Assessing Student Swimming and Aquatic Skills

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Report Prepared For:

Ministry of Education and Water Safety New Zealand

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Opinion Statement

ACNielsen certifies that the information contained in this report has been compiled in accordance with sound market research methods and principles, as well as proprietary methodologies developed by, or for, ACNielsen. ACNielsen believes that this report represents a fair, accurate and comprehensive analysis of the information collected, with all sampled information subject to normal statistical variance.

This Report

This Report

Acknowledgments

ACNielsen would like to express their appreciation to all those who contributed to the exploratory and quantitative surveys: school principals and teachers, Board of Trustee members, industry experts and Ministry of Education and Water Safety New Zealand staff.

Reading this Report

The exploratory phases of key informant interviews and conference questionnaires identified issues and concerns and informed the development and focus of the self-completion questionnaire. This report provides a detailed analysis of the mail out survey questionnaire, along with a summary of key exploratory findings.

Notes to Report

1. Due to rounding, some tables total 99% or 101%
2. '*' appearing in a table indicates a percentage of less than 0.5%.
3. Percentages add to more than 100% on some 'Reason' tables, because respondents were able to mention more than one answer. For example, total mentions may equal 123. This means that each respondent gave 1.2 responses to the question, on average.
4. Sub-sample differences are discussed in this report that are not statistically significant, but which are meaningful and highlight emerging issues.

Glossary

Urban status can be defined as follows:

Main urban:	Centres with populations of 30,000 plus
Secondary urban:	Centres with populations of 10,000 – 30,000
Minor urban:	Centres with populations of 3,000 – 10,000
Rural:	Centres with populations of less than 3,000

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Comment on Survey Timing

A few principals commented that the timing of the survey could be improved from the schools' perspective:

- The end of the summer, at which time awareness and recall of students' skill levels might be fresher in minds
- Away from the end of term.

Executive Insights

Executive Insights

Introduction

The Ministry of Education and Water Safety New Zealand jointly sponsored this study of Student Swimming and Water Safety Skills, in response to several external issues, including recent student drownings on school trips, media coverage about pool costs for schools, changes to the physical education curriculum, and impending changes to water quality standards.

Research Purpose

The overall aim of the project is to undertake research into swimming instruction to provide input into planning and instruction approaches for the 2001/2002 swimming season, and to meet longer term information needs about the curriculum, professional development and school property issues.

The study addressed the following issues:

- What level of swimming and water safety skills do students have at Year 6?
- What is the range of teachers' knowledge in relation to swimming instruction under the New Zealand curriculum?
- What arrangements do schools have in place, to deliver the swimming component of the curriculum? (This includes both property based arrangements and delivery arrangements).

Method

An exploratory phase of research was conducted in August 2001 among schools and key informants in the Wellington region.

A second stage involved distribution of self completion questionnaires to physical education teachers and pool managers at two industry conferences in July 2001, to gain their perspective on relevant issues.

These stages were followed by a quantitative self-completion study among a randomly selected sample of year 1 to 6 schools, with the survey audiences being school principals and year 6 teachers. This part was conducted in late August and September 2001.

This Report

This report summarises the key findings from the earlier phases where appropriate. Findings from the exploratory interviews and conference questionnaires are appended.

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Sample and Response Rate

Questionnaires were distributed to 480 schools, split 50:50 between schools with pools and without pools (on the basis of internal Ministry information provided), as the exploratory interviews indicated some differences between the two groups. Questionnaires from 337 schools were analysed along with 475 questionnaires from Year 6 teachers. This represented a 73% response rate.

Due to an error in the initial database information supplied by the Ministry, some schools with pools were included in the database sample of schools without pools. Of the 377 schools' responses, 278 schools (a total of 82%) said they have a pool and 59 schools said they have no pool.

Notes to Report

- The size of the 'no school pool' sample has limited the amount of sub-analysis possible on this group. For example, regional analysis cannot be undertaken.
- The original intention of the study was to examine skill sets of students as they leave year 8. The curriculum itself focuses on outcomes at the year 6 level, so this study focused on teachers' perceptions of the swimming and aquatic skills of students at the year 6 level. Exploratory interviews also indicated that attitudes, behaviours and barriers toward swimming are well established before year 8, and that the significance of influencing factors changes between the years 1 to 3 and 4 to 6, as children mature physically and their attitudes towards their bodies change. The quantitative study therefore looked at attitudes and arrangements separately for the two year bands years 1 to 3 and 4 to 6.
- Ideally the study would have examined levels of knowledge, skills, training for teachers across all year levels up to year 8. However, project budget constraints and the decision to use self reporting for teachers meant only a limited study could be undertaken. The decision was taken to focus on year 6 teachers, who could both report on their class's level of skill and their own training and confidence.

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Arrangements in place to deliver Swimming Curriculum

This survey indicates that there are differences in arrangements for the delivery of the swimming component of the curriculum, depending on:

- Whether the school has its own pool
- Whether the school pool is considered suitable for programme delivery to year 4 to 6 students or not.
- Whether the school has reasonable access to natural water environments.

Over eighty percent of schools with a school pool say they use it for swimming instruction, and up to a third of these are using another pool as well as or instead of their own pool. The likelihood of using another pool is higher for delivery to year 4 to 6 students than for year 1 to 3 students, reflecting that fact that some school pools are learner pools only.

Nine in ten schools with a pool consider it is of sufficient depth to teach year 1 to 3 students, but only six in ten consider the pool suitable for teaching year 4 to 6 students. (However, despite considering it inappropriate for year 4 to 6 students, seven in ten of those schools still use it for swimming instruction, although they are likely to use an external facility as well.) Among schools with no school pool, local authority pools are the main facility used.

Of those schools with access to natural water environments such as beaches, rivers and lakes, seven in ten use them for part of their programme delivery to year 4 to 6 students, but only one in three use them for younger years.

Programme Delivery

The vast majority of schools are providing swimming instruction only in the summer, although one in five schools with no pool are providing swimming instruction all year round or in blocks at different times of the year. The likelihood of providing swimming at times other than summer, is greater for year 4 to 6 students than year 1 to 3 students.

The majority of schools with a school pool provide 20 swimming or aquatic skill sessions for their students, but typically schools with no pool are providing fewer: generally ten or eleven to nineteen sessions. (However, it may well be that such sessions are of longer duration).

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Schools with reasonable access to natural environments are providing more sessions on average than schools with limited access, and schools in non-main urban situations are also managing more sessions per pool. This is likely to reflect a different attitude to the school pool, in that it has more of a community focus, and may well be used as a community facility outside of school hours.

Ability to ensure a Successful Outcome

Overall, schools have a positive view of their ability to ensure that students in years 1 to 3 and 4 to 6 learn to swim competently, although this view is not universally held.

- Schools with a school pool have the most positive view. Three in five schools rated their ability as extremely or very good, while less than ten percent rated it as not very good or poor. (Where the pool was not considered appropriate for teaching year 4 to 6 students, perceptions are less favourable).
- Schools without a pool have a less positive view of their ability to deliver than those with a pool: just under half rated their ability to ensure competent swimmers as extremely or very good.
- Schools with limited access to natural water environments tended to rate their ability to deliver less favourably than those with reasonable access to beach, river or lake environments.
- Generally schools with rolls of 50 pupils or less rated their ability to deliver more positively than schools with rolls of 200 plus students. This reflects in part the fact that nearly all schools with small rolls said they set swimming goals at an individual level; and the fact that they may be in rural or semi rural environments, in which the school pool plays a larger more community oriented role.

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Factors influencing Successful Outcomes

Schools who consider their students do learn to swim competently attribute their success to four main factors. In order of mention, these are:

- The commitment and skill level (training) of their teaching team
- The nature of their swimming programme, in terms of frequency (daily was often mentioned); taking a sequential approach to skill development; and providing opportunities to practise and access to the school pool during lunchtimes, weekends, and school holidays.
- The quality of their swimming facilities; whether heated, the type of equipment, etc. In total, only one in five of those schools with a school pool say it is heated, and just over half said their pool is not protected against climate and weather in any way.
- Parental attitudes; in particular, having parents/caregivers who want and expect their children to learn to swim.

Schools who are less positive about their ability to ensure children who can swim competently, attributed the barriers to the same issues, but typically to the converse of the above.

- They identified a need for professional development for their teachers
- Their pool facilities are inadequate to meet student needs (whether unheated, too shallow, too short, etc).
- Irregular or infrequent access to a pool. Also, other pool access issues such as the cost of travel to lessons and their distance from a pool
- Lack of parental support and having students who are unenthusiastic about swimming and who consistently leave their togs at home
- Having a short swimming season. This was mentioned particularly by central and southern South Island schools.
- The need to focus on other aspects of the school curriculum, to ensure students achieve in what may be regarded as more core curriculum areas.

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Specific Factors Rated

When asked to rate the influence of specific factors on children's swimming competency, children's own interest and enthusiasm for swimming was rated as the most positively influencing factor. Generally however, schools consider teacher related factors to be critical to success, in particular teacher interest and enthusiasm, and their teaching skills and confidence.

Parental value placed on swimming was rated as the third single most positive influence on swimming competence. On the other hand, parental condoning of children's reluctance to do swimming was regarded as having the greatest negative influence.

Children's attitudes about togs and body image and their attitudes to a lack of ability in front of friends and peers are seen as significant negative influences for year 4 to 6 students, but less so at year 1 to 3 level.

The influence of various pool related factors was also measured. Among schools with no pool, their access to a pool and the number of pool sessions they can achieve are regarded as negative rather than positive influences on outcomes. The time taken to get to the pool and the cost of getting to the pool also rated as negative influences.

Among schools with a pool, pool temperature is the main negative influencing factor. However, the cost of pool maintenance also rated more negatively than positively. Views toward meeting water quality standards were mixed with just over a quarter of schools considering them a positive factor, another quarter considering them a negative influence, and the remaining a third considering they have no influence. It should be noted however, that a few schools commented that the new water quality standards may well create an issue that compounds existing ones (such as inadequate pool length and depth), and contribute to potential discussion about the value of retaining their school pool.

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Teachers' Training and Knowledge

Among the schools included in this survey, the schools' teachers are the main instructor for the school's swimming programme. Nine in ten schools with a pool said the school's teachers deliver the programme, compared with about three in five schools with no pool. Hence, the teaching skills of the school's teachers are vital to the success of the swimming programme.

- The vast majority of year 6 teachers have had some teacher training, although the most common was training delivered as part of their teacher training. However, half said they have undertaken Lotto SwimSafe or KiwiSwim training.
- The recency of training varied: However, nearly half of the year 6 teachers said they have undergone some training in the last three years. For one in five, that training is at least ten years old.
- Regardless of the nature and/or recency of their training, the year 6 teachers expressed a high level of confidence in their ability to identify and encourage children with a fear of water, and in their ability to teach swimming skills to students. Their level of confidence is higher for teaching floating and kicking, and slightly lower for teaching the swimming strokes. (These are clearly areas for professional development focus).
- Positive interest was expressed in relevant professional development, both in terms of acknowledging a likely benefit, and interest in participating. Again, this interest was consistent regardless of past training type and recency.
- Three quarters of the year 6 teachers were aware of the Lotto SwimSafe resource and two in three were aware of curriculum requirements and examples.
- Half of all the teachers said they have used Lotto SwimSafe and or KiwiSwim resource materials. And nearly all are using at least one resource to help teach.

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Level of Swimming and Water Safety Skills Achieved

Year 6 teachers were asked to identify the proportion of year 6 students in their class who can perform each of six swimming and water safety skills. Note, given the time of year this study was conducted, levels of recall may be less accurate, than if the study were undertaken at the end of the summer swimming season.

Results were reasonably positive for each skill, particularly when compared against expert opinion from Water Safety New Zealand about the proportion who might be expected to demonstrate each skill. The three areas in which there is a gap include the ability to keep afloat and tread water, and swim 50 and/or 200 metres freestyle, breathing correctly.

Table 1 Specific Skills: Expectation and Achieved

	Expected	Average % who achieve
Know about safety around deep and/or moving water	90%	81%
Can get across a distance of 25 metres	85%	85%
Could manage to keep afloat and tread water	80%	85%
Swim 25 metre freestyle breathing correctly	65%	61%
Swim 50 metres freestyle breathing correctly	40%	46%
Swim 200 metres freestyle breathing correctly	20%	23%
Can swim at all	95%	96%
Have any water confidence	95%	97%

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It is important to compare perceived outcomes against schools' perceived ability to deliver outcomes.

Schools with no pool might be expected to achieve lesser results, on the basis of their own perceived ability to deliver students who are competent in the water. However, among the sample surveyed, the average level of achievement is higher for each skill among schools who have no pool. This suggests that alternative strategies pursued to deliver swimming and aquatic skills outcomes can have a positive impact on those who participate (both in terms of suitability of facility and quality of teaching). The one area in which the 'no pool' group show similar or lesser outcomes, is that of knowing about safety around deep and/or moving water.

Note: It is important to note that the sub-sample of schools with no pool has less statistical robustness than the sub-sample of schools with a pool.

Comparison of achieved outcomes across different subgroups suggests that two broad groups are disadvantaged. These are schools with limited access to natural water environments, and low decile schools. The key differentiating factors for low decile schools (in terms of this study's coverage) appear to be the availability of parental help and assistance with the school programme, and the lesser likelihood of children's attending private swimming lessons than in high decile schools. School pools in low decile schools may also have a lower level of protection from the weather (and fewer accessories).

Recommend-ations

On the basis of these research findings, we recommend that consideration is given to the following.

Ministry of Education

- There is a need for the Ministry to look at ways of addressing the difference in skills outcomes for low decile schools, given that parents of students in higher decile schools are more likely to have the financial means to access extra swimming and aquatic skills training.
- There is a need to investigate ways to assist schools that are not close to natural water environments, to provide those experiences for children, to help them develop the skills and confidence in being in deep/moving water.

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- Some 'best in class' examples of programmes and success stories about local authority/school partnerships could be show cased, to provide ideas for schools' that do not have a strong swimming culture.
- Further research among a larger sample of schools without a school pool may be warranted to confirm the findings of this study.

Schools

- As schools implement the new Health and Physical Education curriculum, it is an ideal time for schools to do a stocktake of teacher swimming and aquatic skills expertise and develop appropriate professional development programmes.
- Schools need to maximise their use of available resources. This includes maximising use of facilities, teaching resourses and instructors available in the local community; and working in partnership with other schools and community groups.

Teachers

- There is a need for professional development, such as refresher training for teachers, particularly those whose training is five years old or more. This will ensure they are using the most current learn-to-swim programmes with their classes. Note: Lotto Swimsafe requires recertification every five years.

Programmes

- It is important for schools to implement assessment programmes for swimming and aquatic skills that are based on individual goal setting and regular achievement assessment.
- Swimming programmes for children in years 1 and 2 need to focus on building enthusiasm and confidence, with high emphasis on fun and water safety, to help minimise children's becoming negative toward swimming. And emphasis on 'fun' of a different type is important at years 4 to 6 to reduce potential boredom and encourage children to achieve beyond basic levels.

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Parents

- Schools' communication to and with parents about the value and importance of learning water safety and swimming skills is important. For example, the implications of condoning children's non participation in swimming activities should be pointed out to parents, although the changing nature of parental/child relationships mean that this is a challenging issue.

Water Safety New Zealand

- Given the limited level of awareness and use of the Lotto SwimSafe and other resources, Water Safety New Zealand may need to consider ways to better target and reach teachers.

Introduction

Introduction

Background

The Ministry of Education and Water Safety New Zealand undertook this project exploring school swimming instruction at primary and intermediate level, in response to several issues.

- Water Safety New Zealand (WSNZ) has raised concerns with the Ministry of Education about the swimming and water safety skills of students as they leave primary/intermediate school. Four drownings on school trips during 2000 have heightened such concerns.
- There has been recent media coverage about school access to community pools (in costs and time terms), and issues for schools who have their own pools, such as maintenance costs and quality of instruction.
- Recent changes to the physical education curriculum have focussed attention on curriculum issues relating to swimming instruction.
- There is an increasing focus on outdoor activities as part of the school day.
- Changes are planned to water quality standards in 2002, with the implementation of NZS5826: 2000 'Pool Water Quality'.

Purpose

This study was intended to provide:

- Short term input for planning and instruction approaches for the upcoming swimming season; and
- To meet longer term information needs about the curriculum, professional development and school property issues.

Information Objectives

The project addressed the following questions.

- What level of swimming and water safety skills do students have at Year 6?
- What is the range of teachers' knowledge in relation to swimming instruction under the New Zealand curriculum?
- What arrangements do schools have in place, to deliver the swimming component of the curriculum? (This includes both property based arrangements and delivery arrangements).

Research Design

Research Design

Research Design

The research methodology for this study was a four stage one:

- A workshop with key stakeholders (from the Ministry of Education, Water Safety New Zealand) to discuss issues from each perspective
- An exploratory study among key informants in the Wellington region
- Distribution of self completion questionnaires at two industry conferences in July 2001, to gain the perspectives of physical education teachers and pool managers.

  As these respondents were self selecting and total responses low, results from these have been appended.
- A quantitative study among a larger sample of schools nationwide.

Exploratory Phase

Key informant interviews were conducted by ACNielsen qualitative researchers during July 2001, to provide background understanding of the issues surrounding implementation of the swimming component of the curriculum, and to provide input into the quantitative study.

These were conducted with a mix of primary school principals and key educational and swimming stakeholders. Details of the sample are appended.

Quantitative Phase

The quantitative phase consisted of a self-completion study among a random sample of schools, with students in years 1 to 6. A self-completion methodology was used to enable coverage of a larger sample than would have been possible with a telephone methodology.

Schools selected for the study were sent a questionnaire pack, with an accompanying letter from the Ministry of Education, requesting their participation in the study. Questionnaires were despatched on 31 August 2001. Reminders were sent on 13 September 2001. All questionnaires included an identifier number.

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Research Design, continued

Sample

The Ministry of Education supplied a database of schools that included years 1 to 6, with an indication of whether they have a school pool or not. ACNielsen selected separate samples randomly from both groups, and distributed a total of 480 questionnaires; 240 to schools that were shown on the database as having a school pool and 240 to schools that were shown as having no school pool.

Questionnaire

Two questionnaires were used; one to be answered by school principals. This asked for information about the school's pool facilities, management of programme delivery and for perceptions of influencing factors.

The second questionnaire was one for Year 6 teachers. It asked for their views of Year 6 students' level of swimming and water safety skills, along with information about the teacher's own skill and confidence levels.

Note: There is recognition of the fact that surveying year 6 teachers provides only limited information to answer the second research question about teachers' skill and confidence levels. (The project constraint meant other Year teachers could not be included in the survey).

Three year 6 teacher questionnaires were included in each questionnaire pack for schools, and principals were requested to ask year 6 teachers to complete a separate questionnaire each.

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Response Rate The overall school response rate was 73%, as follows.

	n=Schools
Despatched	480
Formally refused to participate	3
Received back	**374**
Excluded from analysis	
Identifiers removed	4
Too late for inclusion in analysis	32
No year 6 children this year	1
Included in the analysis	**337**

A few schools rang, in addition to responding to the survey, to discuss swimming and water safety related issues. Three sent letters, apologising for not responding to the survey.

Forty-one schools returned a Principals questionnaire but no Teacher questionnaires. These were included in the analysis.

Teacher responses

We received back a total of 526 teacher questionnaires, from 296 schools. As 51 of these teacher questionnaires were for schools that did not return a main questionnaire, or from which the school identifier was removed, they have been excluded from analysis.

Physical Resources to deliver Swimming Programme

Physical Resources to deliver Swimming Programme

Introduction

This section of the report examines the physical resources schools have in place or use, to deliver their swimming and water safety programme. Results are shown separately for year 1 to 3 and year 4 to 6 students, as the exploratory phase indicated that different facilities may be used for older students, who have out grown small learner pools.

School Pool Incidence

The findings from the Key Informant interviews indicated that there may be some differences between schools with their own pools, compared with those schools without schools. Hence, it was decided that the sample be split 50:50 in order to identify any potential differences. However due to an error in the initial data supplied by the Ministry, some schools with pools were included in the database sample of schools without pools.

A total of 82% of schools in the survey stated they have their own pool. (This number reflects the overall percentage of schools who have pools. That is, the Ministry of Education database indicates that the majority (83%) of schools currently have their own pool).

Base	**337**	
	%	**No**
School says it has own pool	82	278
School says it has no pool	18	59

Subgroup differences

The incidence of having their own pool was higher than average among:

- Contributing schools than full primary schools (90% versus 73%)
- Schools in rural locations (94% versus 73% in main urban areas)
- Schools of decile rating 3 and above
- Schools other than in the southern South Island (83% plus versus 57% in the latter region).

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Level of Pool Protection

The 278 schools with a school pool were asked whether their pool is protected against climatic and weather factors.

Only half of the schools said their pool is protected against cold temperatures and weather in any way at all. Heating was the most common (mentioned by 22%).

Table 2 Level of Pool Protection

Base (Have a school pool)	**278**
	%
Heated	22
Totally enclosed	10
Partially enclosed	9
Pool cover	6
None of these	54
Not answered	6
Total mentions	**107**

Pool heating was linked to total enclosure. Two in five of the totally enclosed pools were heated; one in five of the heated pools were totally enclosed.

A few principals commented that their pool covers are heat conserving pool covers.

Subgroup differences

The likelihood of having their pool protected in any way was greater than average among schools:

- Of decile ratings higher than 4 (over half of the pools in schools of decile 5 plus had some protection compared with only two in five pools at lower decile schools)
- In main urban areas and rural areas (half had pool protection), compared with only a third having any protection in secondary and minor urban areas.

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- In parts of New Zealand with cooler temperatures and shorter summers, that is the Southern North Island and South Island. Two in five pools in the Central or North North Island had some type of protection, compared with three in five in the South Island. More specifically, 38% of school pools in southern regions were covered compared with 15% of school pools in the Central and North North Island. Pools in the Southern South Island were most likely to be fully enclosed (59% being so).

Pool Appropriate-ness for Swimming Instruction

The exploratory research indicated that school pools can be inadequate for delivering the aquatic skills parts of the curriculum, particularly for over-the-head depth survival skills. Schools were asked therefore whether their pool is deep enough to teach swimming and water confidence.

School pools were much more likely to be considered deep enough for teaching swimming and water confidence to students in years 1 to 3 than to students in years 4 to 6 (92% for year 1 to 3 and only 58% for year 4 to 6 students).

Table 3 Appropriateness of School Pool for Swimming Instruction

	Year 1-3	**Year 4-6**
Base (have a school pool)	**278**	**278**
	%	**%**
Yes, pool is deep enough	92	58
No, pool is not deep enough	3	33
Not answered/don't know	5	9

Facilities Used for Swimming Instruction

Schools were asked what facility or facilities they use for swim instruction.

Among those with their own pool, there are some differences depending on student age. For example, 92% use their own for year 1 to 3 students, while only 83% use it for year 4 to 6 students, which may reflect their pool's unsuitability for older children.

Several principals commended on using different pool options for the different levels. For example, one principal wrote:

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"Own school pool (12m ×5m) is used for swimming instruction for year 1, 2, 3. All other children travel to local private school pool (heated and covered) for swimming instruction from professional tutors."

Use of a local authority pool increases for older children (10% for year 1 to 3 and 17% for year 4 to 6 students), as does use of other water environments (particularly beaches).

Among those with no school pool, three in four use their local authority pool for year 1 to 3 and year 4 to 6 students.

Table 4 Facilities used for Swimming Instruction

	Total		Own pool		No pool	
	Year 1-3	Year 4-6	Year 1-3	Year 4-6	Year 1-3	Year 4-6
Base (all schools)	**337**	**337**	**278**	**278**	**59**	**59**
	%	%	%	%	%	%
Own school pool	76	69	92	83	-	-
Local authority pool	23	31	12	21	71	75
Another school's pool	3	5	1	4	12	8
Other pool	2	4	1	3	8	10
Mix own pool and other pool	8	14	10	17	-	-
Beach	5	8	5	9	7	5
River	1	2	1	2	2	2
Lake/other	2	3	-	-	7	8
Not answered	1	1	1	-	2	3
Total mentions	**122**	**137**	**123**	**139**	**109**	**111**

Despite the fact that some schools do not consider their own school pool deep enough to teach year 4 to 6 students effectively, seven in ten of these (71%) are using their own for swimming instruction, compared with 89% of schools who say their pool is deep enough for year 4 to 6 students.

Those whose pool is not considered deep enough are making greater use of local authority pools than do those with an adequate pool (38% and 21% respectively), but not significantly so.

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Use of External Water Environments

Schools were asked whether they are close to external water based environments, which suitable to deliver part of the swimming curriculum. What 'close' meant, was left up to the school's discretion.

They were more likely to indicate proximity to a beach (23%) than river (11%) or lake (5%) suitable for teaching swimming or aquatic skills.

Table 5 Proximity to Natural Water Environments

	Total	With pool	No pool
Base (all schools)	**337**	**278**	**59**
	%	**%**	**%**
In proximity to			
Beach	23	23	20
River	11	12	5
Lake	5	5	7

Subgroup differences

- Proximity to an appropriate lake was greatest among schools in the northern South Island and lowest among those in the central and southern South Island.
- Proximity to an appropriate river was least likely among Northland and Central South Island schools.

Use of that water environment

In situations in which schools are situated close to an appropriate beach, river or lake, they were asked whether they use it as part of their delivery of water safety and/or swim instructions.

Seven in ten (73%) do so for their year 4 to 6 students, while one in three (35%) do so for their year 1 to 3 students. The lower usage for year 1 to 3 students is likely to reflect safety and competence issues among younger children.

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Travelling Time

The time spent travelling from school to the swimming facility has been hypothesized as a potential barrier to schools/ ability to deliver swimming instruction to students, as it takes additional time out of the teaching day, creating potential pressure on curriculum delivery, and also shortens the time available in-pool.

Pool managers commented on travelling time and distance as key factors in local schools' not using their facilities.

Schools with no pool were asked how long the trip from classroom to facility takes. For over half of those who responded, the trip takes less than a quarter hour, yet for over one in three, the trip takes between a quarter and half hour

Table 6 Travelling Time to Swimming Facility

Base (Schools with no pool)	**59**
	%
Less than 15 minutes	53
15 – 29 minutes	37
30 minutes plus	5
Not answered	5

Regional sub-sample sizes of schools with no pool were not large enough to provide an indication of regional differences in travelling time.

Attitudes towards the Swimming Part of the School Curriculum

Attitudes towards the Swimming Part of the School Curriculum

Relative Priority Attached to Swimming

The exploratory qualitative stage of research suggested that the level of priority schools place on teaching swimming and water safety skills, varies, depending on whether or not they have a pool, the school's own 'swimming culture', and pressures created by the large number of subjects to be delivered within the total school curriculum.

For example, one principal had commented that delivering core curriculum requirements such as reading and mathematics skills has to be priority in a school with a high proportion of students for whom English is a second language), and that behaviour management issues also take greater priority.

Hence the quantitative survey sought to establish the level of priority swimming and water safety skills have relative to:

- Other parts of the physical education programme, and
- Other parts of the school curriculum. (Some schools found this question harder to answer).

As the following table shows, schools with a pool tend to place greater priority on swimming and water safety than schools without a pool. Compared with other parts of the physical education programme, swimming and water safety skills tend to be given a higher priority, but this is not the case, when compared with other parts of the school curriculum.

Indeed, swimming (and possibly other parts of the physical education curriculum) may well receive a lower priority than other parts of the curriculum. This was more the case among schools giving swimming slightly less priority than other physical education curricula activities.

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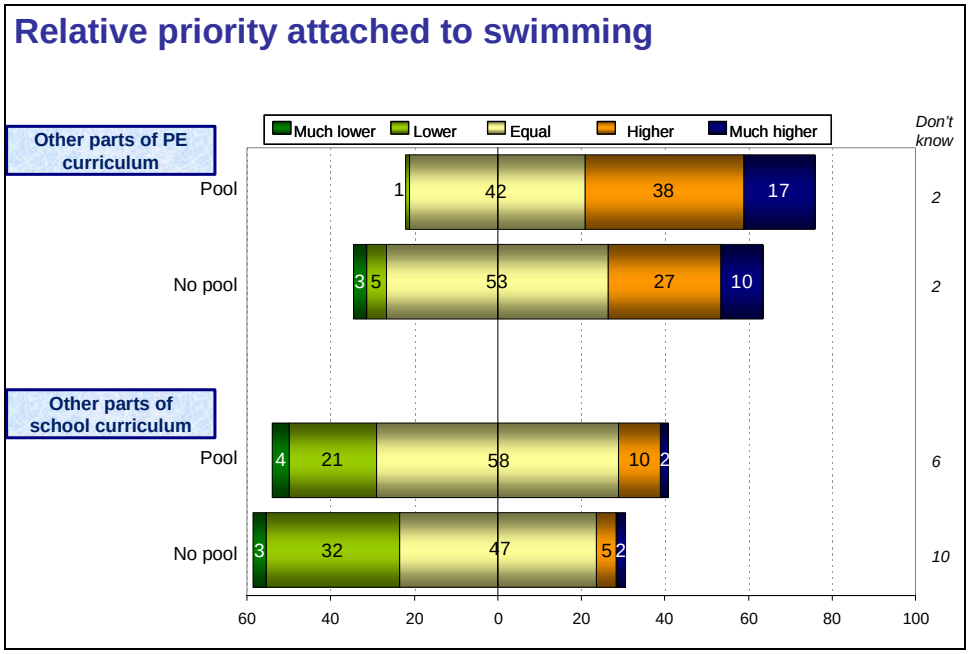
Chart 1 Relative Priority Attached to Swimming



NOTE: A few schools (less than 5) refused to answer these questions on the grounds that it is inappropriate to compare different parts of the curriculum with or against one another.

Subgroup differences

- The higher the school's decile rating, the greater the priority attached to swimming and water safety, relative to other parts of the physical education programme.

Continued on next page

Adequacy of Curriculum Guidelines

The curriculum states *"all students will have had opportunities to learn fundamental aquatic skills by the end of year 6"*, with additional guidance provided for achievement objectives at each level.

Exploratory feedback from a couple of public pool managers in the key informant interviews and conference survey suggested that the content of the curriculum may affect schools' ability to deliver effective swimming outcomes. Hence, schools were asked for their view of the adequacy of the level of guidance in setting expectations of delivery.

Views tended to be favourable, with 38% rating the level of guidance in the curriculum and guidelines as excellent or very good, and only 17% giving it an unfavourable rating.

Table 7 Adequacy of Curriculum Guidelines

	Total	Have Pool	No Pool
Base (all schools)	**337**	**278**	**59**
	%	**%**	**%**
Excellent	10	10	8
Very good	28	29	25
Quite good	42	42	41
Not very good	15	15	17
Poor	2	2	3
Not answered	3	2	5

Subgroup differences

As the above table shows, there was little difference in opinion between schools with pools and those without.

But schools' ratings vary according to whether the school is located close to natural water environments. For example, 48% of those close to natural water environments rated the level of guidance as excellent or very good compared with only 34% of those with less access. This may reflect the fact that the curriculum talks of using natural water environments for parts of programme delivery.

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Reasons for ratings

Some believe the guidelines outline skills requirements adequately, while some schools want more specificity. The following comments highlight the range of views:

"The intent is clear and appropriate. Specific resources are available."

"There is a specific requirement clear to schools. However, details on suitable programmes and effectiveness is varied."

"We have a detailed and level based plan. Children generally exceed the curriculum requirements."

"The curriculum expects schools to deliver aquatics and water safety/survival skills, but detailed guidance has only just begun to appear for children at contributing schools. Bubbles to Buoyancy for years 1 to 3, but nothing for years 4 to 6. And the Ministry provides no specific support for delivery, i.e. pool or access."

"The quick fix is to produce booklets and guides. But resources need to be targeted at what makes a difference – adequate pools, trained people and enthusiastic teachers."

However, perceptions of the adequacy of curriculum guidelines are linked to other factors such as perceptions of the adequacy of physical resources, etc.

Those who rated the guidelines favourably tended to talk about using programmes based on Lotto SwimSafe and having teachers with SwimSafe or Kiwi Swim training.

"Aqua pass, now SwimSafe provides excellent guidelines, and our school's programmes are based on these. But we had to pay for them and the accompanying in-service."

Those with less positive views tended to comment on the inadequacy of their swimming facilities, or access to those, in part answer to the question.

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Table 8 Reasons for Curriculum Guideline Ratings

A full list of responses follows.

	Excellent/ Very good	Quite Good	Not very Good/Poor
Base (schools)	**130**	**140**	**59**
	%	**%**	**%**
Quality of Guidelines			
Ministry guidebook outlines skills	29	16	-
Well structured guidelines	8	3	2
Requirements need to be more specific	2	24	64
School Programme			
Our programme is based on SwimSafe, etc	22	14	10
Children are taught skills sequentially	6	2	-
Daily swimming lessons	4	1	-
Positive school expectations	4	1	-
Regular swimming lessons	3	-	-
Teacher/child ratio	2	-	-
Make the programme fun	2	-	-
Teacher skills and training			
Teachers have a SwimSafe or Kiwi Swim training	8	2	2
Need more professional training	2	9	3
Skilled, dedicated team	8	2	-
Professional external help available	5	1	-
Facilities			
Good facilities: Great pool	5	1	-
Lack of pool depth/length	1	4	2
Have a school pool	5	1	-
Heated pool	1	1	-
Pool not heated	-	1	2
Have access to good local facilities	2	-	-
Distance to pool too far	1	1	2
Pool overbooked. Limited access	1	1	2

Continued on next page

Attitudes towards the Swimming Part of the School Curriculum, continued

	Excellent/ Very good	Quite Good	Not very Good/Poor
Base (schools)	**130**	**140**	**59**
	%	**%**	**%**
Resource issues			
Insufficient finances	2	4	4
Cost of lessons	-	2	2
Cost of travel to pool	-	2	2
Children/Parental Attitudes			
Children are improving	5	1	-
No parental support	-	1	2
Children lack enthusiasm	1	1	-
High caregiver expectations	1	-	-
Other	9	7	6
Not answered	21	35	14
Total mentions	**160**	**138**	**119**

Structure of Swimming and Water Safety Programmes

Structure of Swimming and Water Safety Programmes

Introduction

Anecdotal evidence and exploratory findings suggest that swimming instruction tends to be a 'summer only' activity, although the use of external pools (that are covered and heated and open year round) mean that this is not necessarily a requirement. (Pool managers for example, talked of their facilities being more heavily booked in terms one and four, than two and three).

It indicated the existence of a mindset that swimming is a summer activity, and that parental/child attitudes and the reality of winter illnesses can make winter delivery ineffective.

Time of Year

For the vast majority of schools with a pool, swimming and aquatic skills are generally taught only in summer, rather than year round.

Patterns are more varied in schools with no pool, although 'summer only' is again the most likely scenario. Some pool managers who responded to the NZRA conference questionnaires indicated that their pools are at capacity or at near capacity, particularly during Terms 1 and 4.

This is likely to impact on the delivery of swimming instruction for schools with no pools.

Table 9 Time of year Swimming is Taught

	Total		With pool		No pool	
	Year 1-3	Year 4-6	Year 1-3	Year 4-6	Year 1-3	Year 4-6
Base (all schools)	**337**	**337**	**278**	**278**	**59**	**59**
	%	%	%	%	%	%
Only in summer	92	89	96	93	75	69
All year round	4	5	4	4	8	10
Other*	2	4	*	2	12	12
Not answered	1	2	*	1	5	8

Note: 'other' includes terms 1 and 2, term 2, block courses (8 weeks, twice a week, etc).

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Subgroup differences

There were few sub-sample differences.

- Main urban-based schools are slightly more likely to have swimming activity that is not just summer activity (possibly reflecting access to block courses at local authority pools).
- There were few regional differences, despite climatic differences.

Number of Sessions

Physical education teachers who responded to the PENZ conference questionnaire indicated that the time schools commit to swimming and their ability to timetable swimming into the broader timetable are key factors that influence students' swimming and aquatic skills outcomes.

When asked how many sessions their students receive in the quantitative survey, schools indicated that their year 1 to 3 and 4 to 6 students receive the same number of swimming sessions. (Note: the duration of sessions was not defined).

Two in three schools indicated that their students have 20 or more swimming sessions in a facility organised by the school.

This however, varies significantly by whether the school has a pool or not. The majority of students in a school with a pool have the opportunity to participate in 20 plus sessions, whereas students in a school with no pool generally have the opportunity for ten to nineteen sessions. There may be a difference in the length of sessions held in pools (where the water temperature may result in short lessons) and those in heated local authority pools. Hence, children in schools with no pools are not necessarily receiving fewer 'hours' of swimming per year than their counterparts in schools with pools.

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Table 10 Number of Teaching Sessions

	Total		With pool		No pool	
	Year 1-3	Year 4-6	Year 1-3	Year 4-6	Year 1-3	Year 4-6
Base (all schools)	**337**	**337**	**278**	**278**	**59**	**59**
	%	%	%	%	%	%
Less than 5 sessions	3	3	3	3	5	3
5 – 9 sessions	4	4	4	4	7	7
About 10 sessions	8	8	3	3	32	32
11 – 19 sessions	15	15	10	10	37	37
20 sessions or more	68	68	79	78	15	17
Not answered	1	1	1	1	3	3

Subgroup differences

- Schools in locations with little access to natural water environments tend to receive fewer swimming sessions on average than schools close to natural water environments (19% receiving ten or less, compared with only 10% of those close to natural water receiving ten or less).
- Schools in rural and minor urban areas are more likely than those in main secondary urban areas to receive 20 plus sessions (77% doing so compared with only 58% of main urban schools). This is likely to reflect the structuring of swimming programmes in urban centres, which use local authority pools.
- No differences were apparent by school decile rating.
- Students in the southern South Island definitely receive fewer sessions than those living in warmer climates (only 37% receive 20 plus sessions), and 30% receive ten or less, compared with the national average of 15% receiving ten or less.
- Year 4 to 6 students in schools whose pool is not considered appropriate for delivery to older students are receiving slightly fewer sessions on average than year 4 to 6 students in schools whose pools are adequate. (83% of those in schools with adequate pools receive 20 plus sessions, compared with only 66% of those with inadequate pools. And 10% or less of the former group receive ten or less sessions, compared with 21% of those with an inadequate pool).

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Who Delivers Swimming Instruction

In the majority of schools with their own pool, children's class teachers deliver swimming instruction to their students.

In schools with no pool, class teachers are the main swimming teacher, although three in ten such schools do use an external swimming teacher.

Table 11 Who teaches Swimming Instruction

	Total		Own pool		No pool	
	Year 1-3	Year 4-6	Year 1-3	Year 4-6	Year 1-3	Year 4-6
Base (all schools)	**337**	**337**	**278**	**278**	**59**	**59**
	%	%	%	%	%	%
Children's class teachers	88	85	93	91	63	56
Specialist teachers at school	2	3	2	3	-	2
External swimming teacher	10	13	6	10	27	29
Parental help	4	3	2	1	12	12
Mix of above	9	10	8	9	15	17
Other	2	2	2	3	-	-
Not answered	1	1	1	1	3	3
Total mentions	**116**	**117**	**114**	**118**	**120**	**119**

A small minority of schools use an internal teacher with specialist skills to deliver swimming instruction.

Programme Design

In schools with a pool, school teachers generally set the swimming programme; however in schools with no pools, one in three (37%) say local authority pool instructors or swim school instructors set the programme.

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Table 12 Who sets Swimming Programme

	School Pool	No Pool
Base	**278**	**59**
	%	**No**
Teachers	97	75
Local authority/pool instructors	3	25
Swim school instructor	6	10
Other	2	2
Not answered	1	1
Total mentions	**109**	**113**

Setting Goals and assessing Progress

Two in three schools say they set swimming goals for each individual child, while one in three at least set goals at a syndicate level. The likelihood of individual goals is greater in schools with small rolls. Three quarters of schools with small rolls of 50 or less set individual goals for each child, compared with 60% of those with rolls of 200 to 499, and 50% of those with rolls of 500 plus.

Schools with no pool are slightly less likely to set any programme goals than schools with a pool.

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Table 13 Goal Setting and Assessment

	Total		With pool		No pool	
	Year 1-3	Year 4-6	Year 1-3	Year 4-6	Year 1-3	Year 4-6
Base (all schools)	**337**	**337**	**278**	**278**	**59**	**59**
	%	%	%	%	%	%
Set goals for each individual child	64	67	65	69	58	58
Set overall goals for syndicate	38	36	38	36	37	39
Other	7	7	6	6	8	8
No specific goals set	3	3	2	2	8	8
Not answered	1	1	1	*	3	3
Total mentions	**113**	**114**	**112**	**113**	**114**	**116**

One principal explained his school's goal setting as follows:

"We work on our previous skills and knowledge. And the goals are sequentially based: water confidence to floating, to kicking, to arm action, to breathing, to full stroking, to aqua pass skills."

Some comment was made by principals whose schools set individual goals about the relative value of individual and syndicate related goals. One for example, commented as follows:

"Children have different starting points in confidence, awareness and ability. We establish what these points are for each child; our programmes aim to move them to greater skill, knowledge and confidence levels."

Formal Assessment Methods

The vast majority of schools who set any goals said they have a formal method of assessing progress in place. (Some commented on the need for regular assessment to ensure student progress).

Table 14 Formality of Assessment Methods

	Year 1-3	Year 4-6
Base (schools who set goals)	**301**	**302**
	%	%
Have a formal method	83	84
No formal method	15	15
Not answered	2	1

Achieving Swimming and Aquatic Skills Competence

Introduction

This section of the report examines schools' ability to ensure swimming competence, and the factors that influence this.

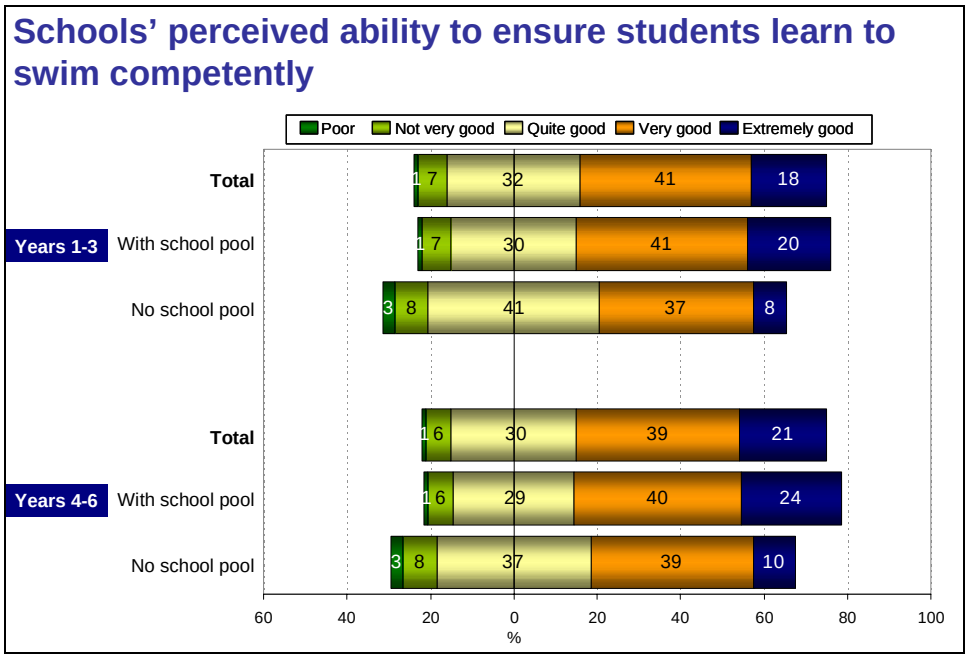
Schools' Ability to ensure Swimming Competence

Principals were asked how they would rate the ability of their school to ensure that students in years 1 to 3 and 4 to 6 learn to swim competently.

As the following chart shows, about 60% of schools on average, rated their ability as extremely or very good, while less than ten percent rated it not very good or poor. At least a third rated their school's ability as no better than quite good.

The presence of a school pool affected schools' ratings. While just over 60% of schools with a pool rated their ability as extremely or very good, just under half with no school pool gave the same rating.

Chart 2 Schools' Ability to ensure Swimming Competence



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Subgroup differences

Apart from the presence of a school pool, there were other differences in ratings:

- Whether the pool is considered deep enough to provide adequate instruction. (71% of those who consider it is deep enough gave a favourable rating, compared with 55% of those who consider their pool is not deep enough).
- Whether goals are set or not. 62% set individual goals rated their ability as excellent or very good, compared with only 20% who set no goals.
- Schools near natural water environments rated their ability higher than schools with no beaches/rivers nearby (68% versus 54% extremely or very good ratings at year 1 to 3 level).
- Schools with small rolls rated their ability higher (59% of those with rolls of 50 or less compared with 56% of those with rolls of 200 plus giving an extremely or very good rating at year to 3 level). This reflects the fact that individual goals are more likely to be set. Similar schools were often rurally based, and the school pool is likely to be a community focus.
- Schools in non-main urban settings gave higher ratings (see above).

There were no consistent geographic differences.

Factors that help Ability to Deliver

Those schools who rated their ability to ensure that students in years 1 to 3 and 4 to 6 learn to swim competently as extremely good, very good or quite good, were asked what factors help them to achieve this.

Four main themes emerged. In order of rank importance, they were:

- *The teaching team*: Primarily their skill level and commitment, but also, whether or not they had Lotto SwimSafe or KiwiSwim training. Access to other professional assistance (from sources such as local swimming clubs, public pools, etc) was also seen to be of value. (This tended to be mentioned by high decile schools (7 - 10).

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- *The quality of the swimming programme itself*: Regularity (daily water contact particularly), lesson structure, teaching group size, along with programme content. Recognition of the sequential nature of skill acquisition was stressed. Having positive expectations of learning outcomes was also considered important. Providing opportunities to practise and additional access at lunchtimes, weekends and holidays was highlighted as an aid. Programme related factors were generally mentioned more by schools with pools than without pools.
- *Facilities:* Some schools talked of having a school pool; others commented on the quality of their own facilities (e.g. heating, equipment, etc), or the quality of equipment and facilities at those they use.
- *Parental attitudes*: Schools commented that having parents or caregivers who want and expect their children to learn to swim is a contributing factor.

Responses for year 1 to 3 and year 4 to 6 students were similar, as the following table highlights.

Table 15 Factors that Help Schools' ability to Deliver Swimming Competence

	Year 1 - 3			Year 4 - 6		
	Total	**Excellent/ Very good**	**Quite good**	**Total**	**Excellent/ Very good**	**Quite good**
Base	**306**	**198**	**108**	**307**	**205**	**102**
	%	**%**	**%**	**%**	**%**	**%**
Teacher skills/training						
Skilled staff/dedicated team	28	43	8	28	42	6
Teachers have SwimSafe, KiwiSwim training	6	10	2	5	8	2
Professional help available – swim club, sports rep, etc	9	14	1	11	17	-
School programme						
Regular swimming lessons	15	22	7	9	14	2
Daily water contact/lessons	15	23	3	13	20	1
Small groups (teacher/student ratio)	11	16	4	10	16	2
Well structured lessons	10	15	4	12	18	3
Positive school expectations	9	14	1	11	8	-
Children taught sequential skills	7	12	2	9	14	2
Opportunities to practise	4	7	1	7	11	1

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	Year 1 - 3			Year 4 - 6		
	Total	Excellent/ Very good	Quite good	Total	Excellent/ Very good	Quite good
Base	**306**	**198**	**108**	**307**	**205**	**102**
	%	%	%	%	%	%
Programme is based on SwimSafe, etc	4	6	2	4	6	-
Lunch hour pool use	2	3	-	2	3	-
Make it fun – enthusiasm	3	4	2	8	13	2
Swimming competitions are regular events	2	3	-	3	5	-
Facilities						
Have school pool	12	17	6	11	17	-
Good facilities (pool, equipment)	11	18	2	9	15	1
Heated pool	9	13	4	6	10	-
Have access to good facilities	4	7	2	8	12	1
Weekend; holiday access	3	5	1	1	2	-
Children/Parental attitudes						
High caregiver expectations/want children to learn	13	19	5	11	18	1
Parental swimming help	4	6	2	1	2	-
Seasonal/geographic factors						
Long swimming season/climate	4	6	2	4	6	-
Other	4	6	2	4	6	3
Not answered	36	6	74	35	8	87
Total mentions	**225**	**295**	**136**	**222**	**291**	**114**

The following verbatims provide a sense of schools' actual responses.

"A relatively suitable pool. Regular timetabling. Taking a firm approach with parents don't support swimming. Providing staff development for all staff. Providing a supervised free swim every lunchtime in the season."

"Children swim once or twice every day during summer. A sport Northland rep helps with goals for each child. These goals are worked towards."

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"Leisure swimming at lunchtimes very significant.
1. *25 m learners pool*
2. *Accessories*
3. *Full time swimming instructors at pool, Feb/March*
4. *Teacher support at learners/improves/competent levels*
5. *Member of Okahu Waterc. Group – (sailing, kayaking, etc)."*

"School-wide programme based on best practice model established during in-service.
- Clear guidelines for new teachers to the school
- Small class-sizes – small groups for instructions
- Accessible school pool to ensure lots of learning and practising opportunities."

"Time is spent in swimming. And we have specific sequential goals, that are assessed regularly."

"Enthusiasm of the particular teachers assigned to teach at these levels. However, this is not always the case."

"Traditionally our school has a strong swimming culture. We call in the local swimming coach as often as possible. We encourage families to join the swimming club. We utilise teacher strengths. (We have three who have swim teaching expertise). We train out of school hours. We expose swimmers to regular competition, they work under top coaches."

Factors that Hinder Ability to Deliver

Those schools who rated their ability to ensure that students in years 1 to 3 and 4 to 6 learn to swim competently, as quite good, not very good or poor were asked what factors hinder their ability to deliver. The key themes that emerged were generally similar to those outlined as enabling factors, but the converse aspects were discussed. In order of level of mention they were as follows:

- Teacher skills and training: Schools spoke of the need for the provision of professional development to up-skill their teachers, particularly in schools with an on-site pool.
- Pool facilities: Having an unheated pool, or pool of insufficient depth or length was identified as a problem. (Inadequate depth and length were issues particularly for older year 4 to 6 students).

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- Programme frequency: Irregular access to a pool was cited as an issue, particularly among schools with no pool.
- Access issues: The cost of travel to lessons and the distance from a pool were all mentioned as barriers. Schools of decile ratings 3 to 6 were more likely to mention cost issues than others.
- Lack of parental support, and having unenthusiastic students who do not bring swimming costumes are an issue for some schools.
- Having a short swimming season and climatic factors were identified as an issue by central and southern South Island schools.
- Focus on other aspects of the curriculum. Some schools identified other curricula and the need to manage the rest of the physical education curriculum as barriers to delivering swimming competency.

A list of all mentions follows.

Table 16 Factors that Hinder Schools' Ability to Achieve Competence

	Year 1 - 3			Year 4 - 6		
	Total	**Quite good**	**Not very good/poor**	**Total**	**Quite good**	**Not very good/poor**
Base	**136**	**108**	**28**	**128**	**102**	**26**
	%	**%**	**%**	**%**	**%**	**%**
Teacher skills/training						
Need to up-skill teachers	26	28	18	26	28	15
Facilities						
Unheated pool	20	19	25	14	13	19
Lack of pool depth/length	11	10	14	23	19	38
No school pool	5	2	11	5	4	12
Programme						
Irregular lessons. Pool overbooked	21	20	25	23	22	31
No opportunities to practise	1	1	2	2	1	4
Access						
Cost of travel to pool	7	6	14	10	6	27
Cost of lessons	7	5	14	9	6	19
Distance to pool too far	7	6	11	5	6	4
Insufficient finances	5	4	4	2	2	4

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	Year 1 - 3			Year 4 - 6		
	Total	Quite good	Not very good/poor	Total	Quite good	Not very good/poor
Base	**136**	**108**	**28**	**128**	**102**	**26**
	%	%	%	%	%	%
Focus						
3 Rs to teach. Rest of curriculum	10	8	14	11	12	8
Number of children at pool	7	6	14	8	9	4
Takes time. Other physed activities to do	5	5	7	6	8	-
Children/Parental attitudes						
No parental support	10	7	18	8	6	15
Children ill prepared for swimming/lack of enthusiasm	7	4	18	13	13	15
Cultural issues and body image (girls)	2	1	4	3	3	4
Guidelines						
Need more specific guidelines	3	3	4	-	-	-
Other	7	6	14	9	8	15
Not answered	18	19	14	11	12	8
Total mentions	**194**	**175**	**263**	**200**	**188**	**261**

The following verbatims provide a sense of the barriers.

"Lack of confidence for pupils. Condoned 'refusal' to bring appropriate clothing by parents. The time factor. It needs to be done in summer – at beginning of the year when there is also a priority for teachers to establish routines and set up class programmes. Our physical facilities don't encourage/allow for in depth coaching and practice at swimming skills. Class sizes are also a factor."

"Large numbers per teacher often inhibits close tuition. Varied knowledge and experience of staff regarding teaching of swimming."

"Not enough children are able to take advantage of the lessons partly due to parent apathy, and the children's ability to talk to their parents into saying 'no' to the school programme."

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"Lack of deep water and distance from 'mileage' facilities. Cost of bus and fees to Nelson prohibits use of these facilities given that we also have to fund and maintain our own learners pool. The children who do well at this level are generally those whose parents take them regularly to swimming clubs or private instruction in deep water and distance capable facilities. Much of our advanced water safety is classroom bound, although we do take advantage of trips to rivers and beach to reinforce and teach skills of river crossing and boating (canoes)."

"Timetable restrictions mean students (year 1 to 3) are often in the pool for only 5 to 10 minutes per day. And when it's cold, students often get out. Our pool is too shallow and small for bigger students. Timetabling for a large school means older students swim first in the mornings (often 9am or 8am with daylight saving). Older students are often only in the pool in groups of 10 to 12 for 8 to 10 minutes. And the coldness often means they get out before time is up." Note: this school was located on the East Coast of the North Island.

"Our pool is too short in length and not deep enough for year 4 to 6 students."

Factors that Influence Learning to Swim Competently

Schools were asked about the influence of fifteen teacher, children, parental and programme related factors, on children's learning to swim competently. They used a rating system: significantly positive, slightly positive, no influence, slightly negative, significantly negative, and mixed.

These factors were developed from feedback in the exploratory interviews and from physical education teachers' and pool managers' experiences.

Many of the factors can work either as an enabler or a barrier and/or both, and as some schools commented, responses may very depending on the priority the school attaches to swimming.

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Most Positive Influencing Factors

Schools consider the single most vital factor to be *children's interest and enthusiasm for swimming,* with 74% saying it has a slightly positive impact for years 1 to 3 and 60% for years 4 to 6.

Overall however, schools consider teacher related factors are critical to achieving swimming competence. *Teacher interest and enthusiasm for swimming* are regarded as potentially the most positive factor, with *skills and confidence in swimming instruction* a close second.

Their teacher *swimming training* and *teacher/pupil ratios* can have a significant positive effect.

The *value parents place on learning to swim* ranked third in terms of influencing outcomes in a positive way (58% for year 1 to 3 students and 49% for year 4 to 6 students). High decile schools (5 to 10) ranked parental concern as more of a positive influence than lower decile schools (1 to 4).

They also rated *ability of parent help and supervision* more positively than lower decile schools.

Fourth in potential positive terms is the *extent of swimming goals and the school's programme.* Schools with a pool gave more positive ratings than schools with no pool (70% versus 58% positive ratings comparatively for year 1 to 3 students).

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Neutral Influence

Views about the relative influence of *priority attached to swimming* varied, according to the school's priority to these factors.

Some children related factors tend to have no significant influence either way, particularly for children in the year 1 to 3 band. These include *attitudes about togs and body image, range of abilities* and *attitudes towards lack of ability in front of friends or peers.*

Negative Influence

However, for students in the year 4 to 6 band, children's *attitudes toward body image and togs* (particularly girls) become more of a negative influence as do their *attitudes to a lack of ability in front of friends or peers* (37% slightly or significantly negative).

Parental condoning of children's reluctance to do swimming not surprisingly was seen as a negative influence, and one that some commented on being a significant barrier. The influence of this parental factor did not vary by school decile rating.

While views about the influence of *allocating time to swimming and of time out for other lessons* were mixed overall. Schools with no pool consider them a negative influence (40% giving a negative rating, compared with only 22% of schools with a pool).

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Chart 3 Factors that Influence Students Learning to Swim

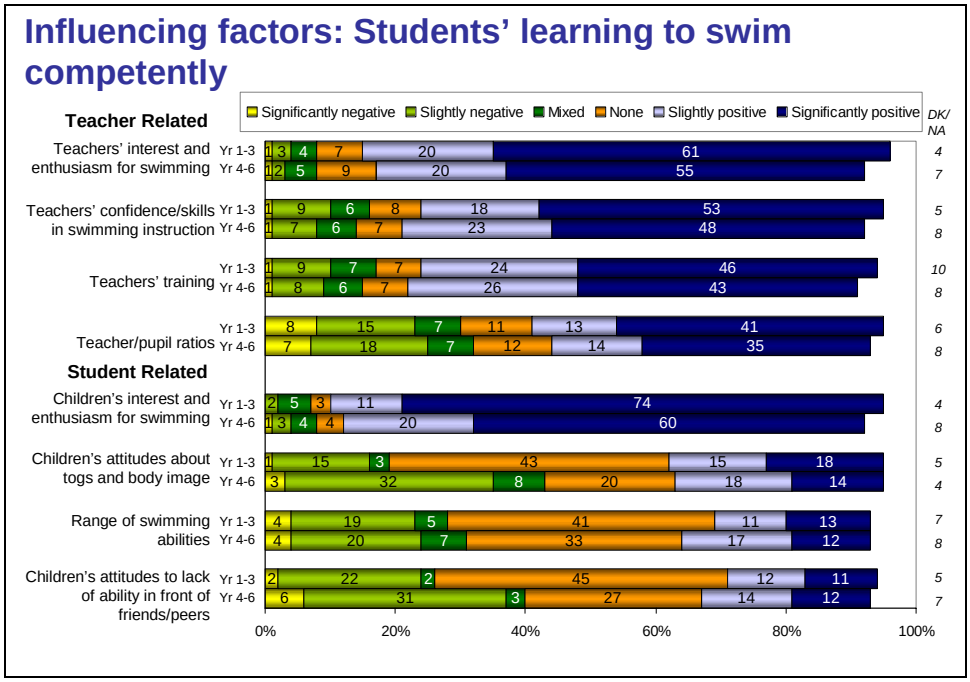
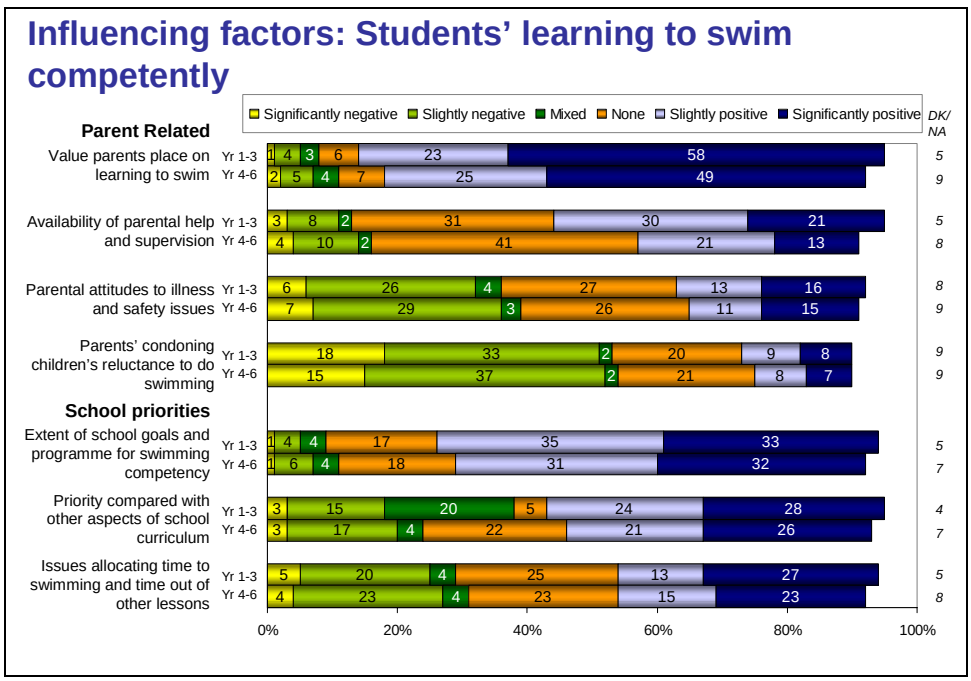


Chart 4 Factors that Influence Students Learning to Swim (b)



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Pool Related Influencing Factors

Schools were asked to rate some Access and Facility related factors on the same basis (with a 'not applicable' rating replacing the 'mixed' rating).

Results are shown separately for schools with pools and schools without pools on Access factors, and just for schools with pools for Facility factors.

In terms of Access factors, schools without a pool tend to regard *access*, *number of pool sessions* and the *time to get to a pool* as negative factors, with two in five giving a negative rating and less than one in five a positive rating. Views among schools with pools are more mixed.

NOTE: there is a significant level of not applicable responses for each of these.

In terms of Facility factors, *pool temperature* is generally a negative influence rather than a positive one (Note: sixty (22%) schools with a pool said it was heated. Of these, 60% regarded pool temperature as a positive influencing factor).

The *cost of pool maintenance* is considered as a negative rather than a positive influence (35% negative compared with 15% positive ratings). Note: several schools expressed surprise at relatively little focus on cost in the whole survey.

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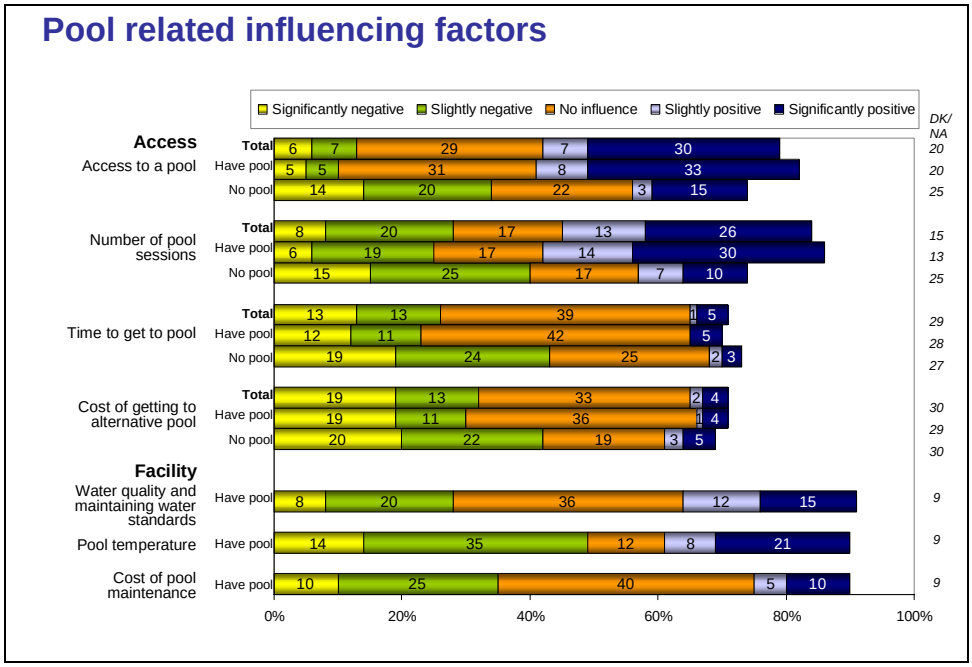
Views on *water quality and maintaining water standards* are evenly spread across schools who responded, with 27% rating them as a positive influence and 28% as a negative one. However, at least three schools added a comment at the end of their questionnaire about the likely impact of the new hygiene and water standard regulations on their pool operation, which in some cases was identified as a compounding factor if the facility was inadequate in other ways. For example, one principal commented as follows.

"We are close to deciding to close our pool because it does not meet the learning needs of children (not deep enough), it is not cost efficient, and the new hygiene regulations make it near impossible to run. We will bus all children to local pools for swim weeks. The high priority we place upon swimming could be somewhat constrained as we work through the new Swimming Pool regulations to be implemented, …….our high level of participation and attainment by pupils will fall accordingly."

Chart 5 Pool Related Influencing Factors



Level of Swimming and Water Safety Skills at Year 6

Level of Swimming and Water Safety Skills at Year 6

Expected Level of Swimming and Water Safety Skills

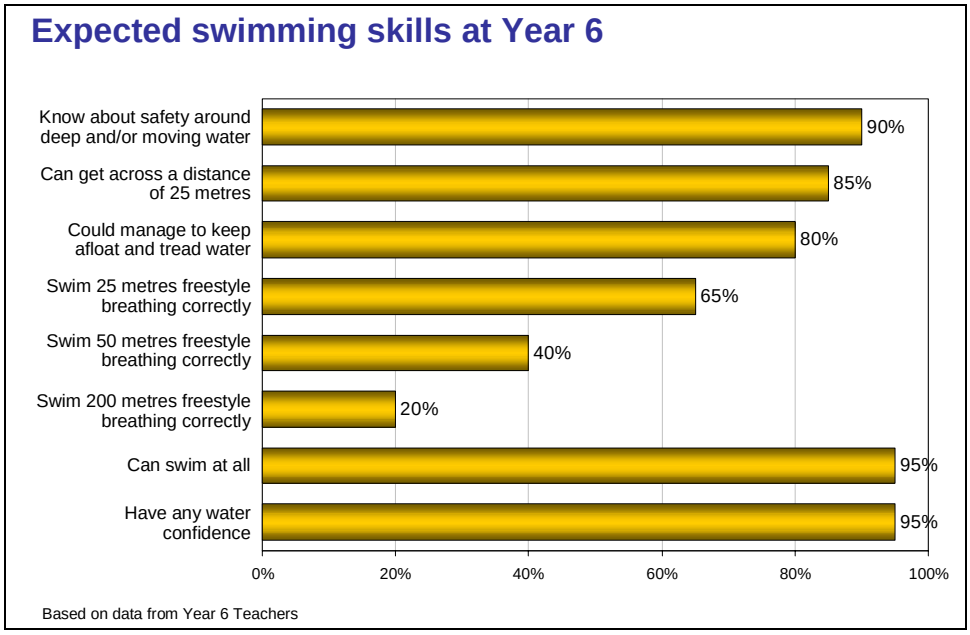
A key need for the research was to identify the level of swimming and water safety skills of students as they leave year 8 schooling.

After the exploratory research, the decision was made to focus on skill levels at year 6, as the curriculum specifically mentions outcomes at year 6. The exploratory interviews also indicated that attitudes, behaviours and barriers in relation to swimming and aquatic skills are well established before year 8 age.

Year 6 teachers were asked to identify the proportion of year 6 students in their class who can perform each of six swimming and water safety activities. (This list was developed in conjunction with Water Safety New Zealand and the Ministry of Education). NOTE: Teachers' perceptions are based on memory rather than individual student records in some instances.

Views about the proportion of children who should be able to achieve each skill during Year 6 may very well vary, but estimates from Water Safety New Zealand suggest the following:

Chart 6 Expected skills at Year 6



Note: The Health and Physical Education Curriculum indicates two swimming strokes at Level 2 and 3 swimming strokes at Level 3 (equivalent to Year 6).

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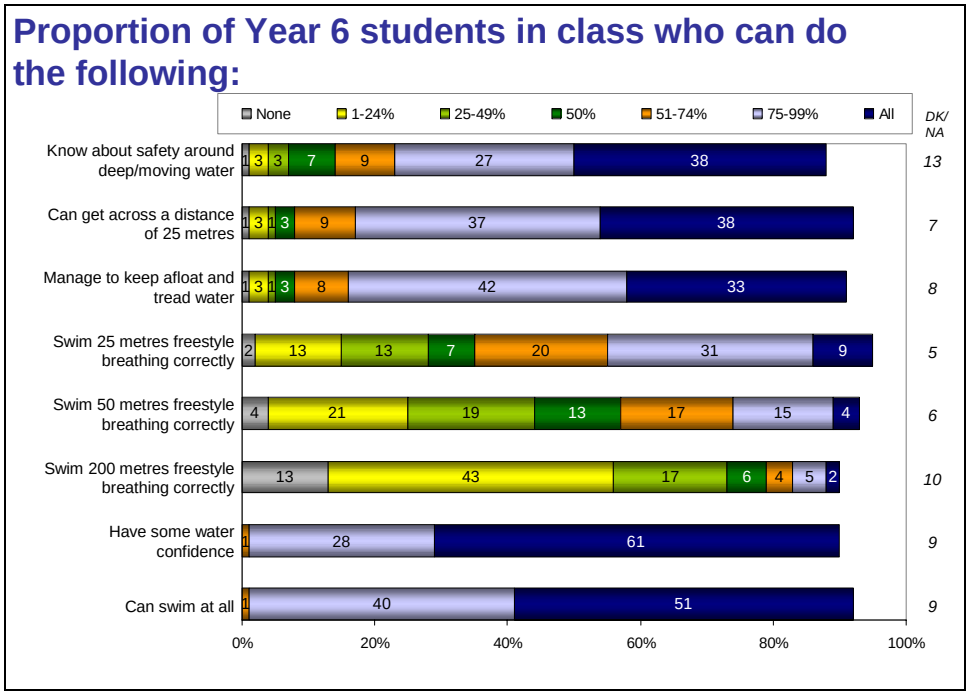
Achieved Levels

Comparison of findings against these targets shows reasonably positive results overall.

As the following chart indicates, three quarters of the year 6 teachers estimated that at least three in four students in their class can *get across a distance of 25 metres* (78% giving a proportion of 75% or more students) and/or to manage to *keep afloat and tread water* (77% giving a proportion of 75% or more students) by year 6.

Chart 7 Achieved Levels of Swimming Skills



Perceived knowledge of *safety around deep or moving water* is lower: two thirds (65%) of year 6 teachers estimated that three in four year 6 students know about water safety.

In line with expert expectations, teachers' perceptions of year 6 students' *ability to swim varying lengths of freestyle correctly* were more limited

- One in three teachers (35%) said that three in four students can *swim 25 metres freestyle, breathing correctly.*
- One in five teachers (19%)said that three in four students can *swim 50 metres freestyle, breathing correctly*, and

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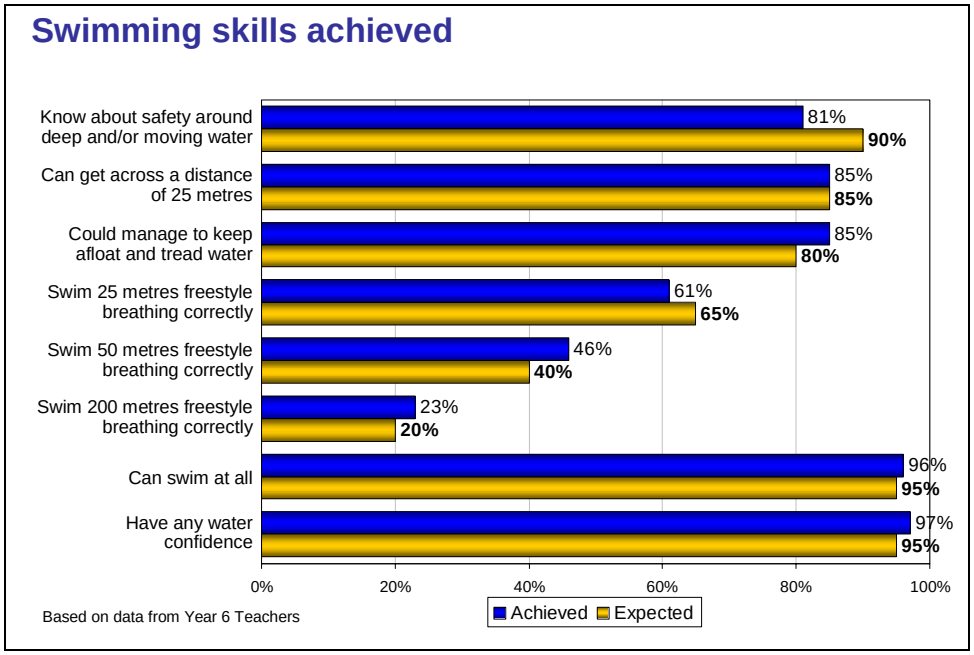
- Just under one in ten teachers (8%) said three in four students can *swim 200 metres freestyle, breathing correctly*. (Note: 13% of year 6 teachers said none of their year 6 students can swim the length appropriately).

The vast majority of year 6 students are seen to have some water confidence and to be able to swim in some fashion.

Comparison of the average proportions of year 6 students who are estimated to have each proficiency against the target, suggests that year 6 students are achieving to a reasonable level.

Chart 8 Expected and Achieved Specific Skills



However, there are differences in average outcomes.

Results for getting across a distance of 25 metres and freestyle breathing correctly show:

- Average proportions who can achieve are lower in lower decile schools. (The incidence of 'none can' responses rises as the decile level is lower and three to four times higher in decile 1 and 2 schools than in decile 9 and 10 schools). Note: there is a lower incidence of private swimming lessons among those in low decile schools.

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- Averages for schools in areas not close to natural water environments are lower than averages in schools with good access to natural water environments.
- Averages are slightly lower the further south the school is located.
- Averages were not lower however for schools with no pool, suggesting that alternative strategies to deliver swimming programmes can have a positive impact on outcomes for those who participate.

In terms of knowing about safety around deep and/or moving water:

- Averages are slightly lower for schools with limited access to natural water environments
- Those with no pool have lower averages than those with a pool.
- Decile 1 and 2 schools have lower averages than decile 3 to 6 schools, (77% and 81% respectively). Decile 7 to 10 schools have the highest averages at (85%).

Table 17 Comparison of Achieved Skills

	Have pool	No pool	Near natural water	Not near natural water
	%	%	%	%
Know about safety around deep and/or moving water	82	77	83	80
Can get across a distance of 25 metres	85	87	88	84
Could manage to keep afloat and treat water	85	85	86	85
Swim 25 m freestyle breathing correctly	60	65	66	58
Swim 50 m freestyle breathing correctly	46	48	50	44
Swim 200 m freestyle breathing correctly	23	37	25	22

Decile Ratings

Achievement levels for each skill by decile rating are contained in Appendix II.

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Incidence of Private Swimming Tuition

Principals were asked to estimate the proportion of their year 1 to 3 and year 4 to 6 students who have private swimming lessons.

For both groups of students, schools with pools gave lower estimates than schools without pools.

Not surprisingly results were strongly linked to school decile rating. For example four in five principals in decile 1 to 2 schools estimated that none of their students would, compared with only a quarter of principals in decile 9 to 10 schools.

Table 18 Incidence of Private Swimming Tuition

	Year 1 – 3		Year 4 - 6	
	With pool %	**No pool %**	**With pool %**	**No pool %**
None	10	12	8	7
1 – 24%	48	34	47	42
25%	21	20	23	17
About 50%	8	17	7	17
About 75%	3	5	3	5
Nearly all or all	2	-	3	-
Don't know/not answered	9	11	9	12

Year 6 Teacher Training and Skill Sets

Year 6 Teacher Training and Skill Sets

Introduction

As the Research Design section of this report outlines, this survey includes information about Year 6 teachers in schools selected for the survey, who were surveyed to assess their levels of training confidence, and awareness and use of curriculum resources. We appreciate that the information is specific to teachers at that year 6 level. **It may not be possible to generalise the information from this to teachers at other year levels**.

Information in this section of the report is based on year 6 Teachers' responses (n=475).

Respondents in the exploratory interviews and those who replied to the PENZ and NZRA questionnaires all highlighted the importance of teacher skills in influencing swimming and aquatic skills outcomes.

Year 6 Teacher Swimming Training

The vast majority of year 6 teachers said they had some type of training in swimming and water safety instruction, although the most common was training delivered as part of their teacher training programme, and may well be less comprehensive than that offered under Lotto SwimSafe or its predecessor KiwiSwim. However, nearly half said they have received Lotto SwimSafe or KiwiSwim training.

Table 19 Year 6 teacher Swimming Training

Base (year 6 teachers)	**475**
	%
Training as part of teacher training	76
Lotto SwimSafe or KiwiSwim	48
Lifesaving	28
Involvement with competitive/stroke swimming	5
Mini dippers (snorkelling course)	1
Other teacher training course	4
Other	7
None	4
Total mentions	**173**

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Recency of Swimming Training

As expected, the recency of that swimming teacher training was varied. However, nearly half of the year 6 teachers said they had undergone some training within the last three years. For one in five however, the training was at least ten years old.

Table 20 Recency of Swimming Teacher Training

	Total	Type of Swimming Training		
	Had Training	Lotto SwimSafe or Kiwi Swim	Teacher training	Life Saving
Base (had any teacher training)	**438**	**296**	**420**	**217**
	%	**%**	**%**	**%**
In last year	17	22	15	16
2 – 3 years ago	32	36	30	32
4 – 5 years ago	18	18	18	18
6 – 9 years ago	12	11	13	14
10 plus years ago	20	11	21	18
Not answered	1	2	3	2

Interest in Professional Development

Year 6 teachers expressed positive interest in professional development, in swimming and water safety skills. Three in five felt they would benefit from professional development in this area, and would do professional development if it were available to them.

Table 21 Interest in Professional Development

	Would benefit prof.dev.	Would do prof.dev.
Base (all year 6 teachers)	**475**	**475**
	%	**%**
Yes	61	59
Maybe	30	32
No	6	5
Not answered	2	3

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Subgroup differences

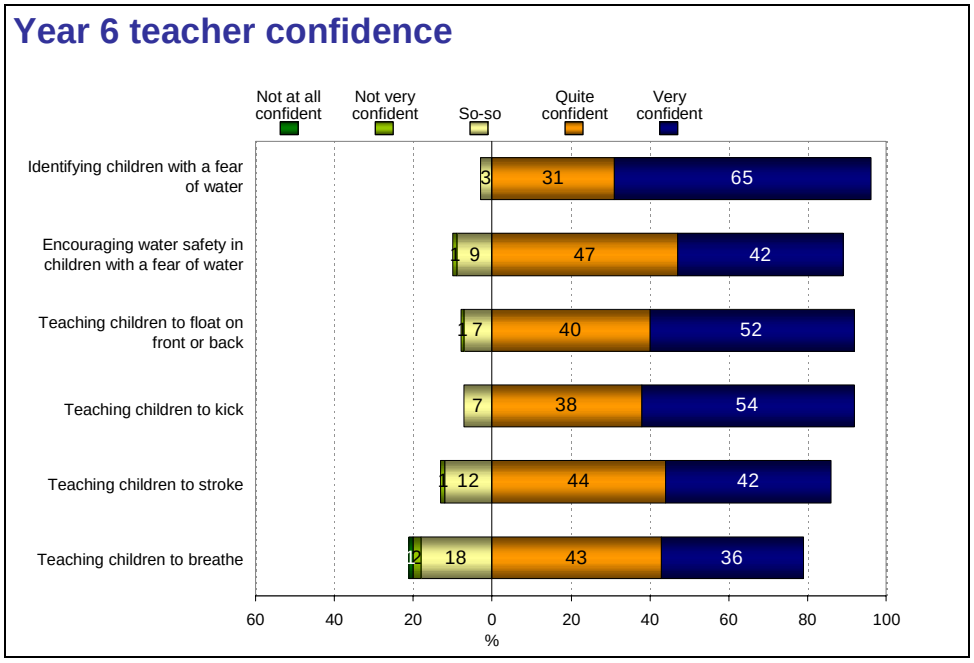
Interest in professional development was consistent across all Year 6 teachers, regardless of the type of swimming training they had already undertaken, or its recency.

Teacher Confidence

As the following chart indicates, Year 6 teachers have a relatively high level of confidence in their ability to recognise children who have a fear of water and encourage them, and to teach children to float and kick.

The majority consider themselves confident in teaching children to stroke and breathe, although one in five do not rate their skills for teaching breathing highly.

Chart 9 Year 6 Teacher Confidence



Subgroup differences

- Generally those whose most recent swim training was more than ten years ago rated their levels of confidence slightly lower than average for all activities.
- Confidence in their ability to encourage water safety in children with a fear of water was slightly greater than average among those who had done training in the last three years, although confidence in their ability to identify such children did not vary by recency of training.

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Guidelines and Written Resources

Water Safety New Zealand's resources and guidelines are reasonably well known among Year 6 teachers, although three in ten are not aware of the current Lotto SwimSafe resource. (Not surprisingly, awareness of this was greatest among teachers who had done teacher swimming training in the last year, at 85%).

The vast majority of teachers (98%) are using at least one of the resources listed below, with 55% the maximum level of mention of any single resource. Usage of Lotto SwimSafe was greatest among those who have done training in the last year (61%) but consistent at 53% among teachers whose training was less recent.

In total 2% said they do not use any resources. 1% of those with a school pool indicated this, as did 6% with no school pool.

Table 22 Awareness and Use of Teacher Resources

	Aware	Used
Base (all year 6 teachers)	**475**	**475**
	%	**%**
Lotto SwimSafe	72	51
KiwiSwim	71	55
Curriculum requirements and examples	67	55
Aqua Pass	67	55
Bubbles to Buoyancy	27	19
Other	8	6
None	1	2
Not answered	1	5

Note: the new Health and Physical Education Curr5iculum is not yet mandated, although there is an expectation that teachers are aware of the curriculum guidelines.

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Use of Cross-Curricular resources

Year 6 teachers were asked which of a range of cross-curricular resources they use to help prepare students for sessions in the pool.

Just under half said they use Lotto SwimSafe material and WaterSafety NZ videos and posters, while about a third said they use the 'Water Safety Across the Curriculum' Resource.

One in total 17% of teachers said they use nothing in preparation. (This represented 15% of teachers in a school with a pool and 30% of those in a school without a school pool).

Table 23 Use of Cross-Curricular Resources

	Total	With Pool	No Pool
Base (year 6 teachers)	**475**	**396**	**79**
	%	**%**	**%**
Lotto SwimSafe material	48	50	37
Water Safety NZ videos/posters	46	46	42
'Water Safety Across the Curriculum' Resource	34	36	24
Other	8	8	8
None	17	15	30
Not answered	3	4	3
Total mentions	**156**	**159**	**144**

Future Surveys

Future Surveys

Future Surveys

As this survey had a limited budget, the length and complexity of the questionnaire were constrained.

Should future surveys of swimming and water safety skills be undertaken among schools, we recommend the addition of questions about:

- Pool age and condition.
- Whether a school's pool is used by other schools or community groups, and whether this is charged for.
- Whether a school's pool is open for leisure use in lunch breaks, after school, weekends, etc. This provides evidence of community relationships and partnerships. Use at lunch breaks, however, has impacts for teacher supervision.
- Impact of Standards New Zealand's water quality standards on pool operation (once in place and schools have had opportunity to assess their long term effect).

Among year teachers:

- Whether they actually teach the swimming component, or leave it to external coaches/teachers.

Appendices

Appendix I – Sample Structures

Exploratory Phase

Key informant interviews were conducted with the following groups:

Primary schools: n=4

- Decile 2 rural school; own pool and uses local authority pool
- Decile 3 suburban school; own pool now closed
- Decile 7 suburban school; own covered pool
- Decile 10 urban school; used local authority pool.

Key stakeholders: n=7

- Ministry of Education staff n=2
- Water Safety New Zealand staff n=1
- Teacher training providers n=2
- Private swimming instructor n=1
- Education Review Office n=1

Quantitative Phase

The school sample had the following characteristics.

Note: The 'No Pool' definition is the schools' own.

	Total	Have School Pool	No School Pool
Base	**337**	**278**	**59**
	%	**%**	**%**
School Type			
Full primary	45	40	69
Contributing	53	58	31
Other/not answered	1	1	*

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	Total	Have School Pool	No School Pool
Base	**337**	**278**	**59**
	%	**%**	**%**
Decile Rating			
10	9	8	12
9	9	11	3
8	8	8	8
7	9	9	10
6	9	9	7
5	8	8	7
4	8	9	7
3	9	10	5
2	10	9	14
1	11	10	14
Not answered	9	8	14
School Roll			
50 or less	18	19	14
51 – 99	16	16	15
100 – 199	21	18	34
200 – 499	36	37	31
500 plus	8	9	7
Not answered	1	1	-
School Location			
Northern North Island	29	31	19
Central North Island	30	31	25
Southern North Island	13	12	22
Northern South Island	6	7	-
Central South Island	12	12	12
Southern South Island	9	6	22
Not answered	1	1	-
Urban Status			
Urban	39	34	59
Secondary urban	7	8	5
Minor urban	13	12	22
Rural	40	46	14
Not answered	1	1	-

Appendix II – Year 6 Student Skills Achieved

Year 6 Students Skills Achieved by School Decile Rating

	Decile	None Can	1%-49%	50%-99%	All can	Don't know	Average % who can
Know about Safety	9-10	-	5	39	43	13	85.3
around deep and/or	7-8	-	4	33	47	16	85.8
Moving water	5-6	3	9	52	29	8	79.6
	3-4	1	4	48	36	11	82.3
	1-2	3	7	45	33	14	77.5
Can get across	9-10	1	3	40	45	11	91.2
25 metres	7-8	-	3	50	44	2	88.9
	5-6	3	5	58	29	6	80.3
	3-4	1	2	57	33	7	84.9
	1-2	1	6	48	39	6	83.2
Can keep afloat and	9-10	-	2	50	38	10	90.0
Tread water	7-8	-	5	45	43	7	88.2
	5-6	1	6	65	23	6	82.1
	3-4	1	4	59	27	7	85.1
	1-2	1	6	54	32	9	82.1
Swim 25m freestyle,	9-10	1	19	55	14	10	67.2
Breathing correctly	7-8	2	18	67	10	2	66.3
	5-6	1	29	62	5	4	58.7
	3-4	1	31	58	5	5	56.2
	1-2	3	33	52	10	3	56.8
Swim 50m freestyle,	9-10	2	27	57	4	10	53.9
Breathing correctly	7-8	3	44	40	6	7	46.8
	5-6	3	45	46	4	4	45.8
	3-4	4	43	46	4	3	42.8
	1-2	6	48	38	4	4	42.8
Swim 200m freestyle,	9-10	4	64	17	1	14	28.2
Breathing correctly	7-8	15	57	14	2	12	23.6
	5-6	11	65	14	3	8	23.8
	3-4	13	67	13	3	4	22.5
	1-2	20	55	17	1	8	21.2

Appendix III – Summary of Findings From Conference Questionnaires

Introduction

This section contains a summary of the responses from questionnaires distributed to physical education teachers and to pool managers at the PENZ and NZRA conferences respectively. Given that the selection of respondents is not necessarily random, their responses are listed below, without any conclusions drawn.

Physical Education Teacher Perceptions

Questionnaires were distributed at a PENZ conference attended by physical education teachers in early July 2001.

36 questionnaires were fully or partially completed. Of these:

- 20 were completed by teachers at secondary schools, 13 by primary and intermediate, and 3 not stated.
- All were physical education teachers, hence the incidence of swimming instructor training may be greater than that of the average primary school teacher.
- One in three of the primary school teachers said they have undertaken formal swimming instructor training, as have one in three of the secondary school physical education teachers.

  Eleven of the twenty who said they had done some swimming instructor training have done Lotto SwimSafe training, typically in the last three years.

Physical education teachers were asked to indicate the proportion of students at their school who can do each of the following competently at the end of year 8. The most common responses are indicated along side.

Able to swim at all 95%
Have any water confidence 95%
Swim 25 metres in any stoke 80%
Swim 50 metres in any stoke 60%
Swim 400 metres in any stoke without stopping 20%-25%
Swim 25 metres freestyle breathing correctly 65%
Swim 50 metres freestyle breathing correctly 50%
Swim 400 metres freestyle 10%-20%
Get in and out of deep and/or moving water safety ..... a wide range (20%-90%)
Use survival strategies for themselves and others ..... a wide range (20%-60%)

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Appendix III – Summary of Findings From Conference Questionnaires, continued

When asked what factors they personally feel are contributing to students leaving year 8 and entering year 9, with swimming and water safety skills that are less than satisfactory, physical education teachers gave the following responses, that related to the quality of the schools' programme, facilities used, teacher skills, child and family related attitudes.

	n=36
<u>School swimming programme</u>	
Insufficient time given to swimming/ timetable available is an issue	9
Quality of programme at primary level determines outcome	5
Programme must teach children at the appropriate level	2
Block programmes/lack of continuity is not good	2
Need to be oriented to having fun, not improving swimming stroke	1
No carrots to improve ability	1
<u>Facility</u>	
Lack of local facilities	9
Cost of access to facilities	3
Quality of equipment	1
Water too cold	1
No natural environment nearby	1
Only natural water is grade 2 rivers – scary	1
Need pool access, enabling meaningful teaching programmes	1
<u>Teacher related</u>	
Teacher skill levels are important	6
Teacher/pupil ratios	3
Teacher confidence	2
Need specialist primary teachers	2
<u>Child related factors</u>	
Need frequent water contact/opportunity to practise	4
Body image/obesity	4
Lack of confidence in ability to swim	3
Lack of priority child gives swimming	3
Cultural factors	3
Of overseas origin	2

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	n=36
Child related factors, cont'd	
Peer pressure	2
Low self esteem	1
Religious factors	1
Lack of swimming fitness	1
Behaviour is difficult to control	1
Private lessons an advantage	1
Parental Factors	
Encouragement/support for child to learn	4
Willingness to excuse child from swimming	2
Priority accorded to swimming	1
Parents' water phobia	1
Economic Factors	
Cost of accessing facilities	2
Cost of commercial lessons	2
Transport costs	1
Need more resources for non-confident children	1
Not answered	3
Total mentions	**93**

Pool Manager Responses

Questionnaires were distributed at an NZRA conference for pool managers at the end of July 2001.

18 questionnaires were completed. Of these:

- 15 were located in the North Island.
- 12 were from urban centres with a population of 30,000 plus.

Eleven of the eighteen said their pool facility is very suitable for teaching children swimming and water safety, and another five indicated it is quite suitable.

Fourteen of the eighteen said their facility offers programmes to schools, to help develop children's swimming and water safety skills. Typically this is a dual pool/school initiative.

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Seven of the 12 whose facility offers programmes to schools said that only some schools participate. Factors pool managers perceive contribute to a lack of participation include:

- Distance of facility from school, and the associated time factor (n=4)
- The cost of transport (n=2)
- The entry fee (n=2)
- The school's desire to do its own programme (n=3)
- Schools' reluctance to outlay expense when they have their own [pool on-site (n=1)
- A belief that the school curriculum does not specify good 'learn-to-swim' outcomes (n=1)
- A lack of pool facility availability (n=1)
- The schools' belief that swimming is a summer activity only (n=1)

The facilities of those responding were at varying levels of capacity: one in three were operating near or at capacity, one in three had a small amount of capacity available to offer programmes to schools, and one in three have plenty of capacity. The comment was made that capacity tends to be more limited in Terms 1 and 4 than 2 or 3, and that there needs to be a mindset change in schools, that swimming can be taught year round.

Eleven of the 18 pool managers indicated that there are schools in their area that choose not to use school pool facilities. This is attributed to a range of reasons:

- Inadequate pool facilities (lack of heating/cold)
- New Zealand water quality standards
- Costs of running pools
- Lack of teacher skills, and lack of time to achieve anything with very beginner or non-confident swimmers.

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Seven of the eighteen pool managers plan to manage schools' pools on their behalf. This decision is based on:

- Their belief that they have the skills and depth of management ability to do so.
- Their business plans
- To help schools manage water quality issues
- Because schools are asking them to.

Appendix IV – Key Informant Interview Guide

Key Informant Interview Guide
School Swimming and water safety skills (1407264)

Outline purpose of study

Ministry of Education and Water Safety New Zealand are undertaking a nation-wide study of schools' implementation of the swimming and water safety component of the curriculum. The purpose of the study will be to determine any issues with the implementation of the curriculum and to assess the water safety, swim and aquatic skills of year 8 students.

Prior to the nation- wide study ACNielsen is undertaking some key informant interviews with schools and other interested organisations to gain a background understanding of the issues and as input into the design of nation-wide study.

Interviewer Notes
Each interview will cover the three research objectives. However, the emphasis will vary depending on the key informant e.g. the teacher training provider will explore teacher training and professional development; the interview with the private swim school operator will explore level of skill at year 8; interviews with schools will cover all three objectives in detail.

What is the level of swimming/aquatic and water safety skills of students as they leave Year 8 schooling?

What are schools/teachers goals for year 8 students

- How many students achieve these goals?
- What is "swim efficiently"
  E.g. 50 m freestyle and breathing; 50 m any stroke; and if less than this- ascertain what skill level they are obtaining
- What guidance do you use to determine students' levels of swimming ability, for example, Lotto Swimsafe?
- What areas of aquatic skills are well covered by year 8? Why?
- What is not so well covered and why?
- What are some factors that influence students' participation and learning?

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Probe:

- Internal factors: including self esteem and confidence, and goals and ambitions; physical factors such as obesity, ill health. Participation in swimming club activities
- Extent of parental help and support, emphasis on aquatic skills, water safety or swim, time of year
- New immigrants (culture, knowledge, experience).
- Income related factors
- Cultural or ethnicity factors that may affect attitudes towards swimming

What is the range of teachers' knowledge in relation to swimming instruction under the New Zealand curriculum?

- What priority is physical education teacher-training? What about aquatic teacher-training?
- What does teacher training currently consist of e.g. quality, content, hours, where aquatic training takes place
- What are the key factors that influence teachers delivery of the curriculum?
  - Confidence
  - Skills
  - Attitude to water safety
  - Correct method of teaching
  - Professional development (Lotto Swim Safe)
  - Access to professional development
  - Aquatic training received while training
  - Ability to gauge student ability
  - Access to water
  - NZ vs overseas trained
  - Emphasis on swimming vs water safety

What arrangements do schools currently have in place, to deliver the swimming component of the curriculum?

- What does the current implementation of aquatics consist of and how is it implemented?
- What are the key variables in whether a school has a well-developed and implemented programme or not?
- Priority given to physical education by the school?
- Priority given to aquatic skills?
- What do "aquatic skills" consist of?
- Who takes responsibility for implementation?

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- How is it implemented/what guidelines do schools use?
- What makes it easy for schools to implement?
- What makes it difficult?
- Who/what are the key influences?
- What are the benefits for schools/what motivates them to give aquatic skills priority?
- What are the barriers or costs?

Prompt (if not mentioned)
- Frequency/richness/quality of experience
- Access to local authority pool (e.g. rural schools)
- Local environment e.g. rivers/beaches
- Creativity in using local environment and other opportunities
- Priority given to water safety (need a driving force principal and/or teacher
- Time of year that aquatic skills are emphasised
- Timetable

On-site pool
- Water quality
- Outgrow capacity
- Cost
- Temperature
- Relationship with private operators/local authority to cover maintenance costs, curriculum delivery, teacher training

Use of local authority pool
- Discounts/subsidies
- Contract
- Proactivity
- Travel time and cost
- Teachers instruction vs pool instructors
- Regional differences

Appendix V – Letter & Questionnaire

30 August 2001

The Principal
Melville Primary School
101 Ohaupo Road
Melville

Dear Principal,

The Ministry of Education and Water Safety New Zealand have commissioned ACNielsen to conduct research, to examine the swimming and water safety skills of students at the end of year 6. The study will also determine what issues, if any, need to be addressed, to encourage water safety and swimming competency for all students.

Findings from this study will be used to inform the physical education component of the curriculum and possible areas of development.

To ensure that we identify the range of experiences that impact on students' water safety competency, we have asked a random selection of schools to participate in this study. Your school is one of 300 selected to take part. Your school's feedback will ensure that the research encompasses a range of perspectives.

All responses are **confidential**, and your school will not be identifiable in the report that ACNielsen provides to the Ministry of Education and Water Safety New Zealand.

There are two parts to the questionnaire.
1) Principals section that asks for general information about the arrangements for swimming instruction at your school *(on white paper).*
2) A section for your Year 6 Teachers, that asks for assessment of Year 6 students' swimming and water safety abilities, as Year 6 is a key achievement milestone in the Physical Education curriculum. (*This is on blue paper*).

Continued on next page

Please return completed questionnaires to ACNielsen in the envelope provided by **Wednesday 19 September 2001**. (We have provided separate envelopes for individual Year 6 teacher responses, and one large envelope to enclose your principal's and Year 6 teachers' collective responses).

If you have any questions about the survey, please contact Wendy Stockwell at ACNielsen, on ph 04 3858 774.

Thank you in advance for your participation.
Yours sincerely

Jacky Burgon
Manager, Research and Evaluation (External) Unit

Continued on next page

Year 6 Swimming and Water Safety Skills Questionnaire

Instructions for questionnaire
There are two parts of the questionnaire.
Principal to complete: some general questions about aquatics and your school pool (if you have one).
All Year 6 teachers: some questions about swimming skill levels for their class (on blue paper)

For most questions please circle the appropriate code or codes. Where requested write in a response.

PRINCIPAL'S SECTION

Q1 Thinking generally about swimming and water safety skills at your school, what priority does your school place on swimming and water safety skills, compared to

	Other parts of physical education programme	**Other parts of the school curriculum**
Swimming skills have…		
Much higher priority	5	5
Slightly higher priority	4	4
Equal priority	3	3
Slightly lower priority	2	2
Much lower priority	1	1

We want to know about the facilities your school has available or has access to, for teaching swimming and water safety skills to students. Please note: for some questions we are asking separately about students in Years 1 to 3 and Years 4 to 6, as you may have different arrangements in place for different levels.

Q2 Does your school have its own pool?

Yes....1	**continue**
No....2	**go to Q5**

Continued on next page

Q3 Is your school pool….

Heated.....1
Partially covered.....2
Totally enclosed 3
Other **(specify)**_____8

_____
None of these.....9

Q4 Is your school pool deep enough to enable teaching of swimming and water confidence for students in…

	Year 1-3	Year 4-6
Yes	1	1
No	2	2
Don't know	9	9

Q5 What facility or facilities do you use for swim instruction for the students?

	Year 1-3	Year 4-6
Own school pool	1	1
Another school's pool	2	2
Local authority pool	3	3
Other pool	4	4
Mix of own pool and other pool	5	5
River	6	6
Beach	7	7
Lake	8	8

Other **(specify)** _____ _____

_____

If you do not have your own school pool

Q6 About how long does it take you to get from the classroom to the facility you use for school swimming?

Less than 15 minutes.....1
15-29 minutes.....2
30-45 minutes.....3
Over 45 minutes 4

Continued on next page

Q7 Is your school close to…?

	Yes	No
Rivers suitable for teaching swimming/aquatic skills	1	2
Beach suitable for teaching swimming/aquatic skills	1	2
Lake suitable for teaching swimming/aquatic skills	1	2
None of these	9	-

Q8 **(If you answered yes to any in Q7)**
Do you use the river/beach/lake as part of your delivery of water safety and/or swim instruction to students?

	Year 1-3	Year 4-6
Yes	1	1
No	2	2

Q9 Who teaches swimming instruction to your students?

	Year 1-3	Year 4-6
Children's class teachers	1	1
Specialist teachers based at the school	2	2
External swimming instructor	3	3
Mix of the above	4	4
Other **(specify)** _____	8	8

Q10 Who sets the swim programme, whether at your own pool or any other pool your school uses?

Teachers	1
Local authority/pool instructors	2
Swim school instructor	3
Other **(specify)**	8

Q11 What time of year do students do swimming at your school?

	Year 1-3	Year 4-6
All year round	1	1
Only in summer	2	2
Other **(specify)** _____	8	8

Continued on next page

Q12 How many sessions/lessons on average per year, would the students have in a facility organised by the school?

	Year 1-3	Year 4-6
Less than 5 sessions/lessons	1	1
5-9 sessions	2	2
About 10 sessions	3	3
11-19 sessions	4	4
20 sessions or more	5	5

Q13 Is swimming/water safety instruction typically delivered in:

	Year 1-3	Year 4-6
Block courses of instruction (e.g. pre or during summer)	1	1
Regular instruction over a longer period (e.g. year round)	2	2
Mix	3	3
Other **(specify)** _____	8	8

Q14 The curriculum states ***"all students will have had opportunities to learn fundamental aquatics skills by the end of Year 6".*** There is additional guidance provided for the achievement objectives at each level.

In your view, how adequate is the level of guidance the curriculum guidelines and other resources provide, in setting expectations of what schools will deliver for swimming and water safety?

Excellent 5
Very good 4
Quite good 3
Not very good 2
Poor 1

Q15 For what reasons do you say that?

_____

_____

_____

_____

_____

_____

Continued on next page

Q16 What type of swimming goals, if any, does your school set for students?

	Year 1-3	Year 4-6
Overall goal(s) set for syndicate	1	1
Goals set for each individual child	2	2
Other **(specify)** _____	8	8
_____		
_____		
_____		
_____		
_____		
No specific goals set	9	9

Q17 Does your school have in place a formal method of assessing and documenting progress against these goals?

	Year 1-3	Year 4-6
Yes	1	1
No	2	2

Delivery to Years 1-3

Q18 Overall how would you rate the ability of your school to ensure that students in **Years 1 to 3** learn to swim competently?

Extremely good 5
Very good 4
Quite good 3
Not very good 2
Poor 1

Q19a If 'extremely good' or 'good' in Q18,
What are the factors that help your school's ability to ensure that students in Years 1 to 3 learn to swim?

_____
_____
_____
_____
_____
_____

Continued on next page

Q19b If 'quite good' or 'not very good' or 'poor' in Q18,
What are the factors that hinder your school's ability to ensure that students in Years 1 to 3 learn to swim?

_____
_____
_____
_____
_____

Q20 Please rate each of the following factors, in terms of how much of an influence it is generally, for your **Year 1 to 3** students learning to swim competently?

		Significantly negative	Slightly negative	No negative	Slightly influence	Significantly positive	Mixed positive	Don't know
i	The value that parents place on learning to swim	1	2	3	4	5	6	9
ii	Availability of parental help and supervision at the pool	1	2	3	4	5	6	9
iii	Parents condoning children's reluctance to do swimming	1	2	3	4	5	6	9
iv	Parental attitudes to illness and safety issues	1	2	3	4	5	6	9
v	Children's interest and enthusiasm for swimming	1	2	3	4	5	6	9
vi	Children's attitudes about togs and body image	1	2	3	4	5	6	9
vii	Children's attitudes to lack of ability in front of their friends and peers	1	2	3	4	5	6	9
viii	The range of children's swimming abilities	1	2	3	4	5	6	9
ix	Teachers' interest and enthusiasm for swimming	1	2	3	4	5	6	9
x	Teachers' training	1	2	3	4	5	6	9

Continued on next page

		Significantly negative	Slightly negative	No negative	Slightly influence	Significantly positive	Mixed positive	Don't know
xi	Teachers' confidence or skills in swimming instruction	1	2	3	4	5	6	9
xii	Teacher/pupil ratios	1	2	3	4	5	6	9
xiii	Issues allocating time to swimming, and time out of other lessons	1	2	3	4	5	6	9
xiv	The priority the school can give to swimming, compared to other aspects of the school curriculum	1	2	3	4	5	6	9
xv	The extent of school goals and programme specifically for swimming competency	1	2	3	4	5	6	9

Delivery to Years 4-6

Q21 Overall how would you rate the ability of your school to ensure that students in **Years 4 to 6** learn to swim competently?

Extremely good 5
Very good 4
Quite good 3
Not very good 2
Poor 1

Q22a If 'extremely good' or 'good' in Q21,
What are the factors that help your school's ability to ensure that students in Years 4 to 6 learn to swim?

_____

_____

_____

_____

_____

_____

Continued on next page

Q22b **If 'quite good', 'not very good' or 'poor' in Q21**,
What are the factors that hinder your school's ability to ensure that students in Years 4 to 6 learn to swim?

_____
_____
_____
_____
_____
_____

Q23 Please rate each of the following factors, in terms of how much of an influence it is generally, for your **Year 4 to 6** students learning to swim competently?

		Significantly negative	Slightly negative	No influence	Slightly positive	Significantly positive	Mixed	Don't know
i	The value that parents place on learning to swim	1	2	3	4	5	6	9
ii	Availability of parental help and supervision at the pool	1	2	3	4	5	6	9
iii	Parents condoning children's reluctance to do swimming	1	2	3	4	5	6	9
iv	Parental attitudes to illness and safety issues	1	2	3	4	5	6	9
v	Children's interest and enthusiasm for swimming	1	2	3	4	5	6	9
vi	Children's attitudes about togs and body image	1	2	3	4	5	6	9
vii	Children's attitudes to lack of ability in front of their friends and peers	1	2	3	4	5	6	9
viii	The range of children's swimming abilities	1	2	3	4	5	6	9
ix	Teachers' interest and enthusiasm for swimming	1	2	3	4	5	6	9
x	Teachers' training	1	2	3	4	5	6	9

Continued on next page

		Significantly negative	Slightly negative	No negative	Slightly influence	Significantly positive	Mixed positive	Don't know
xi	Teachers' confidence or skills in swimming instruction	1	2	3	4	5	6	9
xii	Teacher/pupil ratios	1	2	3	4	5	6	9
xiii	Issues allocating time to swimming, and time out of other lessons	1	2	3	4	5	6	9
xiv	The priority the school can give to swimming, compared to other aspects of the school curriculum	1	2	3	4	5	6	9
xv	The extent of school goals and programme specifically for swimming competency	1	2	3	4	5	6	9

Q24 Please rate each of the following pool and access factors, in terms of the level of influence each one is generally, for your students' learning to swim competently?

		Significantly negative	Slightly negative	No negative	Slightly influence	Significantly positive	Mixed positive	Don't know
i	The cost of maintaining your school pool	1	2	3	4	5	6	9
ii	Water quality, and maintaining your pool's water standards	1	2	3	4	5	6	9
iii	The temperature of your pool	1	2	3	4	5	6	9
iv	The cost of getting to and using an alternative pool	1	2	3	4	5	6	9
v	The time taken to get to a pool	1	2	3	4	5	6	9
vi	The number of sessions children get in the pool	1	2	3	4	5	6	9
vii	Access to a pool	1	2	3	4	5	6	9

Continued on next page

Q25 What proportion of students would have had at least some level of private swimming instruction organised by their parents?

	Year 1-3	Year 4-6
None	1	1
Less than a quarter	2	2
About a quarter	3	3
About half	4	4
About three quarters	5	5
Nearly all	6	6
All	7	7
Don't Know	9	9

And now for a few details about your school.

Q26 Is your school:

Full primary.....1
Contributing.....2
Other **(specify)** _____9

Q27 What decile level is your school? **Write in**

_____

Q28 What is your total school roll?

50 or less.....1
51 - 99.....2
100 - 199.....3
200 - 499.....4
500 and over.....5

Continued on next page

Q29 What is the ethnic mix of the students at your school? **Please write in approximate percentages to add to 100%**

NZ European/Pakeha....._____
Maori....._____
Pacific People....._____
Asian....._____
Indian....._____
Other **(specify)**....._____
Total **100%**

Q30 Which of the following best describes your school's location?

Urban (population 30,000 plus).....1
Secondary urban (population 10,000 - 30,000).....2
Minor urban (3,000 - 10,000).....3
Rural (less than 3,000).....4

Q31 Is your school located in the…

Northern North Island.....1
Central North Island.....2
Southern North Island.....3
Northern South Island.....4
Central South Island.....5
Southern South Island.....6

Continued on next page

Q32 School:_____

The results from this questionnaire are confidential. However, the Ministry of Education and/or Water Safety New Zealand would be happy to answer any questions you may have or follow-up any particular issues.

ACNielsen will pass on your name and information needs.

Please write in any information that you would like:

_____

_____

_____

_____

_____

_____

Your name and contact details

Name_____

Postal address_____ Phone number_____

Continued on next page

Year 6 Swimming and Water Safety Skills Questionnaire

YEAR 6 TEACHERS' SECTION

The Ministry of Education and Water Safety New Zealand have commissioned ACNielsen to assess the swimming and water safety skills of students at the end of year 6. The study will also determine if there are any issues that need to be addressed to encourage water safety and swimming competency in Year 6 students.

Your school principal has answered a separate questionnaire about your school's arrangements for providing swimming and water safety skills instructions.

We would appreciate your assistance in gathering information about your students. All responses are confidential and your school will not be identifiable in the report that ACNielsen provides to the Ministry of Education and Water Safety New Zealand.

For most questions, you circle the code or codes that apply, or write in your response. Thank you for taking the time to complete this questionnaire.

Q1 In your view, what proportion of the **Year 6** students in your class can do each of the following:

Please write in your best percentage estimate		**Don't know**
i	Swim 200 metres freestyle breathing correctly..... _____%	99
ii	Swim 50 metres freestyle breathing correctly..... _____%	99
iii	Swim 25 metre freestyle breathing correctly ..... _____%	99
iv	Could manage to keep afloat and tread water ..... _____%	99
v	Can get across a distance of 25 metres..... _____%	99
vi	Know about safety around deep and/or moving water..... _____%	99
vii	Cannot swim at all..... _____%	99
viii	Have no water confidence..... _____%	99

Q2 What type of training, if any, have you had in swimming and water safety instruction?

Lotto SwimSafe/KiwiSwim 1
Teachers training as part of your teacher training.....2
Life saving (Royal lifesaving, surf lifesaving, etc) 3
Other **(specify)** _____8

_____

None 9

Continued on next page

Q3 How long ago was your last training in swimming and water safety?

In the last year 1
2 – 3 years ago.....2
4 – 5 years ago.....3
6 – 9 years ago.....4
10 years or longer.....5
..... ***PTO***

Q4 How confident are you that you can:

		Not at all confident	Not very confident	So-so	Quite confident	Very confident
i	Identify children who have a fear of water	1	2	3	4	5
ii	Encourage water safety in such children.....	1	2	3	4	5

Q5 How confident are you that you can teach children to:

		Not at all confident	Not very confident	So-so	Quite confident	Very confident
i	Float on their front or back.....	1	2	3	4	5
ii	Kick	1	2	3	4	5
iii	Stroke	1	2	3	4	5
iv	Breathe	1	2	3	4	5

Q6 Which of the following guidelines and written resources are you aware of for setting goals and teaching swimming and water safety skills?

	Q6	**Q7**
Aqua Pass	1	1
Bubbles to Buoyancy	2	2
KiwiSwim.....	3	3
Lotto SwimSafe.....	4	4
Curriculum requirements and examples.....	5	5
Other **(specify)** _____	8	8
None	9	9

Q7 And which of the above guidelines and resources, if any, have you used?

Continued on next page

Q8 Which of the following cross curricular resources, if any, do you use to help prepare students for sessions in the swimming pool?

Water Safety NZ videos/posters.....1
Lotto SwimSafe material.....2
'Water Safety across the Curriculum' resource 3
Other **(specify)** _____8

_____
None 9

Q9 Thinking about your professional development in relation to swimming and water safety skills.

		Yes	No	Maybe	Don't know
i	Do you feel you would benefit from professional development in this area?	1	2	3	9
ii	Would you do professional development if it were available to you?.....	1	2	3	9

Thank you for your help. Please return your questionnaire to your Principal or school secretary, to return to ACNielsen, PO Box 11346, Wellington.

Appendix VI - Presentation

Agenda

Continued on next page

Research purpose:

- **To gain background understanding of the issues surrounding implementing the swimming component of the curriculum, and provide input into the design of the nation-wide study.**

Teachers' knowledge of swimming instruction under the New Zealand curriculum:

- **Teacher trainees learn the basics of how to teach aquatics and water safety**
- **Aquatics is given higher priority in teacher training than other physical education areas**
- **Unless there is a change in the curriculum, principals do not see a need for updating teachers' skills in the teaching of the swimming curriculum.**

Executive summary, continued

Influences on the delivery of the aquatic component of the curriculum:

- **A range of people influence the planning and delivery of the swimming curriculum:**
  - **Parental factors, e.g. attitudes towards swimming,**
  - **The Board and principal through funding decisions, access to pools and curriculum development**
  - **Teacher's ability and attitudes towards swimming**
  - **Students' desire to participate in the learning of swimming.**

Continued on next page

Executive summary, continued

Level of aquatic skills of year 6 or year 8 children:

- **The ability to swim competently by year 8 ranges from water familiarity to using swimming skills in water activities**
- **Principals acknowledge that there are children who, by year 8, are not familiar and not confident with being in water**
- **Due to the range of people and factors that influence the planning and delivery of the swimming component of the curriculum, principals feel swimming competency is not fully in their control**
- **Skill level is influenced by proximity to, frequency of use of water, cultural and socio-econmic factors, and priority schools place on aquatics**
  - **low skill level → low exposure to water, low socio-economic area, low priority placed on swimming by school**
  - **high skill level → high exposure to water, high socio-economic area, high priority placed on swimming by school**
- **Swimming does not tend to be top priority for schools, especially for those schools who have issues with other areas such as reading, writing and behaviour management.**

Research purpose

- **The Ministry of Education and Water Safety New Zealand are undertaking a nation-wide study of schools' implementation of the swimming and water safety component of the curriculum**
- **Prior to the nation-wide study, ACNielsen undertook some key informant interviews with schools and other interested organisations**
- **The purpose of the key informant interviews was to gain background understanding of the issues, and provide input into the design of the nation-wide study.**

Continued on next page

Key informant interview participants

- **Principals from four primary schools**
  1. **Decile 2, rural school**
     Up to year 6
     Own pool and local authority pool,also close to a beach
     50/50 split of European and Maori students
  2. **Decile 3 school**
     Own pool closed, do not currently teach swimming
     Intend to use local authority pool in future
     Predominance of Pacific people in the community
  3. **Decile 7 school**
     Own pool that is covered (but no walls and is not heated)
     Mix of ethnic groups, including new immigrants (Asian)
  4. **Decile 10 school**
     Use local authority pool and also close to a beach
     Predominantly pakeha/NZ European, middleclass

  Principals were also encouraged to outline the delivery of swimming instruction at previous schools and in that way we have collective experience at over 10 schools.

Key informant interview participants, continued

- **Private swimming instructor**
- **Two traditional teacher training providers**
- **Representative of Water Safety New Zealand**
- **Representative of Ministry of Education**
- **Representative from the Education Review Office**

Continued on next page

Physical Education is given lower priority in teacher training than literacy and mathematics

- Over the three years of training, a teacher trainee is required to undertake 40 to 50 hours of training in Physical Education
- More time is spent training teachers in literacy and mathematics, for example, one teacher training provider covers Physical Education in 2 courses, whereas training in English, Maori and maths each receive 3 courses.

Aquatics is given highest priority of the Physical Education teacher training courses

- Within Physical Education teacher training, approximately 4 hours in total is spent on aquatics specifically. This is over the three year training period
- Physical Education training addresses some general principles such as lesson management and safety planning, which can also be applied to the teaching of aquatics
- More time is spent on teaching aquatics than any other Physical Education course. For example, one training provider allocates two sessions to aquatics, while all other courses are given one session
- Priority is given to aquatics because the training providers view it as an important life skill and enjoyable leisure activity

Continued on next page

Contents of aquatics teacher training

- Aquatics teacher training comprises swimming skills and water safety
- Teacher training providers use a mix of theory and practical sessions for aquatics, with the practical component undertaken in local community pools
- The theory component may include:
  - class management, i.e. how to manage children who are not swimming, puberty and other barriers to children getting into the pool
  - determining children's swimming ability, and how to manage the different levels
  - water safety, e.g. safe entry and exit to the pool, use of flotation aids, etc
  - explore what the Lotto Swim Safe programme teaches

Contents of aquatics teacher training, continued

- The practical component may include:
  - role play where the trainee practises teaching from the edge of the pool
  - how to teach using a sequential build up - PLABT
    - Positioning
    - Leg action
    - Arm action
    - Breathing
    - Timing

Continued on next page

Once a teacher, perception exists that training in aquatics is generally not needed

- **Updating teacher skills in aquatics can range from none to some additional training**
- **Unless there is a change in the curriculum, updating teachers' training in aquatics is generally considered as unnecessary**
- **Principals believe that either teachers are able to teach the basics, or have confidence in local authority pool instructors**

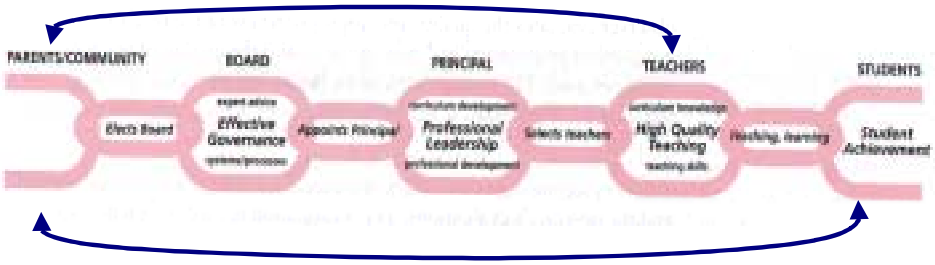
The curriculum states that by year 6 children will have had the opportunities to learn the basics

- **The 'Health and Physical Education in the New Zealand Curriculum' document provides direction for schools in planning programmes to address health and physical education needs**
- **The stated expectation in the 'Physical Activity' area of learning is that *"all students will have had opportunities to learn fundamental aquatics skills by the end of year 6".***

Continued on next page

Planning the delivery of the aquatic curriculum is influenced to varying degrees by the representatives in the 'chain of quality'

As outlined by the Education Review Office (ERO), the 'chain of quality' is *"a chain that links the aspirations and contributions of parents and community, the board and its effective governance, the prinicipal and (his or) her professional leadership, the teachers and their high quality programmes, and the educational achievement of the students". We have used the chain of quality as a framework for looking at the factors that impact on the delivery of the curriculum.**



* Education Review Office. *Good Practice in Far North Schools.* Number 4, winter 1999. Page 34.

Parents can influence their children's participation in the swimming curriculum

- **Some parents may be reluctant for their children to participate due to concerns about teaching swimming. These include:**
  - **temperature of pool and hygiene factors ➡ impacts on the health of their children**
  - **lack of trust in teacher supervision ➡ fear of drowning occurring and concerns about safety on bus (if travelling to pool)**
- **In some situations parents may not be able to pay for the use of a local community pool and additional cost of using pool instructors rather than teachers.**

Continued on next page

Parental influence, continued

- Some parents will support their children's reluctance to take part in swimming by excusing them (via writing notes). Principals perceive that parenting style has changed from "dictatorial" to one of parents working with children and encouraging and allowing them to make their own choices. This means that some parents are not willing to make their children learn to swim
- A summary of parental attitudes are:
  - feel sympathetic towards their children's concerns
  - encourage children to make their own choices
  - will not make children do something they do not want to
  - want to avoid arguments
  - do not value swimming as a life skill.

The Board and *Principal* need to consider issues about access to pools and water time

School pool issues:

- The costs attached to maintaining the pool and the ability to fundraise. Fundraising will depend on whether the pool is valued and used by the community
- The number of students allowed to rotate through the pool in a given period of time

⇩

Schools are considering whether to close the pool or keep it open

Local community pool:

- How the cost of entry, and travel to and from pool will be funded
- Impact on curriculum due to loss of teaching time due to travel and changing time

Continued on next page

In curriculum development, *Principals* consider how to best meet the needs of the students

- There are a large number of areas to be covered in the school curriculum, creating pressure on the timetabling of the curriculum:
- Schools tend to place emphasis on literacy and mathematics first, but also need to fit in other areas such as science, social studies, art, drama, music, and more recently technology
- Physical education is challenged because of:
  - pressure on the timetable, competing with other areas
  - merging of health and nutrition into physical education, that is, there is more to be covered in a similar time period
- The swimming component of the curriculum is one of the many components in the physical education curriculum

Teaching swimming is influenced by location of the lessons

School pool:

- If the pool is not heated, water temperature can impact on the frequency of lessons (at worst, one week of the year is suitable for swimming, although the average is 6 weeks of the year)
- A school pool can foster enthusiasm for swimming by being able to swim every day, including fun time, and allowing weekend use for the whole family

Local community pool:

- Ability to book times (competing with other schools)
- Is suitable for regular but not intensive learning, e.g. can book one lesson per week for a 10 week period, rather than intensive learning of swimming every day

Alternatives:

- Schools close to beaches or rivers will go there to teach water safety and other activities such as surf life saving skills

Continued on next page

Teacher's ability can influence the delivery of the swimming curriculum

- Schools that use local authority pools are happy to delegate teaching to the pool instructors because they are seen as specialists in swim instruction. In this situation, the teacher's role is one of behaviour supervision
- Schools with their own pool are confident that the teachers can teach necessary basics of swimming. The teachers are likely to have completed "Kiwi Swim" course. The principal's perception is that no update or on going development is required unless a change in focus in the curriculum occurs
- The school pool can be hard for one teacher to supervise and teach the whole class at once. There is not always another teacher or parent to help (lack of parental help exists particularly amongst older children)
- It is difficult for a teacher on his or her own to teach the range of aquatic ability that exists amongst a class

Teacher's attitude towards swimming can influence the delivery of the swimming curriculum

- Attitude towards swimming within the school can depend if there is one teacher who is very involved or enthusiastic, and on teachers' confidence in their own ability to teach swimming
- Teachers' confidence in their own ability comes from training by knowing:
  - what and how to teach aquatics skills
  - what to do if something goes wrong (e.g. first aid skills)
  - how to organise and manage groups effectively
- Principals report that some teachers like "swimming time" because it gives them time out from other lessons, that is, swimming is easier and/or more enjoyable than class time
- Other teachers may perceive swimming as cutting into class time and resent the time spent on swimming
- Teachers attitudes may vary by their age, e.g. older teachers tend to be reluctant to get into the water

Continued on next page

Delivering the swimming curriculum to *Students* (children) is easier when they enjoy it

Some children enjoy swimming:

- **Water is a part of their lives**
- **They are proficient from high exposure to water, e.g. private lessons, going to the beach, boating etc.**
- **When it is hot weather**
- **When it is fun**
- **If the child lacks skill or ability, it is not as threatening or noticeable as a lack in skill in another sport, and some children may become even more determined to learn.**

⇩

Children want to participate and learn

Delivering the swimming curriculum to *Students* (children) is easier when they enjoy it, continued

Other children are reluctant to get into the water:

- **If the water is cold**
- **When they are conscious of their bodies, e.g. too skinny (boys) or too fat (boys and girls)**
- **When they are conscious of their togs, e.g. are the togs the "in" thing to wear, do the togs look cheap?**
- **Self esteem issues where the child lacks ability or confidence and they do not want to be seen as failures. Some principals and teachers report that if children do not have a reasonable level of ability by year 4 or 5, it will be hard for them to catch up because they will avoid going into the pool (e.g. forget their togs, have notes from parents), or they will fool around in the pool to cover their lack of ability. Principals say these children are unlikely to ever learn to swim (although may as an adult).**

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Children do not want to participate

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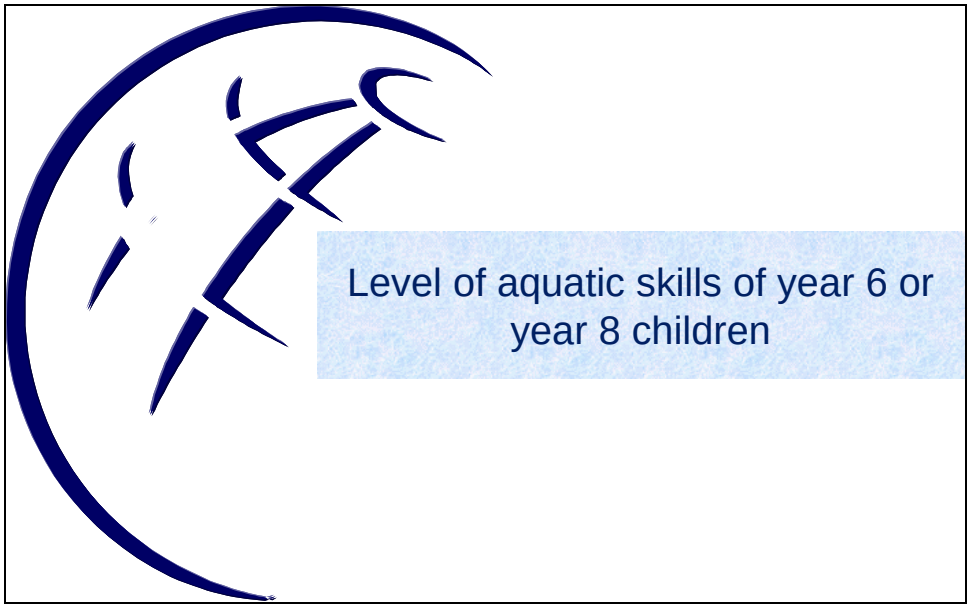
Appendix VI - Presentation, continued



Appendix VII - Company Information

Company Profile

ACNielsen Corporation is the world's leading provider of market research, information and analysis to the consumer products and service industries. More than 9,000 clients in over 90 countries rely on ACNielsen's dedicated professionals to measure competitive marketplace dynamics, to understand consumer attitudes and behaviour, and to develop advanced analytical insights that generate increased sales and profits.

The company provides four principal market research services:

Retail measurement
Includes continuous tracking of consumer purchases at the point of sale through scanning technology and in-store audits. ACNielsen delivers detailed information on actual purchases, market shares, distribution, pricing and merchandising and promotional activities.

Consumer panel research
Includes detailed information on purchases made by household members, as well as their retail shopping patterns and demographic profiles.

Customised research
Includes quantitative and qualitative studies that generate information and insights into consumers' attitudes and purchasing behaviour, customer satisfaction, brand awareness and advertising effectiveness.

Media measurement
Includes information on international television and radio audience ratings, advertising expenditure measurement and print readership measurement that serves as the essential currency for negotiating advertising placement and rates.

In addition, ACNielsen markets a broad range of advanced software and modeling & analytical services. These products help clients integrate large volumes of information, evaluate it, make judgements about their growth opportunities and plan future marketing and sales campaigns.

As the industry leader, we constantly work to set the highest standards in the quality and value of our services, and the passion and integrity of our people bring to helping clients succeed.

Our professionals worldwide are committed to giving each of our clients the exact blend of information and service they need to create competitive advantage: The right information, covering the right markets, with the most valuable information management tools, all supported by the expertise and professionalism of the best market research teams in the industry.