of their facilities.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>SGT has identified the secondary school market as a priority within our community sport plan. Building relationships with key staff in the secondary schools is critical. We have facilitated forums for the secondary school principals to identify opportunities for RSO and club engagement within the schools. SGT facilitated opportunities for RSO's to meet and discuss relevant issues with the secondary principals.</p> <p>SGT provided 10 Warrant of Fitness opportunities for regional clubs and organisations since January 2015, part of this programme is offering an online "Operations Manual" for clubs to access, this manual has 6 categories for clubs to work through such as planning, sport delivery and financial management. The operations manual provides templates for clubs to use; it is then just a case of filling the form out rather than having to come up with the template itself.</p> <p>SGT provides quarterly code forums where clubs/codes and RSO's are invited to meet and discuss a particular capability topic, the last topic was funding with presenters from ECCT and the Lion Foundation which had 28 people attend.</p>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>[Discussion Point]</i></p>	<p>The greatest "buy in" from clubs has unfortunately come from a feeling of crisis, when they realise that their numbers are dropping, club members ages are increasing and the prospects are not looking good in the foreseeable future.</p>

<p><i>For example</i></p> <p><i>What works</i></p> <p><i>What doesn't work</i></p> <p><i>Gaps &amp; new activities</i></p>	<p>Opportunities through Kiwisport funded projects have brought clubs/codes together. The Swim for Life project is a good example; two swim clubs who for the last 20 years have not engaged with each other now collectively work on providing swim lessons for the regions low decile schools.</p> <p>Providing a tangible resource for clubs has given SGT credibility within the codes that resource might include financial grants, staff working alongside a club to assist with the delivery of a project or assisting with the funding process for a worthy project.</p>
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## 2. Focus Area: Youth

<b>What we want to see</b>	<ul style="list-style-type: none"> <li>Sport and recreation approaches that are child and young person-focused.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community, The big picture, Any significant issues, Trends in capability &amp; capacity, Impacts of your work</i></p>	<p>Primary school sport continues to thrive as parents are more comfortable to coach or manage these younger age groups. RSO's tend to focus on the Primary sector as participant numbers are much easier to obtain and numbers are a great deal higher than older age groups.</p> <p>Secondary schools find it more and more difficult to provide for youth sport, teachers are less engaged as coaches/managers than they were in previous generations.</p> <p>Quality coaching continues to be a major factor in attracting and retaining secondary school aged students. Coaching of a first team is generally easier than finding coaches for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> teams etc. Coaches focus too much on results/winning rather than values based coaching which emphasises enjoyment and improvement.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>SGT have had discussions with the few active RSO's in the region to see if they can provide more support for the 13+ age group (effectively secondary schools) of which there are approximately 3000 students in the Gisborne East Coast region. One RSO has already met with the secondary school principals to discuss opportunities for their code.</p> <p>We will continue to support the Wednesday afternoon sport initiative as it encourages teachers that otherwise wouldn't be involved in sport to engage and are enjoying it as a consequence. Teacher participation pre Wednesday sport was one of the lowest in the country, post Wednesday sport, teacher participation is now one of the highest nationally.</p> <p>SGT are using the coaching passport to encourage the "values based coaching principles" that encourage amongst other things teamwork, game understanding and respect. 317 coaches are active on the passport, from first time coaches to high performance regional coaches.</p> <p>Finding coaches with the right values, willing to coach teenage students are and always will be difficult to find the work we are undertaking with clubs and through the coaching passport are ways we endeavour to combat this issue.</p>
<b>Is there anything you learned that you can</b>	<p>More emphasis/focus needs to be placed on supporting secondary school sport. A better understanding of how many students leave the region is critical, historically we have assumed that the number is quite high,</p>

<p><b>share with us?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works, What doesn't work, Gaps &amp; new activities</i></p>	<p>therefore limiting the ability of clubs to attract young members. The true information from the largest secondary school in the region shows the figure is actually around the 30% mark. This would indicate that more students stay within the region than first thought, the question beckons as to why they aren't continuing on into club based sport at the completion of their secondary school education.</p>
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### 3. Focus Area: Sport Leadership

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>RSTs are involved in decisions and projects affecting sport and recreation.</li> <li>RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p>Facility development will continue to be a significant focus area for the RST, there are a number of code facilities that require major renovation and development (Netball) and some codes that are looking for new facilities (Softball)</p> <p>Codes and organisations are leaning on the RST more and more to physically lead and deliver projects (Papawhariki, Bikes in Schools, Flat Water Facility and the Swim for Life Project). Whilst this is fantastic that we are seen to be an agency that can bring projects to life and to a point where they are adopted by the Gisborne District Council (GDC) and into the long term funding plan, this does put us in an awkward position of at times trying to be impartial, but are seen and perceived to be leading applications to funders to whom we are trying to support from an independent point of view.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>Regular interaction with codes specifically the topic of aging facilities is giving the RST valuable information vital for the GDC and funders alike.</p> <p>Given the number of significant projects that the RST has led and potential projects coming up, SGT has facilitated the formation of a high quality governance board. The board is made up of a GDC Councillor, Independent Legal Trustee, SGT Board Member, TDH Board Member, Primary Schools Rep and an Independent Financial Trustee with the intention to include an Iwi representative. It is envisaged the board's role will be to provide effective governance for potentially multiple projects which are deemed to have regional significance. The rationale for an independent board is due to the fact that currently each project requires the formation of a charitable trust which requires the sourcing of board members which is difficult, with this structure that will not be required.</p>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p>	<p>Good communication and understanding between the key stakeholders in the region is critical, these stakeholders include the GDC as the major landowner and provider of amenities in the region, the funders as they provide the large proportion of money required for construction of facilities and as the RST we can independently represent the sporting fraternity due to the lack of regional sporting organisations who would otherwise do that role.</p>

<i>What works</i>	Given SGT's heightened understanding of the criteria for the various funding organisations, the RST has been able to work with sport/recreation groups on projects at an early stage thus making sure there is a significant community benefit before the organisation invests too much time and energy in a proposal that won't be supported.
<i>What doesn't work</i>	
<i>Gaps &amp; new activities</i>	

#### 4. Case Study

<b>Poverty Bay Volleyball</b>	<p>Volleyball in the Tairāwhiti region has been in recession for a number of years, with two passionate and capable coaches independently operating their programmes through and for two secondary schools in Tairāwhiti. In years gone by there was a functioning Gisborne Volleyball Assn (GVA) but due to there being no regional competition for the last ten years it has largely been name only.</p> <p>Due to the popularity of volleyball via the Wednesday After School Programme discussions were held with those coaches and the Regional Sports Director who suggested they engage with SGT to discuss options for their code.</p> <p>The SGT community sport team worked alongside volleyball to help them submit an application for Kiwisport funding to organise a primary and intermediate volleyball competition. Their application was successful and the competitions were instigated. Competitions are now organised for primary, intermediate, secondary schools and an adult league is also available.</p> <p>Given the increased participation in the region and from what SGT has learnt from other codes, governance was going to be critical for the code moving forward and facilitated the rejuvenation of the GVA. SGT made contact with the RSO based in Hawke's Bay with the intention of facilitating engagement with Tairāwhiti, this process was successful and the GVA now has an appointed committee member to liaise with Volleyball Hawke's Bay (RSO) who is mandated to develop and promote volleyball in their region. Schools are now participating in regional competitions and performing well; one player has been chosen to represent the central region and received funding via a SGT administered "Top Up" grant, a grant that requires the athlete to volunteer 20 hrs back to their particular code generally in the form of coaching.</p> <p>With the positive engagement from the RSO, SGT's coaching coordinator approached the National Sport Organisation (NSO) Volleyball New Zealand to see if an opportunity exists to send their game development officer to Gisborne given the growth and enthusiasm shown by the region. Matt Wenn (ex NZ Volleyball player and GDO) came for two days running coaching clinics and sessions for players, this was made possible through the "Coaching Passport" an initiative by SGT to increase the quality and quantity of coaches within Tairāwhiti.</p> <p>The future looks good for Volleyball with continued support financial via the Kiwisport initiative, a functioning, coordinated GVA, growth right from primary school level and support from SGT and both the regional and national bodies.</p> <p><b>CODE SUMMARY &amp; SGT INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• There must be willingness by a code to develop and communicate. <b>(understanding the local environment and key drivers)</b></li> <li>• Funding opportunities provide codes with the money to be able to deliver projects <b>(Funding opportunities through code forums)</b></li> <li>• Solid governance is critical <b>(Operations Manual online and WOFs)</b></li> <li>• RSO &amp; NSO engagement &amp; support <b>(RST-NSO relationship &amp; initiatives)</b></li> <li>• Pathways need to be clear to participants <b>(Code communication methods)</b></li> </ul>
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# Report: Sport Hawke's Bay

(Reporting period – 12 months to 30 June 2015)

## 1. Focus Area: Capability & Capacity

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>• Strong and thriving sports and recreation organisations.</li> <li>• Quality sport and recreation delivery that meets the needs of participants.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p><b>STATE OF PLAY</b></p> <p>The capability of the RSOs and the club system has a massive impact on the sporting experiences of the Hawke's Bay community. There are widely varying levels of capability among RSOs and clubs in the HB region and it is important to improve this capability to ensure that participants are receiving quality sporting experiences and therefore continue to be a sport participants whether as a player, coach, official, administrator or a volunteer. In many instances in Hawke's Bay RSOs are not of a scale nor are they sufficiently resourced to support their clubs to develop and implement capability strategies to a sustainable level in accordance with best practice.</p> <p><b>IMPACTS</b></p> <p>Sport Support Plans between the RSO and RST are still a valuable and ongoing component of our working relationship. Often these plans help to make connections and utilise the resources that we collectively have to overcome barriers and issues that the community sport sector are facing.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p><b><u>Capability Initiative's at RSO and Club Level</u></b></p> <p><b>Strategic Assistance for RSOs:</b></p> <p>Sport Hawke's Bay is currently working with 8 nationally targeted codes and 2 regionally targeted codes to drive growth in their sports through capability and capacity building. This is one more than last year with a plan now being formalised with Tennis Waikato Bays who were a part of the second wave of targeted codes to be introduced by Sport NZ.</p> <p>The remaining four targeted codes do not have formal sport support plans as such however; a strong working relationship has been formed. Formalised plans for the remaining second wave of targeted codes will be introduced once the RSO feels they are capable, resource wise, to deliver on a sport support plan. The following RSOs have sport support plans in place: Hawke's Bay Hockey, Central Football, Hawke's Bay Cricket Association, Hawke's Bay Rugby Football Union, Gymsports Central Region, Mid Central Rugby League, Bike NZ Hawke's Bay, Athletics Hawke's Bay, Hawke's Bay Netball &amp; Tennis Waikato Bays</p> <p>The following codes are the second wave of targeted codes that Sport Hawke's Bay has formed a working relationship with: Golf Hawke's Bay, Basketball Hawke's Bay, Bowls NZ Region 2 &amp; Triathlon Hawke's Bay</p> <p><b>Capability Assistance for Clubs:</b></p> <p>25 clubs were supported through various club development strategies, such as WOF's. A lot of club development work and links are generated through the Sport Support meetings and plans.</p> <p><b>RSO Networking &amp; Upskilling Workshops:</b></p>



	<ol style="list-style-type: none"> <li>1. Professional Development for RSOs Held Saturday 13th June Effective Governance – 18 people attended from 12 different organisations.</li> <li>2. Inaugural RSO/Primary School Principals Forum was held Thursday 25th September 4 SHB Reps, 6 Principals and 7 RSOs.</li> </ol> <p><b>Club Upskilling Workshops:</b></p> <p>16 capability building workshops were held with 240 people attending.</p> <p><b><u>Increasing Membership Initiatives:</u></b></p> <p>Sport Hawke's Bay facilitated/supported &amp; carried out initiatives– through Join A Club Campaign and through Have A Go Days.</p> <p><b>Join a Club Campaign:</b></p> <ol style="list-style-type: none"> <li>1. Central Hawke's Bay: Join a Club Campaign – ½ page advertisement in CHB Mail listing 18 Clubs, training days &amp; times and contact details. 3 Clubs reported that they received enquiries as a result, with Tennis gaining 3 new juniors for private coaching.</li> </ol> <p><b>Have A Go Days:</b></p> <ol style="list-style-type: none"> <li>1. CHB Try Squash: 6 attendees who all went on to play in inter-business house competition</li> <li>2. EIT Sports Expo: 10 clubs attended also 10 event organisers attended. 200+ students attended the Expo. Students who signed up for clubs on the day included: Taradale Softball x10, Taradale Bowls x6, Havelock Squash x10, and Triathlon HB x10</li> <li>3. Kia Toa Hastings Bowling Club Come and Try Day: 7 attendees with 1 new member</li> <li>4. Karamu Golf Club Come and Try Days for all the family: 30 + attended on 16<sup>th</sup> November and 40+ attended on 23<sup>rd</sup> November with 6 members signing up on the day</li> <li>5. Hoe Waka Wairoa Try a Sports Day: 20 participants aged 6 – 40, with 6 new members signing up</li> </ol>
<p><b><i>Is there anything you learned that you can share with us?</i></b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works</i></p> <p><i>What doesn't work, Gaps &amp; new activities</i></p>	<p><b><u>What Works</u></b></p> <p>Having Sport Support Plans with RSOs. They appreciate having a plan and a collaboration of resources to achieve outcomes.</p> <p><b><u>What Doesn't Work</u></b></p> <p>Spreading ourselves too thin. We need to look at our approach and form a concise communicated plan around who we work with in 2016.</p> <p><b><u>GAPS</u></b></p> <p>Succession planning for both paid and unpaid roles at all levels of operation within RSOs and Clubs.</p>

## 2. Focus Area: Youth

<b><i>What we want to see</i></b>	<ul style="list-style-type: none"> <li>• Sport and recreation approaches that are child and young person-focused.</li> </ul>
<p><b><i>What's the state of play?</i></b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p>	<p><b>STATE OF PLAY</b></p> <ul style="list-style-type: none"> <li>• Secondary School Sport – Trends regionally and nationally show declining/low participation amongst girls. This can be attributed to mainstream sporting opportunities not catering for the wide variety of participant and the increasingly changing lifestyle of the modern young person e.g. lack of time, too many commitments, increased</li> </ul>

<p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p>screen time, increased pressure of sport. This requires focus on special projects to cater for the needs of young people away from mainstream sports.</p> <ul style="list-style-type: none"> <li>Primary School Sport – the primary school sector currently has an overloaded sporting calendar with no influence and lack of collaboration amongst sport providers in servicing schools. Sporting opportunities offered for young people are becoming increasingly competitive. The calendar lacks influence and governance and doesn't take into consideration the best interest of the participant with young people specialising in sports from an earlier age, rather than experiencing a variety of opportunities.</li> </ul> <p>Briefly note your top 2 or 3 items for discussion at the Meeting.</p> <ul style="list-style-type: none"> <li>Secondary School Sport – low participation amongst girls, mainstream sporting opportunities not catering for the wide variety of participant, lack of development for the sporting workforce</li> <li>Primary School Sport – overloaded sporting calendar with no influence, lack of collaboration amongst sport providers in servicing schools, lack of governing sporting leadership</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>Secondary School Sport</p> <ul style="list-style-type: none"> <li><b>The SS workforce development project</b> – this project has been developed through consultation. A pilot project was delivered to 90+ student coaches within 10 schools. A Development Officer will be employed to increase the number and quality of school based coaches. The DO will develop strategies to recruit, retain and recognise coaches. A large component of this project is to train and develop coaches to ensure students are receiving positive sporting experiences</li> <li><b>Lunchtime leaders project</b> – the HB secondary school sport council developed relevant lunchtime activities/competitions to increase participation amongst non-participants. Sessions included outside of the box activities students wouldn't have the opportunity to experience. 10 schools implemented this through Term 2 over 4 weeks.</li> <li><b>Student coach development</b> – Flaxmere College participated in an intensive student coach support programme. Sport Hawke's Bay developed a coaching workshop to 10 year 12 students. These students were then mentored by SHB for 6 weeks as they coached a year 10 PE class in football, touch and basketball. The year 10 class then participated in a competition. Taradale High School participated in something similar but are working with the local kindergarten with their practical coaching component.</li> </ul> <p>Primary School Sport</p> <ul style="list-style-type: none"> <li><b>HB Primary School Sport Management Committee</b> – this leadership group was canvassed through the HB Principals Association. The aim of this group is to govern and protect the best interest of primary/intermediate schools. This group completed its first meeting in August in which it rubber stamped the Sport Skills in Schools project. This committee will meet termly and conduct a strategic planning session in term 4</li> <li><b>Sport Skills in Schools project</b> – a consultation process was implemented amongst schools and sport providers. This project was the direct result of the consultation process which will see sporting development opportunities coordinated through the regional sporting trust (Sport Hawke's Bay). This will see</li> </ul>

	<p>schools receive their preferred sporting opportunities and allow Sport Hawke's Bay to effect coordination and enforce quality control of the project.</p> <ul style="list-style-type: none"> <li>• <b>School Sport empowerment</b> – we continue to develop school sport workforce through our FMS (fundamental movement skill) programme and targeted school approach. Schools/teachers participated in a FMS workshop followed by individual follow ups and development through our Primary School Development Officer.</li> </ul>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works, What doesn't work, Gaps &amp; new activities</i></p>	<p><b><u>What Works</u></b></p> <p>Collaboration and understanding the environment. Through collaboration and gaining insights from the participants (stakeholders and young people) we are able to better develop our initiatives to ensure they are relevant and have a big impact the sector.</p> <p>Briefly note your top 1 or 2 items for discussion at the Meeting.</p> <ul style="list-style-type: none"> <li>• <b>The SS workforce development project</b></li> <li>• <b>Sport Skills in Schools project</b></li> </ul>

### 3. Focus Area: Sport Leadership

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>• RSTs are involved in decisions and projects affecting sport and recreation.</li> <li>• RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p><b>STATE OF PLAY</b></p> <p>Sport Hawke's Bay regularly liaises with RSOs, Councils, HB Secondary Schools Management Committee, HB Primary Schools Management Committee. The benefits to the above collaborative approach is a collective voice for organised sport in Hawke's Bay; providing opportunities to share information and best practice for the benefit of the whole sport system. We also have a strong collaborative relationship with our network of Regional Sports trust and regularly meet and discuss best practice in our regions.</p> <p><b>IMPACTS</b></p> <p>By having a collective voice it is easier to develop joint initiatives and strategies, it also improves communication across the sector and it contributes to cementing the reputation of Sport Hawke's Bay as the leadership organisation and advocate for the Sport and Active Recreation sector in Hawke's Bay. Collective project examples that have had an impact in the Hawke's Bay are: the Sideline Behaviour Project, Data Collection through the RSO Profiles, and the RSO Forums linking to the Sports Council. Also the development of the newly formed Primary Schools Management Committee will in time have an impact as this group will be charged with forming a regional primary school sport strategy.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or</i></p>	<p><b><u>Regional Initiatives:</u></b></p> <p><b>RSO Forums:</b></p> <p>The Regional Sports Organisation Sports Forum meet on a quarterly basis and aims to:</p> <ul style="list-style-type: none"> <li>• Provide opportunity to share information and best practice for the</li> </ul>

<p><i>benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>benefit of the whole sector</p> <ul style="list-style-type: none"> <li>• Be a collective voice for organised sport in Hawke's Bay including providing representation on the Sports Council</li> <li>• Develop joint initiatives and strategies</li> <li>• Improve communication across the sector</li> <li>• Act as a networking group to support the individual leadership of regional sport organisations</li> <li>• Support the work of Sport Hawke's Bay as the leadership organisation and advocate for the Sport Sector in Hawke's</li> </ul> <p><b>4 x RSO Forums Held:</b></p> <ol style="list-style-type: none"> <li>1. Wednesday 17th September – 25 attendees</li> <li>2. Wednesday 10th December – 24 attendees</li> <li>3. Wednesday 26th March – 27 attendees</li> <li>4. Wednesday 24th June – 31 attendees</li> </ol> <p><b>The Hawke's Bay Sports Council</b> is a quarterly forum of members directly involved in the provision of sport and active recreation opportunities for the people of Hawke's Bay. It exists to ensure that those organisations with fundamental roles in the provision of sport and active recreation opportunities, engage in a collaborative, structured, transparent and strategic manner to ensure a successful regional model for sport and active recreation provision.</p> <p><b>Sideline Behaviour:</b></p> <p>After an evaluation meeting of the Year 1 campaign the Second Year of the Campaign was rolled out with the following codes</p> <ol style="list-style-type: none"> <li>1. BBHB</li> <li>2. HB Hockey</li> <li>3. HBRU</li> <li>4. Central Football</li> <li>5. HB Netball</li> <li>6. Volleyball HB</li> </ol> <p>Branding and images have been developed for the two new codes of HB Netball and Volleyball HB.</p> <p>New wording was also developed to accompany the original be part of the team wording. This year new messaging is serving as a reminder to supporters on how to be a good fan on the sideline and to simply:</p> <ul style="list-style-type: none"> <li>• BE POSITIVE</li> <li>• BE ENCOURAGING</li> <li>• BE RESPECTFUL</li> <li>• CHEER/CLAP/APPLAUD</li> </ul> <p>A-framed sandwich boards are now being developed for each code and the RST. Currently there is fixed signage at sports ground around HB it is hoped that with this portable version we will get more coverage with our branding. Next year we will focus on the coaches becoming a tool to help communicate the message across the Hawke's Bay Sports Fields.</p> <p><b>Data Collection – RSO Profiles:</b></p>
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	<p>Gathering data which accurately represents the current state of the Regional Sports Organisations is a high priority for Sport Hawke's Bay. Sport Hawke's Bay has engaged O'Connor Sinclair to provide Sport Hawke's Bay and Councils with accurate information on what facilities exist in the area and how participation is changing in selected sports. This work takes into account population changes and an assessment of the reliability of the data. Sport Hawke's Bay has also compiled 14 RSO Profiles in partnership with Sport New Zealand's identified 14 targeted codes. Each profile accurately captures information that the code wants to capture in a format that is applicable to their code. With these two sources of data collection being carried out, the RST feels that we are in a position to accurately capture and communicate RSO trends.</p>
<p><b><i>Is there anything you learned that you can share with us?</i></b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works</i></p> <p><i>What doesn't work</i></p> <p><i>Gaps &amp; new activities</i></p>	<p><b><u>What Works</u></b></p> <p>A collaborative approach which gives a chance for networking and sharing best practice at an RSO Level.</p> <p><b><u>What Doesn't Work</u></b></p> <p>One size does not fit all when it comes to a collective voice. How do we provide a voice for the smaller RSOs?</p> <p><b><u>GAPS</u></b></p> <p>Systems are in place to be collaborative however how much impact do the RSOs have on influencing Council and how can this change?</p>

# Report: Sport Manawatu

(Reporting period – 12 months to 30 June 2015)

## 1. Focus Area: Sport Organisation Capability & Capacity

<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Trends in club capability &amp; capacity.</i></p> <p><i>Impacts of your work.</i></p> <p><i>What works - Gaps &amp; new activities</i></p>	<p><b>What's happening in the community</b></p> <ul style="list-style-type: none"> <li>Sustainability is still an issue with regional clubs. We still find that if one or two key members leave, the club can fall over. As mentioned, sustainability will also be the main focus with any future participation projects to ensure that clubs can continue to work with new members, and provide a quality experience.</li> </ul> <p><b>Impacts of your work.</b></p> <ul style="list-style-type: none"> <li>Organisations are beginning to understand the importance of policies and procedures, particularly in the health and safety sector</li> <li>RSOs have undertaken SWOT and strategic planning sessions looking to the future</li> <li>The numbers seen in the participation initiatives undertaken</li> <li>An increase of 14 people attending the administrator forums</li> </ul> <p><b>What works - Gaps &amp; new activities</b></p> <ul style="list-style-type: none"> <li>Which clubs or RSOs do you target? We will be developing an internal continuum that rates the organisations using set criteria. The continuum will give us the research and knowledge for why we are targeting clubs or organisations. We also have a dedicated Relationship manager who will be getting a snapshot of where the weaknesses are.</li> </ul>
<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>Strong and thriving sports and recreation organisations.</li> <li>Quality sport and recreation delivery that meets the needs of participants.</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <ol style="list-style-type: none"> <li><i>What you did</i></li> <li><i>Any significant issues</i></li> <li><i>Achievements and successes</i></li> </ol>	<p>Sport Manawatu runs <b>forums</b> to improve the quality of sports organisations. As a result, the number of codes interacting with Sport Manawatu has increased with greater collaboration between sports, and Sport Manawatu. One of the main issues arising is the availability of the sports leaders, and ensuring that the topics are relevant.</p> <p>The <b>ODTs and WoF's</b> have been utilised for club and RSO capability. The main issues have been the follow up work; with time availability of clubs an issue The ODTs have been valuable and utilised by RSOs during difficult periods.</p> <p>Sport Manawatu has organised <b>professional development opportunities</b> for sports organisations in the form of governance training for board and committee members. Good numbers came to the training with excellent feedback; however the numbers who did not come were significant.</p> <p>Sport Manawatu funded and supported <b>membership projects</b> that were aimed to make the club sustainable for the future. Main issues were ensuring that there was quality promotion, and that the club were in a position to sustain the extra members from the programme.</p>

<p><b>Who participated or benefited?</b></p> <p><i>For example</i></p> <ol style="list-style-type: none"> <li>1. Who</li> <li>2. How many</li> <li>3. How they benefited</li> </ol> <p><i>Others that benefited indirectly or unexpectedly</i></p>	<p><b>Upskilling &amp; Networking</b></p> <p>Administrator Forums, Sports Leader forums and newsletters. Feedback from the forums has suggested that the attendees find the forums valuable, and bringing experts in to present seems to have the biggest impact.</p> <p><b>Best Practise</b></p> <p>Sport NZ ODT and Club WoF resources. Follow up work and 12 month reviews have taken place. Issues include getting the buy in from clubs to continue with the development work that is necessary to progress as an organisation.</p> <p><b>Training opportunities</b></p> <p>Governance Training workshops and external providers. Governance is a significant issue within RSOs currently, with various problems combining to create a lack of willing board and committee members for sports organisations. Availability of sports leaders was a big issue for attendance.</p> <p><b>Participation/membership projects</b></p> <p>Work will need to be done to ensure that participation projects are recognised as surface level which is great for gaining more members. The key to the success is ensuring sustainability after project completion.</p> <p>20 administrators from 15 codes attended quarterly <b>Administrators Forums</b>.</p> <p>26 Leaders attended <b>quarterly President/ CEO Forums</b></p> <p>102 administrators or sports providers received a <b>monthly E-newsletter</b>.</p> <p>3 RSOs have undertaken the Organisational Development Tool</p> <p>12 Sports clubs have undertaken the Club WoF with follow up work ensuing</p> <p>15 sports organisations attended the Governance Training</p> <p>Discover Golf took place at Manawatu Golf Club with <b>70 participants</b> in the project; <b>24</b> went on to join the club</p> <p>Running 101 Master Class took place at the Palmerston North Athletics and Harrier Club. <b>79 people</b> took part with <b>18</b> joining the club.</p> <p>Dannevirke Athletics junior programme. <b>865 students</b> took part in the programme with the membership of the club increasing from <b>78 to 147</b> as a result</p>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>[Discussion Point]</i></p>	<p>Briefly note your top 1 or 2 items for discussion at the Meeting (see example above).</p> <ul style="list-style-type: none"> <li>• A new approach to capability in our region</li> <li>• Developing an internal continuum</li> <li>• Success stories (Dannevirke Athletics)</li> </ul>

## 2. Focus Area: Youth

<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p><b>What's happening in the community</b></p> <ul style="list-style-type: none"> <li>Secondary School participation rates will be a major focus after census data indicated a decline.</li> <li>There is a clear decline in coaches from Primary School to High School level</li> </ul> <p><b>Impacts of your work</b></p> <ul style="list-style-type: none"> <li>A large number of schools are now involved in the delivery of the SportStart programme</li> <li>Participation initiatives continue to be successful in schools, and create a great link from school to club.</li> </ul> <p><b>What works - Gaps &amp; new activities</b></p> <ul style="list-style-type: none"> <li>Currently undertaking a 6 week 3v3 Basketball competition in schools. This follows the success of other participation initiatives, and will continue to be a tool to link schools with clubs.</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p><b>Sport Start programme</b> delivered into local schools after finding a lack of quality FMS programmes in the region. The only issue with the programme has been the understanding of the concept by the teachers within the schools. The purpose of the programme is to upskill the teachers to then be able to deliver to the children. This thought process has not been reciprocated by the teachers. Large numbers have been through the programme with future targets seeing a high number of children exposed.</p> <p>The <b>Secondary Schools Advisor</b> has worked alongside Secondary Schools and clubs to <b>engage non participants</b> into active programmes, with the intention of empowering students into lifelong active lifestyles. The main issues for the programmes included the singling out non-active children for the programmes, getting the commitment of the students, and the varying levels of fitness.</p> <p>Active Transport Advisor has delivered <b>Learn to Ride sessions and Grade 2 cycle skills</b> to Primary, Intermediate and Secondary Schools in the region. The numbers that have been through the programmes continue to rise, and the feedback received has been very positive. The only issue has been the lack of bikes and safety equipment for the children. To remedy this, a relationship was developed with Cycling NZ to provide bikes, equipment and a trailer to the participants.</p> <p>The <b>Active Families programme</b> has continued to be a success. Children and families are referred by their doctor, and are put through a fitness/well-being programme that gets them active. The only issue faced has been the success of the programme, which has stretched the deliverer's capacity to provide quality to all participants. The ratio of referrals to graduates has been a major success, alongside the introduction of the Active Grandparents programme, targeting families where the Grandparents are the caregivers of children.</p> <p>Sport Manawatu's Maori Community Sport Advisor has assisted in delivering <b>Ki-o-Rahi</b> to Primary and Intermediate Schools in the region. Originally this was set up to prepare schools for the Primary and Intermediate Schools Regional tournament; however the programme gained traction when participants were showing major improvements in fundamental skills. The programme has the capacity to grow as the focus can be shifted to upskilling teachers, to ensure sustainability in the future.</p>



<p><b>Who participated or benefited?</b></p> <p><i>For example</i></p> <ol style="list-style-type: none"> <li>1. Who</li> <li>2. How many</li> <li>3. How they benefited</li> </ol> <p><i>Others that benefited indirectly or unexpectedly</i></p>	<p><b>Sport Start</b></p> <p>Sport Manawatu implemented the Sport Canterbury Sport Start programme to local primary schools. The programme aims to provide Professional Development to teachers in order for them, to deliver the programme.</p> <p><b>Active Families</b></p> <p>Sport Manawatu has successfully run the Active Families programme to the region. The programme aims to get families active by targeting both adults and children who have been referred by their doctor.</p> <p><b>Ki-o-Rahi</b></p> <p>Maori Community Sport Advisor has assisted in the programme that has seen significant changes in the fundamental skills of the participants.</p> <p><b>Learn to Ride sessions and Grade 2 cycle skills</b></p> <p>Active Transport Advisor has been delivering these programmes to local Primary, Intermediate and Secondary Schools.</p> <p><b>Secondary School participation initiatives</b></p> <p>Awatapu College and Manawatu College were involved in participation initiatives. Tae Kwon Do, Tennis and walking were</p>	<p><b>Palmerston North:</b> 64 teachers upskilled and 698 children involved in programme</p> <p><b>Tararua:</b> 15 teachers upskilled and 330 children involved</p> <p><b>Feilding:</b> 11 teachers and 170 children involved</p> <p><b>Horowhenua:</b> 17 teachers and 320 children involved</p> <p><b>Number of children referred:</b> 73</p> <p><b>Number of families referred:</b> 52</p> <p><b>Number of referred children actively engaged:</b> 53</p> <p><b>Number of children graduated:</b> 22</p> <p>The programme took place over <b>8 weeks with 10 Primary and Intermediate Schools</b> taking part</p> <p><b>Palmerston North</b> had 776 Grade 2 Cycle skill participants and 192 Learn to Ride participants</p> <p><b>Feilding</b> had 179 Grade 2 Cycle skill participants and 74 Learn to Ride participants</p> <p><b>Tararua</b> had 338 Grade 2 Cycle skill participants and 83 Learn to Ride participants</p> <p>The total Grade 2 Cycle skills came to 1293, and the Learn to Ride participants to 349.</p> <p><b>Awatapu College walking group</b></p> <p>11 students took part in the programme with all participants taking part in the local Half Marathon event, entering the 5km walk.</p>
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	<p>utilised to engage the students. Confidence levels and willingness to be more active were the major successes of the programmes.</p> <p><b>Manawatu College Tennis and Tae Kwon Do</b></p> <p>10 students took part in the programme. 4 weeks were spent on each sport, with participants not being actively in any sport previously.</p>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>For example: What works, What doesn't work, Gaps &amp; new activities</i></p>	<ul style="list-style-type: none"> <li>Teachers will be targeted through careful promotion to ensure that the concept of SportStart is understood</li> <li>Participation initiatives in schools (in school delivery)</li> </ul>

### 3. Focus Area: Sport Leadership

<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p>Briefly note your top 2 or 3 items for discussion at the Meeting.</p> <ul style="list-style-type: none"> <li>Engaged with all our sports to provide input into the Council's Long Term Plans.</li> <li>Big picture – focus on a regional sport facility plan</li> <li>Sport NZ's Community Sport strategy – focus on participant and the system</li> <li>Hosted a mayoralty candidate's forum with our sports. This forum was a big catalyst towards the establishment of a Sport and Recreation Committee in the Council.</li> <li>Willingness by Council's to engage in the development of a regional sport facility plan</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>Sport Manawatu staff gave <b>guidance and support to clubs and RSOs</b> by sitting on various panels. This included: A Judicial panel for Bowls Manawatu, coaching interview panels and recruitment process panels as examples.</p> <p>The <b>President/CEO forums</b> have continued to be successful. One particular forum saw all Mayoral candidates present to RSOs as part of their Mayoral candidacy campaign. <b>26 Sports Leaders</b> have attended the forums.</p> <p>Sport Manawatu worked with the local councils on their <b>long term plans</b>. This includes Palmerston North, Manawatu, Tararua, and Horowhenua Councils, as well as Horizons. Support was also given to the Recreation Needs Assessment undertaken by PNCC.</p> <p>Feedback was given to PNCC on the <b>allocation of toilet blocks</b> at sports grounds in the region. The connection we have with sports in the region has been utilised, and advice given to the council from the feedback given.</p> <p>A <b>Regional Talent Strategy</b> is currently being developed with the return of the 'Pathway to Podium' programme to Sport Manawatu. Given the large amount of talent in the region, it was felt that the numbers going through the</p>

	current programme was not adequate, and could be branched further to encompass all talented individuals. The programme will work with not only the athletes but also their parents and coaches. A closed social media group will include all three groups and will be updated regularly with relevant information.
<p><b><i>Is there anything you learned that you can share with us?</i></b></p> <p><i>For example What works, What doesn't work, Gaps &amp; new activities</i></p>	<ul style="list-style-type: none"> <li>• The need for a <b>sports continuum</b>, which enables us to understand where sports are at, and what resources we might need to assist.</li> </ul>

# GROWING MEMBERSHIP THROUGH REGIONAL PARTNERSHIPS

The desired outcomes for this project were to increase junior membership, and upskill Dannevirke Athletics Club coaches and parents to be able to provide a quality experience for members on club nights. This would allow for the club to work on a current issue, as well as plan for the future.

The Dannevirke Athletics Club paid four coaches from the Palmerston North Athletic and Harrier Club to teach their coaches how to deliver athletics programmes based on the Run, Jump, Throw principles. This was covered in two sessions spread out over two weekends.

Two members of the club then utilised what they had learnt by delivering programmes to local primary schools (865 children were exposed to the programme, with positive feedback coming from the schools and kids involved). The schools programme resulted in a sharp increase in junior membership at the club (with 147 registrations in 2014, following on from 78 in 2013).

The initiative was made possible by the KiwiSport Fund, a Sport Manawatu fund with an aim of providing sporting opportunities to young people in the region. The fund allowed for the upskilling sessions, as well as equipment hire for the club. Going forward, the key is to maintain the engagement of the junior members, and maintain the link which has been built with schools.



## CHALLENGES

### Connection

The clubs membership was dominated by junior members; however there was no connection with any schools in the Dannevirke area. This breakdown hindered the clubs ability to provide quality athletics to local schools and in turn affected membership numbers.

### Knowledge

Once the connection was created, the next issue was having the knowledge and confidence in the club to deliver an athletics programme to the schools. The club has a strong base of parents who were willing to help, but lacked the ability to facilitate quality athletics sessions with children.

### Finances

Due to affiliation fees and falling membership numbers, the club was struggling financially and therefore could not fund initiatives or provide new equipment. Fundraising was beneficial, but did not allow for any progression.

## SOLUTIONS

The challenges identified provided the basis for the collaboration between Sport Manawatu and Dannevirke Athletics Club. They recognised that they did not possess the knowledge to deliver programmes to schools, creating a breakdown in the link with their community.

Utilising Sport Manawatu's KiwiSport funding, four coaches were brought in from the Palmerston North Athletics and Harrier Club (PNAHC) who facilitated upskilling sessions for parents and coaches, including: shot put, discus, high jump and long jump. This allowed the club to promote to schools that they were now capable of delivering programmes based on athletics during school hours. Two coaches worked with five primary schools to deliver the programme, which was based on the sessions facilitated by PNAHC.

The funding allowed for the coaches to be paid, as well as equipment to be utilised for delivery to the schools.



## RESULTS

The results were outstanding for the Dannevirke Athletics Club. 865 children were exposed to the schools programme, and this was a major contributor to the increase in junior membership. The club saw an increase of 69 members, with 147 registrations in 2014, compared to 78 in 2013; an 88% growth was the overall outcome.

The Dannevirke Athletics Club now has a strong connection with five major primary schools in the region, allowing for continued communication in future years, and access to potential members of the club. The club now has a group of parents/coaches who have the knowledge and confidence to deliver athletics programmes to junior members. This has increased the number of helpers for club nights, as well as allowing for knowledge sharing within the club.

The key to the initiative was enabling the pre-existing parent helpers of the club to be able to confidently deliver athletics based programmes for children. This will allow members to provide quality club nights for the children going forward.

Changes that the club will look to make in the future include widening the age bracket to include secondary schools for delivery of the programme. The initial project was successful in the primary school space, and would require further adaptations to cater for the secondary school space. Further upskilling sessions would be required, as well as increased support for the deliverers in the schools.

The club will look to run the schools programme again, with an established link with the local schools allowing for effective communication and planning going forward. As stated, the reach into the secondary school space is the next step, alongside a continued effort of engagement with the primary schools. Required future upskilling will provide further opportunities for club members, as well as strengthen the link with the Palmerston North Athletics Club.

The positive feedback from the initiative can be shared with other clubs who could use this as a format when trying to bridge the gap with schools in their region. The response also shows that the club now has a foundation to build from, and the ability now to expand with greater knowledge in the delivery of athletics programmes.



**62 HOURS IN THE SCHOOLS**



**865 PARTICIPANTS**



**69 NEW MEMBERS**

# Report: Sport Wellington Wairarapa

(Reporting period – 12 months to 30 June 2015)

## 1. Focus Area: Capability & Capacity

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>• Strong and thriving sports and recreation organisations.</li> <li>• Quality sport and recreation delivery that meets the needs of participants.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p>From our in-depth work with local RSOs and clubs we have been able to identify some of the issues facing organised sport to be;</p> <ul style="list-style-type: none"> <li>• Volunteers on boards and committees not understanding their role and responsibilities</li> <li>• Declining number of volunteers on boards/ committees</li> <li>• RSOs/clubs experiencing declining memberships</li> </ul> <p>A lack of understanding around 'governance' has led to more sporting organisations facing the above challenges. Throughout the year we have placed a lot of emphasis on governance and how it should be applied at an RSO and club level.</p> <p>Through our in-depth relationships with local sporting bodies we know that this focused work has led to these impacts:</p> <ul style="list-style-type: none"> <li>• 75% of targeted organisation's Board members in region have attended an Induction and Governance training in 2015;</li> <li>• Increased RSO Boards with knowledge of their responsibilities;</li> <li>• Increased RSOs with a Strategic Plans and other planning tools;</li> <li>• Increased membership in targeted clubs and RSOs.</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p><b>In-depth Governance Training</b></p> <p>Planning and good governance allows for sporting organisations to increase their capabilities through increased confidence, sustainability, board growth and future planning. The purpose of these workshops was to increase the governance functions of RSOs in the Wairarapa. By increasing the strategic direction and capabilities of RSOs we were able to outline the difference between strategic and operational and how each should be managed at a Board level.</p> <p>Three RSO Boards trained 10 hours plus 'fun homework'. The full impact of this training is yet to be seen with evaluation scheduled for November.</p> <p><b>Testimonial</b> – “The most valuable part of the workshops was understanding the importance of good governance, structure and responsibilities of board/committee, advice and templates from Sport Wellington Wairarapa”</p> <p><b>Community Workshops</b></p> <p>The purpose of our community workshops is to increase the level of confidence as a Board or Committee member, increased confidence in their roles, improve their services, and help increase the number of people wanting to join clubs.</p> <ul style="list-style-type: none"> <li>• Volunteer Planning Toolbox (14 attendees representing 9 orgs.)</li> </ul> <p>The workshop focused on ways sporting clubs can improved their current culture towards volunteers, each attended was given a 'tool box' pack with information, resources and templates that they utilised</p>

	<p>throughout the session.</p> <p><b>Testimonial</b> – “Great ideas shared within the group which led to good discussions, I feel much more confident and happy to approach people to volunteer their time for a specific role”</p> <ul style="list-style-type: none"> <li>• How to run a great Open Day (14 attendees representing 12 orgs.)</li> </ul> <p>To address the regional issue of RSOs/clubs experiencing declining memberships, our objective for this workshop was to provide clubs with a better understanding of what is involved in running an open day and how this can have a positive effect on their club. Our ‘rejuvenate your club’ resource was utilised at this workshop. The document was used throughout the night and was an effective tool, it helping clubs solve some of the issue they are facing or may face in the future.</p> <p>From this workshop we had one club appoint a volunteer coordinator, produce a volunteer plan and a club welcome pack for new volunteers.</p> <ul style="list-style-type: none"> <li>• ‘Speed Dating 2’ for Community Sport (17 attendees representing 12 orgs.)</li> </ul> <p>The purpose of this workshop was for clubs to interact and establish relationships with other sporting clubs/Councils/Wairarapa Volunteer Centre – it was an opportunity for clubs to discuss trends, challenges and successes they have had in recruitment volunteers and increasing membership.</p> <p><b>Volunteer Plans</b></p> <p>To provide a club/RSO with more/formal structure to the way they attract, recruit, develop, recognise and retain their volunteers. This also gives the organisation some accountability of what they are going to do, and who is responsible for certain tasks.</p> <ul style="list-style-type: none"> <li>– Two volunteer plans - Hockey Wairarapa and Carterton Tennis; impact of this work is yet to be determined.</li> <li>– One pilot – Wairarapa College Netball Volunteer Plan; increase in volunteers. <ul style="list-style-type: none"> <li>▪ Key strategies to Gain, Train and Retain Volunteers and to improve the quality of service and delivery. Coaches increased to 16 in 2015 (was eight in 2014); team managers increased to 12 in 2015 (was six in 2014); student coaches reduced to four in 2015 (was eight in 2014) due to increased community coaches.</li> <li>▪ The establishment of a new board has resulted in the group taking more responsibility of how netball is run within the college. The new board of five is led by the TIC Netball and includes two student leaders. The Board have appointed a Coach Development Officer and three coach liaisons (two junior, one senior). The school have also developed a strong link with Netball Wairarapa and work with Central Netball and Sport Wellington.</li> </ul> </li> </ul>
<p><b>Is there anything you learned that you can share with us?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works</i></p> <p><i>What doesn’t work</i></p>	<ul style="list-style-type: none"> <li>• Relationships that have been developed over a long period of time build Trust and therefore result in better influence.</li> <li>• Reformat of workshops – In doing this we were able to encourage our attendees to share ideas, discuss solutions with other sporting clubs and leave with some satisfaction and knowledge regarding the workshop theme</li> <li>• Re-introduction of the Wairarapa Sport Improvement Group - this is a group of leaders from community sport that come together to discuss</li> </ul>



<i>Gaps &amp; new activities</i>	common trends, successes and challenges. Previous content covered has been volunteerism and engaging 18-34s in community sport.
<b>Other comments</b>	<p><b>Future Focus</b> - From our consultation with our RSOs we learnt:</p> <ul style="list-style-type: none"> <li>• Consultation with our RSOs places importance to build better relationships with schools, clubs, stakeholders and Sport Wellington Wairarapa;</li> <li>• Improve financial strategies;</li> <li>• Clarity around roles and responsibilities of board and staff;</li> <li>• Understand and develop governance pathways.</li> </ul>

## 2. Focus Area: Youth

<b>What we want to see</b>	<ul style="list-style-type: none"> <li>• Sport and recreation approaches that are child and young person-focused.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<p>NZSSSC census data shows the numbers of teachers engaged in the delivery of secondary school sport in the Wairarapa is declining. In 2005 53% of teachers were actively engaged in school sport delivery compared to 32% in 2015. There are also a declining numbers of students playing organised school sport and a declining numbers of teachers actively engaged in the delivery of school sport.</p> <p>The Sport Wellington Wairarapa "Engaging the non-sporting participant project" has provided clear evidence that a targeted approach can have the following positive impacts:</p> <ul style="list-style-type: none"> <li>• Increased capability to deliver a quality sport programme,</li> <li>• Increased participation in organised school sport,</li> <li>• Improved delivery through community relationships,</li> <li>• Improved quality of resource through community relationships.</li> </ul> <p>Little is known about how this same model could be used to achieve increasing number of volunteers for schools and even more specifically how this model could engage more teachers into volunteering within school sport.</p> <p>Additional research is being carried but the data isn't available at this time. Our aim is to have an increased understanding of the volunteer requirements in a school setting and an increased understanding of the barriers to teacher engagement in sport.</p>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and</i></p>	<p><u>Schools – quality sport delivery systems</u></p> <ul style="list-style-type: none"> <li>• Reviewed existing School Sport Plans (7 plans implemented and reviewed)</li> <li>• Provide specific training for seven Sport Coordinators through one training day covering 'How to develop a quality sport experience for your students'.</li> <li>• A Volunteer Plan pilot was run in one college to better understand the role differences of the volunteer in a school verses club.</li> </ul> <p><u>Participation – increased</u></p> <ul style="list-style-type: none"> <li>• Non-sporting participants' project: six targeted offerings for 245 participants engaging five clubs and six colleges. Ki O Rahi, Ten Pin</li> </ul>

<p><i>successes</i></p>	<p>Bowling, Clay Target shooting, Futsal (2x), Pool 4 Schools.</p> <ul style="list-style-type: none"> <li>Pilot with Wairarapa College Netball resulted in growth in capacity and capability which directly linked to an increase in participation. Participation data shows increases from 123 girls in 12 teams in 2014 to 143 girls in 15 teams in 2015.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>Collaborative relationships working together to deliver quality sporting experiences sharing of resources</li> <li>RSO/Club/School partnerships – many of our projects in the youth space have alignment across the player pathway, from MOU RSOs to in-depth clubs and pilot youth projects in club and school settings. In regards to our non-sporting participants' project, we co-plan with the schools and the clubs to identify participant interest, formats, roles and responsibilities and offer training and support to clubs to ensure delivery matches the expectations of the participants.</li> </ul>
<p><b><i>Is there anything you learned that you can share with us?</i></b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What works</i></p> <p><i>What doesn't work</i></p> <p><i>Gaps &amp; new activities</i></p>	<p>We have a better understanding about what schools have to support volunteers:</p> <ul style="list-style-type: none"> <li>Available purpose built facilities and resources,</li> <li>Have policies and procedures in place,</li> <li>Have a captive audience,</li> <li>Large amount of community good will.</li> </ul> <p>It is essential that the ownership of a project or initiative stays with the school. The school must provide a lead person to drive change, make decisions and inform school leadership.</p> <ul style="list-style-type: none"> <li>Quality school sporting structures provide clarity of roles and responsibilities. Keep focuses on the plan and its goals.</li> <li>The role of school staff within school sport is instrumental in ensuring that there is a connection to a schools philosophies and expectations that provide guidance and support to community volunteers and value to community sport relationships.</li> </ul> <p>There is still a gap in our knowledge around getting teachers involved as volunteers in the school sport space. We have had mild success within the non-sporting participant project as it provides short periods of commitment, teachers can engage in the activity as well, and it is delivered straight after school and mid-week. It appears all the things that participants like, teachers enjoy too.</p>
<p><b><i>Other comments</i></b></p>	<p>Anecdotally, teachers who have engaged in our non-sporting participants activities tell us that they have a new appreciation for their students as watching them engage with one another in a sporting environment is different from in the classroom. There is more leadership, nurturing and better general respect.</p> <p>Teachers also see how this transfers back into the classroom and teacher student relationships. We believe this appreciation and improved teacher/student relationship is similar with teachers who are engaged in more traditional forms of sport but as numbers are declining in this space, this alone is clearly not enough to keep them involved.</p>

### 3. Focus Area: Sport Leadership

<p><b>What we want to see</b></p>	<ul style="list-style-type: none"> <li>• RSTs are involved in decisions and projects affecting sport and recreation.</li> <li>• RSTs are sharing knowledge and insights with each other and their communities to improve sport and recreation in their regions.</li> </ul>
<p><b>What's the state of play?</b></p> <p><i>[Discussion Point]</i></p> <p><i>For example</i></p> <p><i>What's happening in the community</i></p> <p><i>The big picture</i></p> <p><i>Any significant issues</i></p> <p><i>Trends in capability &amp; capacity</i></p> <p><i>Impacts of your work</i></p>	<ul style="list-style-type: none"> <li>• Lack of planning within the sector to work regionally.</li> <li>• Historical decision making in regards to sport and recreation provision has often been undertaken on an ad-hoc basis at a district level. In some areas this has resulted in duplication and underutilisation of sports and recreational facilities which have or will become increasingly unaffordable over time. In order to maintain aging assets, current service levels and facility sustainability, funders are looking for more collaborative solutions, supporting the implementation of sports hub/sportsville type models. In order to meet funder's needs for improved sustainability it will become increasingly important for all stakeholders to work collaboratively in order to improve delivery of sport and recreational facilities.</li> </ul> <p>The 10 year strategic direction will unlock the potential for creating a future where we have:</p> <ul style="list-style-type: none"> <li>• Increased participation by all levels, ages and stages,</li> <li>• Success on the national and international stage,</li> <li>• Active, healthy and connected communities,</li> <li>• Smart spending that benefits our communities.</li> </ul>
<p><b>What happened?</b></p> <p><i>For example:</i></p> <p><i>What you did</i></p> <p><i>Who participated or benefited (who, how many, how, others that benefited indirectly or unexpectedly)</i></p> <p><i>Any significant delivery issues</i></p> <p><i>Achievements and successes</i></p>	<p>Sport Wellington Wairarapa has developed a three tiered framework to develop and strengthen the sport and recreation sector.</p> <p><b>Regional strategy</b></p> <ul style="list-style-type: none"> <li>• Sport Wellington is continuing to lead the development of a Wellington Region Sport and Recreation Strategy</li> <li>• Masterton District Council and a number of Wairarapa RSOs have been involved in developing an outcomes map. This 'Outcomes Map' sets out some high level goals for the Regional Strategy and the lower level steps that are needed to achieve this.</li> </ul> <p><b>RSO relationships</b></p> <ul style="list-style-type: none"> <li>• To help build a clear and powerful voice for the sector, Sport Wellington and Sport Wellington Wairarapa has been engaging with RSOs as a collective, we believe this will help create a more robust regional strategy but will also benefit the RSOs by:</li> <li>• Creating regular opportunities for RSOs from the greater Wellington region to work collaboratively and foster networking and discussion and share information and resources</li> <li>• Develop a collective sector voice and a much stronger proposition with which to seek favourable outcomes from Councils and other partners</li> <li>• Build organisational strength and capacity of Regional Sports Organisations</li> </ul> <p><b>Monitoring and evaluation</b></p> <p>Sport Wellington Wairarapa carries out various forms of evaluation from participant feedback to more formal data collection on overall satisfaction. This enables improved planning and prioritising</p> <ul style="list-style-type: none"> <li>• MOU -the impact from all our in-depth work will help improve the ability of local regional sporting organisations to plan, so they deliver quality sport priorities. It will also develop the need for greater awareness</li> </ul>

	<p>around board governance and increase the number of quality volunteers.</p> <ul style="list-style-type: none"> <li>Stakeholder's feedback - annual stakeholder's survey. The overall satisfaction increased slightly from 2014 (76.7%) to (77.2%). Our workshop satisfaction continues to rate very highly with an average overall satisfaction rating of 80%.</li> </ul>
<p><b><i>Is there anything you learned that you can share with us?</i></b>  <i>[Discussion Point]</i>  <i>For example: What works, What doesn't work, Gaps &amp; new activities</i></p>	<p>Stakeholders Surveys – we note that there has been a declining number of responses to this survey maybe due to the frequency, so we intend to look into this in more detail.</p>
<p><b><i>Other comments</i></b></p>	<p><b>Future Challenges</b></p> <p>The role that sport will take in our lives in the future will be impacted by a number of things:</p> <ul style="list-style-type: none"> <li>the economic environment that sport operates in is changing,</li> <li>our population is ageing and becoming more diverse,</li> <li>sport is being produced and sold as a product,</li> <li>participants are increasingly demanding a more personalised experience.</li> </ul> <p>As we work towards building a better sport sector in the region we need to keep in mind some of the key trends that will impact on the way we need to work.</p>