

School Aquatic Education Programmes and Pools

Report prepared for Water Safety New Zealand

Sally Robertson and Magdalene Lin
New Zealand Council for Educational Research

Acknowledgements

We wish to thank all the schools who contributed to this research by completing surveys. We would also like to thank Sally Boyd for her guidance and support in carrying out this research, and Edith Hodgen and Jacob Shapleski for analysing the data. Finally, we much appreciate Christine Williams' administration support.

Table of contents

Acknowledgements	i
Executive summary	vii
Method	vii
Key findings	vii
1. Methodology and overall responses	1
2. School demographics	3
3. Schools' learning to swim programmes	5
Learning to swim programmes	5
<i>Key comparisons</i>	5
Other water-based education	6
Staff training	7
<i>Key comparisons</i>	8
4. Schools that have learning to swim programmes	9
Students involved in learning to swim programmes	9
Where learning to swimming programmes are taught	10
Who teaches the learning to swim programmes	10
<i>Key comparisons</i>	11
Overall satisfaction with the learning to swim programmes	11
<i>Key comparisons</i>	12
Assistance needed for the learning to swim programmes	12
<i>Key comparisons</i>	13
5. Schools that have no swimming programmes	15
Reasons for not offering a learning to swim programme	15
<i>Key comparisons</i>	16
Schools wanting to offer learning to swim programmes	16

6. Access to school pools	17
<i>Key comparisons</i>	17
7. Sharing school pools	19
8. Characteristics of school pools	20
9. Schools that do not use their pools	21
10. Additional comments about learning to swim programmes and pools	22

Tables

Table 1	School type	3
Table 2	School size	3
Table 3	School authority	4
Table 4	School location	4
Table 5	Schools offering learning to swim programmes	5
Table 6	Learning to swim programme by type of school	5
Table 7	Learning to swim programme by region	6
Table 8	Water-based education offered by school	7
Table 9	Staff training in teaching water-based education	7
Table 10	Year level of students offered a learning to swim programme	9
Table 11	Where learning to swim programmes are taught	10
Table 12	Who teaches learning to swim programme	10
Table 13	Overall satisfaction with the learning to swim programme	12
Table 14	Assistance needed with the learning to swim programme	13
Table 15	Why no learning to swim programme is offered	15
Table 16	Do you want to offer a learning to swim programme?	16
Table 17	Number of pools schools have	17
Table 18	Number of schools with pools by region	18
Table 19	Sharing school pools	19
Table 20	Pool use by other schools or groups	19
Table 21	Length of school pools	20
Table 22	When pools are used	20
Table 23	Reasons for not using school pool	21
Table 24	Additional comments about learning to swim programmes and pools	22

Appendices

Appendix A: Survey

23

Executive summary

Method

- We surveyed all state, state-integrated, private, special and kura kaupapa Māori schools in the primary and secondary sectors (2553 schools).
- We obtained a response rate of 99 percent (2525 schools).
- We analysed the data in relation to the following Ministry of Education (MOE) demographic variables: decile, school type, school size, school authority, location and region.

Key findings

- Most schools (89 percent) offered learning to swim programmes. Slightly more than half of these schools conducted their programmes at their own school pool, and the others mainly used council or community pools. Schools' swimming programmes were mainly taught by classroom teachers.
- Out of the schools that offered learning to swim programmes, 68 percent reported that they were either very satisfied or satisfied with their current programmes.
- Overall, rural schools and schools with primary age students were more likely to offer swimming programmes. The types of schools that were least likely to offer learning to swim programmes included schools in Auckland, large schools, urban schools, and intermediate and secondary schools. The main reason schools did not offer learning to swim programmes was because the costs were too high.
- The region which had the least number of trained staff was the Tasman region, despite 100% of schools in this region having learning to swim programmes (32 percent had no staff that had been trained in the last five years). Wellington also had a high proportion of schools with no teachers that had been trained in the last five years (27 percent).
- Slightly more than half (59 percent) of all schools reported they had at least one school pool on site. The types of schools that were most likely to own their own pools were: contributing, primary, intermediate, state, rural, and small schools.
- The regions that had the lowest percentage of schools with pools were two large urban areas (Auckland and Wellington), and two cooler regions (Southland and Otago).
- The most frequently requested assistance was funding for school learning to swim programmes or pools. Only 12 percent of the schools that offered learning to swim programmes said they did not need any assistance with their programmes.

1. Methodology and overall responses

In 2009, the New Zealand Council for Educational Research (NZCER) conducted a survey of schools and created a database containing information about school aquatic education programmes (AEPs) and pools on behalf of Water Safety New Zealand (WSNZ). The survey covered 2553 state, state-integrated, private, special and kura kaupapa Māori schools in the primary and secondary sectors. This is a report on the findings from the survey.

In June 2009, a survey for schools about their swimming programmes and pools was developed by NZCER after consultation with WSNZ (as shown in Appendix A). As discussed with WSNZ, we decided to use a number of communication methods in order to generate the most complete database possible. We sent an email with a link to the online version of the survey to 2553 schools. We sent reminder emails to schools that did not respond initially, as well as paper versions of the survey. We also conducted phone interviews with schools that did not respond to the online or paper surveys. In total, we received responses from 2525 schools. This is a response rate of 99 percent.

The data from the surveys was captured using SAS software. Although there was a very high response rate, all of the questions had a small amount of missing data. These non-response figures are reported in the tables. In some tables, percentages do not always total to 100 due to rounding or because multiple responses were possible.

As some questions only applied to schools who belonged to certain categories (e.g. schools with swimming programmes and schools with pools), a reduced number of respondents replied to them. For these questions we have reported both the overall percentages and the percentages for only those who responded to this question.

To compare the similarities and differences between schools, we analysed the data in relation to the following MOE demographic variables: decile (low decile 1-2, medium decile 3-8, or high decile 9-10); school type (full primary (year 0-8), contributing (year 0-6), composite/area schools, intermediate (year 7-8), secondary year 7-15, secondary year 9-15 and special); school size (less than 100 students (small), 100-199, 200-399, 400-699, 700 or more (large)); school authority (private, state or state-integrated); location (rural or urban); region (Auckland, Bay of Plenty, Canterbury, Gisborne, Hawkes Bay, Manawatu-Wanganui, Marlborough, Nelson, Northland, Otago, Southland, Taranaki, Tasman, Waikato, Wellington or West Coast). There are some associations between these variables, for example, more secondary schools are of a large size compared with primary schools.

To ascertain if there were any differences between sub-groups of respondents, chi-square statistics from contingency tables were used to test for statistical significance. Where statistical differences

were found, key differences are commented on in the text below each table. We only reported statistically significant differences where the p-value was equal to or less than 0.01. This indicates that there is a 99 percent probability that the differences observed were not a chance association.

2. School demographics

Of the 2525 schools that responded to the survey, just under half were primary schools and about a third were contributing schools (see Table 1).

Table 1 **School type**

Type	Total schools (n= 2525) %
Primary	44
Contributing	31
Secondary (Year 9-15)	9
Composite	6
Intermediate	5
Secondary (Year 7-15)	4
Special	2
No response	<1
Total	101

NB: Percentages do not add to 100 because of rounding.

Most of the respondent schools were primary schools. These schools usually have fewer students than secondary schools. Therefore, most of the schools that responded had less than 700 students (see Table 2).

Table 2 **School size**

Size	Total schools (n= 2525) %
Less than 100	31
100-199	22
200-399	24
400-699	15
700 or more	8
No response	<1
Total	100

The majority of schools that responded were state schools, with 13 percent being state integrated and 4 percent being private schools (see Table 3).

Table 3 **School authority**

Authority	Total schools (n= 2525) %
State	83
State integrated	13
Private	4
Other	<1
Total	100

Most of the schools that responded were urban (71 percent) (see Table 4).

Table 4 **School location**

Location	Total schools (n= 2525) %
Urban	71
Rural	30
No response	<1
Total	101

NB: Percentages do not add to 100 because of rounding.

3. Schools' learning to swim programmes

This section summarises the data from the 2525 schools that completed the survey. It covers three main points: whether schools offered learning to swim programmes; what other water-based education they offered; and the proportion of staff that had been trained in teaching water-based education.

Learning to swim programmes

Most schools (89 percent) offered learning to swim programmes (see Table 5).

Table 5 **Schools offering learning to swim programmes**

Programmes offered	Total schools (n=2525) %
Yes	89
No	11
No response	<1
Total	100

Key comparisons

- The majority of contributing (94 percent), primary (94 percent), special (89 percent) and composite (87 percent) schools offered programmes, compared with only 64 percent of secondary schools (years 9-15) and 66 percent of intermediate schools (see Table 6).

Table 6 **Learning to swim programmes by type of school**

School type	Total schools (n= 2525) %
Contributing	94
Primary	94
Special	89
Composite	87
Secondary year 7-15	81
Intermediate	66
Secondary year 9-15	64

- Smaller schools were more likely to offer learning to swim programmes than larger schools. Ninety-three percent of schools with fewer than 100 students offered programmes, compared with 67 percent of schools with 700 or more students. This relates to the type of school as most of the large schools were also secondary schools.
- Rural schools (95 percent) were more likely than urban schools (86 percent) to offer learning to swim programmes.
- State-integrated schools were most likely to offer learning to swim programmes (91 percent) followed by state schools (89 percent), then private schools (78 percent).
- Table 7 shows the number of schools in each region that had swimming programmes. All schools in the Nelson and Tasman regions offered learning to swimming programmes. Auckland (77 percent) was the region with the lowest percentage of schools offering programmes.

Table 7 **Learning to swim programmes by region**

Region	Total schools (n=2525) %
Nelson	100
Tasman	100
Marlborough	97
Southland	97
Otago	96
Waikato	95
Hawkes Bay	93
Manawatu-Wanganui	93
Canterbury	92
Gisborne	91
Northland	90
Taranaki	89
West Coast	87
Bay of Plenty	85
Wellington	85
Auckland	77

Other water-based education

Table 8 shows the other types of water-based education schools offered. The most common was water safety (54 percent), followed by beach education (45 percent).

Table 8 **Water-based education offered by school**

Type of water-based education	Total schools (n=2525) %
Water safety	54
Beach education	45
River education	20
Water Sports	20
Boating education	17
Other	13
Not sure	3
None	12
No response	22

Note: Percentage do not add to 100 because multiple responses were possible.

Staff training

We asked all schools about the proportion of staff that had training in teaching water-based education in the last five years (see Table 9). Overall, it was most common for schools that had swimming programmes to say that some or a few staff members had training (53 percent). Just under a quarter of schools that had programmes (20 percent) reported that none of their teachers had been trained in the last five years. The key comparisons below look at all schools (i.e. those that have and do not have learning to swim programmes).

Table 9 **Staff training in teaching water-based education**

Proportion of staff trained	Swimming programmes at school (n=2240) %	No swimming programmes at school (n=276) %	Total schools (n=2525) %
All	7	<1	6
Some	27	14	26
A few	27	34	27
Not sure	18	23	18
None	20	26	20
No response	1	3	2
Total	100	101	99

NB: Percentages do not add to 100 because of rounding.

Key comparisons

- Around a third of all primary, contributing and composite schools said that all or some of their teachers had been trained in teaching water-based education in the last five years. This is in contrast to only 20 percent of intermediates, 18 percent of secondary schools years 7-15, 16 percents of secondary schools years 9-15, and 13 percent of special schools. However, secondary and special schools were more likely to have specialised teachers responsible for taking learning to swim programmes and, therefore, many teachers did not have swimming responsibilities.
- The largest schools (700 or more students) (19 percent) were the least likely to have all or some teachers who had been trained in teaching water education compared with schools of other sizes. This relates to they type of school as most of the larger schools were secondary schools.
- State schools (34 percent) were the most likely to have all or some teachers who had been trained in teaching water education in the last five years compared with private (24 percent) or state-integrated (23 percent) schools.
- Rural schools (42 percent) were more likely than urban schools (28 percent) to have all or some teachers who had been trained in teaching water education.
- Schools in the Northland (47 percent) region were the most likely to have all or some of their teachers trained in the last five years. Around a third of schools in the Tasman region had no teachers who had been trained in teaching water education in the last five years. Wellington also had a high proportion of schools with no teachers that had been trained in the last five years (27 percent).

4. Schools that have learning to swim programmes

This section looks at the data from the 2240 schools that offered learning to swim programmes. It covers five main points: the students involved in the learning to swim programmes; where the programmes are taught; who teaches them; overall satisfaction levels with the programmes; and assistance schools feel they need with the programmes. Percentages in the text are reported from only those schools with programmes.

Students involved in learning to swim programmes

Table 10 shows which students were involved in learning to swim programmes. Years six and below were the most common year levels of students taking part in learning to swim programmes. This is not surprising given that more primary than secondary schools offered swimming programmes (see Table 6 on page 5).

Table 10 **Year level of students offered learning to swim programmes**

Year level of students offered swimming programmes	Schools that offer swimming programmes (n=2240) %	Total schools (n=2525) %
Year 1	80	71
Year 2	81	72
Year 3	82	73
Year 4	82	73
Year 5	81	73
Year 6	81	72
Year 7	55	49
Year 8	54	48
Year 9 or above	14	12
Not sure	<1	<1
No response	2	13

NB: Percentages do not add to 100 because multiple responses were possible.

Where learning to swimming programmes are taught

Table 11 shows where schools' learning to swim programmes are taught. Schools most often used their own school pool (59 percent) followed by council pools (35 percent). Only 5 percent of schools used another school's pool. Sixteen percent of schools identified two or three different locations for their swimming programmes (e.g. their own school pool and a council pool).

Table 11 **Where learning to swim programmes are taught**

Location of swimming programmes	Schools that offer swimming programmes (n=2240) %	Total schools (n=2525) %
Own school pool	59	52
Council pool	35	31
Community pool	15	14
Another school's pool	5	5
Not sure	<1	<1
No response	3	13

Note: Percentages do not add to 100 because multiple responses were possible.

Who teaches the learning to swim programmes

Table 12 shows who taught schools' learning to swim programmes. Over two-thirds (70 percent) of schools used classroom teachers and 39 percent used external swimming instructors. Around a third of schools noted that more than one group of people taught their learning to swim programmes (e.g. classroom teachers as well as external swimming instructors).

Table 12 **Who teaches learning to swim programmes**

Who teaches the swimming programmes	Schools that offer swimming programmes (n=2240) %	Total schools (n=2525) %
Classroom teachers	70	63
External swimming instructors	39	35
Specialised teachers	17	15
Parents	11	10
Other (e.g. physiotherapists and teacher aides)	3	3
Not sure	<1	<1
No response	2	13

Note: Percentages do not add to 100 because multiple responses were possible.

Key comparisons

- While special (85 percent), contributing (78 percent) and primary (78 percent) schools were more likely to use classroom teachers, secondary schools were more likely to use specialised teachers (79 percent year 7-15, 81 percent year 9-15) to teach swimming programmes.
- The lower the decile, the more likely it was that classroom teachers taught the swimming programmes (78 percent decile 1-2, 71 percent decile 3-8, 61 percent decile 9-10). High decile schools were more likely to use external instructors (47 percent) to teach the swimming programmes compared with lower decile schools.
- The largest schools (700 or more students) were the least likely to use classroom teachers (16 percent), parents (3 percent) and external instructors (29 percent) to teach their swimming programmes. They were the most likely to have specialised teachers teach the programmes (69 percent) compared with other sized schools. The opposite was true for the smallest schools (under 100 students), with more being taught by classroom teachers (82 percent) and the least being taught by specialised teachers (8 percent) compared with other sized schools. This relates to they type of school as most of the larger schools were secondary schools.
- State schools were the most likely to use classroom teachers to teach their swimming programmes (75 percent) compared with the other types of schools. Private schools were the most likely to use specialised teachers (41 percent) and external swimming instructors (60 percent) compared with the other types of schools.
- Rural schools were more likely than urban schools to use classroom teachers (88 percent) and parents (14 percent) to teach their swimming programmes. Urban schools were more likely than rural schools to use specialised teachers (20 percent) and external swimming instructors (43 percent).
- Special schools were the most likely to use physiotherapists (24 percent) and teacher aides (12 percent).

Overall satisfaction with the learning to swim programmes

Table 13 shows how satisfied schools were with their learning to swim programmes. Around two-thirds of these schools said they were either very satisfied or satisfied with the programmes. Only nine percent were either dissatisfied or very dissatisfied.

Table 13 **Overall satisfaction with the learning to swim programmes**

Satisfaction level	Schools that offer swimming programmes (n=2240) %	Total schools (n=2525) %
Very satisfied	24	21
Satisfied	44	39
Neutral	18	16
Dissatisfied	8	7
Very dissatisfied	1	1
Not sure	3	2
No response	3	13
Total	101	99

NB: Percentages do not add to 100 because of rounding.

Key comparisons

- The smallest schools (less than 100 students) were the most likely to say they were very satisfied or satisfied with their programmes (74 percent).
- Rural schools (29 percent) were more likely than urban schools (22 percent) to say they were very satisfied with their programmes.
- We looked at whether overall level of satisfaction with the programmes was related to who taught the programmes. We found that schools that had classroom teachers teaching the programme were less likely to give high or low ratings for how satisfied they were (i.e. very satisfied or very dissatisfied). Schools that had external instructors teach their programmes were most likely to say they were very satisfied with the programmes compared with the other ratings.

Assistance needed for the learning to swim programmes

Table 14 shows the types of assistance schools said they needed for their learning to swim programmes. Over half of schools said they needed assistance with funding. Just less than half said they needed help training staff from their own school to teach swimming. Only 12 percent of schools said that they did not need any assistance.

Table 14 **Assistance needed with the learning to swim programmes**

Type of assistance	Schools that offer swimming programmes (n=2240) %	Total schools (n=2525) %
No assistance needed	12	11
Assistance with funding	58	51
Help training staff from our school to teach swimming	46	41
Maintain/upgrade the pool we use	37	33
More/better water safety equipment/material	28	25
Help with transport options to a pool	25	22
Help finding external instructors to teach swimming	19	17
More teaching assistants	18	17
More parent help	10	9
Help finding a better pool	4	3
Other	7	6
Not sure	3	2
No response	4	14

Note: Percentages do not add to 100 because multiple responses were possible.

Key comparisons

Compared with other types of schools:

- Low decile schools (26 percent) were more likely than high decile (17 percent) to say that they needed help finding external instructors to teach swimming.
- The higher the decile, the more likely it was that schools said that no assistance was needed (16 percent decile 9-10, 11 percent decile 3-8, 10 percent decile 1-2).
- Private schools were almost three times more likely than state schools to say that they did not need any assistance. Compared to private schools (37 percent), state-integrated schools (62 percent) and state schools (58 percent) were more likely to say that they needed assistance with funding. State schools were more likely to say they needed assistance maintaining or upgrading the pool (42 percent), training school staff (49 percent), and more or better water safety equipment or material (30 percent).
- More contributing (41 percent) and secondary (years 9-15) (41 percent) schools said that they needed assistance with maintaining and upgrading the pool they use.
- More intermediate schools needed help with transport to school pools (31 percent) compared to other types of schools.
- More special schools needed more or better safety equipment or material (53 percent) compared to other types of schools.

- Rural schools were more likely than urban schools to say they needed help maintaining/upgrading the pool they used (51 percent compared with 31 percent), training staff from their school to teach swimming (52 percent compared with 44 percent), and more/better water safety equipment/material (33 percent compared with 26 percent) Urban schools were more likely than rural schools to say they needed help with transport options to a pool (26 percent compared with 20 percent) and more teaching assistants (21 percent compared with 13 percent).
- The largest schools were the least likely to say that they needed help with transport options to pools (13 percent), and the smallest schools were the least likely to say they needed more teaching assistance (11 percent).

5. Schools that have no swimming programmes

This section looks at the 276 schools that do not offer learning to swim programmes. It includes information on the reasons schools do not offer programmes and whether they would like to be able to offer them. Percentages in the text are reported from those schools with no programmes.

Reasons for not offering a learning to swim programmes

Table 15 shows the reasons that schools do not offer learning to swim programmes. The most common reason given by two-thirds of schools was that they did not have access to a suitable or operational school pool. Almost half of schools said that this was because the costs were too high. Some of the reasons categorised under ‘Other’ included not having enough time and students attending swimming lessons outside of school.

Table 15 **Why no learning to swim programmes are offered**

Type of assistance	Schools with no swimming programmes (n=276) %	Total schools (n=2525) %
No suitable/operational school pool	68	8
Costs are too high	47	6
No transport to pool	36	4
Not enough teaching staff available at our school	29	4
Too much competition/demand for places at a suitable pool	16	2
Not enough teaching assistants	14	2
Not enough appropriate water safety equipment	11	1
Not enough external instructors	11	2
Not enough parent help	10	1
Water safety is not a priority at school	10	1
Students are too old for learning to swim programmes	9	1
Other	28	3
Not sure	3	<1
No response	6	88

Note: Percentages do not add to 100 because multiple responses were possible.

Key comparisons

- The lower the decile, the more likely it was that schools considered the costs were too high to be able to offer learning to swimming programmes (decile 1-2 56 percent, decile 3-8 52 percent, decile 9-10 25 percent). State integrated schools were the most likely to say they did not offer swimming programmes because the costs were too high (70 percent) and private schools were the least likely to say this was the reason (25 percent). Urban schools (52 percent) were more likely than rural schools (24 percent) to say that they did not offer swimming programmes because the costs were too high.
- Medium and low decile schools were more likely to say that they did not offer swimming programmes because they could not find external instructors (decile 1-2 11 percent, decile 3-8 15 percent, decile 9-10 0 percent).
- Composite schools were the most likely to not offer programmes because they did not have enough parent help (18 percent) compared with other types of schools. Secondary schools (year 9-15) were the most likely to say they believed their students were too old compared with other types of schools.
- The largest schools were the most likely to say they did not offer learning to swim programmes because their students were too old (24 percent). However, the largest schools are more likely to be secondary schools. Schools with fewer than 100 students were the least likely to say it was because they did not have a suitable or operational pool (49 percent).

Schools wanting to offer learning to swim programmes

Of the schools that did not offer learning to swim programmes, most (67 percent) would like to be able to (see Table 16).

Table 16 **Do you want to offer learning to swim programmes?**

Want to offer swimming programmes	Schools with no swimming programmes (n=276) %	Total schools (n=2525) %
Yes	67	8
No	10	1
Not sure	17	2
No response	7	89
Total	101	100

NB: Percentages do not add to 100 because of rounding.

6. Access to school pools

This next section reports data from all respondents. We asked all schools if they had pools, and slightly more than half (58 percent) reported that they had at least one school pool (see Table 17).

Table 17 **Number of pools schools have**

Number of pools	Total schools (n= 2525) %
One	55
Two	3
Three	<1
More than three	<1
None	40
No response	2
Total	100

Key comparisons

The school types that were most likely to have their own pools were: contributing, state, rural or small schools.

- Slightly over 60 percent of contributing (67 percent) and primary (62 percent) schools had pools, compared with 49 percent of secondary (years 9-15), 42 percent of secondary (years 7-15), 37 percent of special, 36 percent of composite, and 31 percent of intermediate schools.
- State schools were almost twice as likely as private schools, and three times as likely as state integrated schools to have pools (65 percent state, 34 percent private, and 25 percent state integrated).
- Rural schools were also almost twice as likely as urban schools to have pools (83 percent rural, 48 percent urban).
- Smaller schools (less than 400 students) were more likely to have pools (67 percent of schools with under 100 students, 56 percent of schools with 100-199 students, 60 percent of schools with 200-399 students, 49 percent of schools with 400-469 students, 43 percent with 700 or more students). However, it is important to note that smaller schools tend to be primary schools.
- The regions with the highest number of schools with pools were Tasman, Marlborough, and Northland (see Table 18). Two of the regions with the lowest number of pools were large

urban areas (46 percent in Auckland and 34 percent in Wellington), and two were in cooler regions (45 percent in Southland and 33 percent in Otago).

Table 18 **Number of schools with pools by region**

Region	Total schools (n=2525) %
Tasman	88
Marlborough	87
Northland	80
Hawkes Bay	76
Nelson	76
Taranaki	76
Gisborne	76
Waikato	74
Manawatu-Wanganui	71
West Coast	63
Bay of Plenty	60
Canterbury	55
Auckland	46
Southland	45
Otago	33
Wellington	32

7. Sharing school pools

This next section reports data from the 1474 schools that had pools. We asked if they were sharing their pools with other local schools or groups, and just under a quarter said they were doing this. Another 19 percent said they were not currently sharing their pool but would be prepared to do this (see Table 19). Some of the schools that did not share their pools (and were not prepared to do this) commented that this was because their pools were already over-utilised, that there were no other schools nearby to share their pools with, or that all other schools in their area already had their own pools.

Table 19 **Sharing school pools**

Pool sharing	Schools with pools (n= 1474) %	Total schools (n= 2525) %
Yes, we currently do this	23	14
Yes, we would be prepared to do this	19	11
No	47	27
Not sure	8	5
No response	2	43
Total	99	100

NB: Percentages do not add to 100 because of rounding.

Of the 344 schools that were currently sharing their pools with other local schools or groups, more than half were used for recreational or personal use (see Table 20).

Table 20 **Pool use by other schools or groups**

Type of pool use	Schools sharing their pools (n= 344) %	Total schools (n= 2525) %
Recreational/personal use	57	8
School's learning to swim programmes	36	5
Private swim schools	24	3
Water sports	14	2
School's water safety programmes	12	2
Other	18	3
Not sure	2	<1
No response	3	86

Note: Percentages do not add to 100 because multiple responses were possible.

8. Characteristics of school pools

Of the 1474 schools that had pools, more than half reported that their pools were approximately 15 metres long (the standard size of a primary school pool) (see Table 21).

Table 21 **Length of school pools**

Length (m)	Schools with pools (n= 1474) %	Total schools (n= 2525) %
10	8	5
15 (standard primary school pool)	55	32
20	13	8
25	17	10
33	5	3
Other	6	3
Not sure	3	2
No response	2	43

Note: Percentages do not add to 100 because multiple responses were possible.

Of the 1474 schools that had pools, 88 percent were located outdoors and 12 percent were indoors. Therefore, it was not surprising that the majority of schools with pools only utilised them during summer (91 percent) (see Table 22). Only 3 percent of schools used their pools all year round and 5 percent of schools did not use their pools at all.

Table 22 **When pools are used**

Use of pools	Schools with pools (n= 1474) %	Total schools (n= 2525) %
During summer	91	53
All year round	3	2
Not used	5	3
No response	1	43
Total	100	101

NB: Percentages do not add to 100 because of rounding.

9. Schools that do not use their pools

Of the 69 schools that had pools but did not use them, the most common reason they gave related to finances (see Table 23). For 87 percent of these schools, their swimming pools were too expensive to maintain. Around a quarter of schools said their pools were not suitable for their students because it was either too small or too shallow, or were using pools located elsewhere. Another 19 percent reported that their pools were not in use because they were being upgraded. The remaining responses related to a lack of human or physical resources. Only one percent of schools that did not use their pools commented that water safety was not a priority at their school.

Table 23 **Reasons for not using school pool**

Reasons	Schools that do not use their pools (n=69) %	Total schools (n=2525) %
Too expensive to maintain	87	3
Too small	29	1
Too shallow	29	1
Have access to a pool elsewhere	23	1
Pool is being upgraded	19	1
Not enough trained teaching staff	15	<1
Not enough parent help	9	<1
Not enough/appropriate water safety equipment	7	<1
Not enough external instructors	7	<1
Not enough teaching assistants	6	<1
Water safety is not a priority at our school	1	<1
Other	13	<1
No response	3	97

Note: Percentages do not add to 100 because multiple responses were possible.

10. Additional comments about learning to swim programmes and pools

School staff had the opportunity to provide any additional comments they wanted to make about learning to swim programmes and pools (see Table 24). Most of the comments they made related to funding needs for their swimming pool or learning to swim programmes. Some reflected on the importance of teaching students how to swim. Some also noted that they had limited access to local pools because they were located too far away, costly to use or fully booked.

Table 24 **Additional comments about learning to swim programmes and pools**

Comments	Total schools (n=2525) %
Funding and staffing	
For opening/maintaining/upgrading pool	21
For teaching students how to swim	11
For external swimming instructors	6
Need help with training teachers	6
Inadequate teacher to student ratio	1
Swimming pools	
Limited access to local community/council pools	11
Legislation/standards for swimming pools is too strict	3
Council/community pools are more cost efficient	<1
Swimming programmes	
Happy with current swimming programmes	4
Not enough classroom time for swimming programmes	3
Questions about whether it's the school's or parent's responsibility to teach swimming	3
Would like to offer a swimming programmes	1
Swimming programmes depends on weather conditions	1
Students with religious/cultural/body issues do not like swimming	1
General comments	
Learning how to swim is important	12
Description of current situation	8
Concerns about amount of school pool closures, children who cannot swim, and drownings	2
Other	7

Note: Percentages do not add to 100 because multiple responses were possible.

Appendix A: Survey



School Swimming Programmes and Pools Survey

Introduction

The New Zealand Council for Educational Research (NZCER) has been contracted by Water Safety New Zealand (WSNZ) to gather information about schools' swimming programmes and pools for a national database. The information will be used by WSNZ and its water safety partners to support schools to facilitate the best possible water safety programmes.

We would like to hear from you even if your school does not have a swimming programme or pool. If you are not the appropriate person to fill in this survey, please pass it on to the suitable person from your school.

Please be careful about filling in the appropriate questions in this survey. There are instructions about which questions to complete in **bold**.

Please complete this survey by **Friday 28th August**.

All completed surveys will go into a draw to win one of five \$100 book vouchers and a set of 10 life jackets.

If you have any queries about this survey, please feel free to phone or email
Sally Robertson, 04 802 1390, sally.robertson@nzcer.org.nz
Magdalene Lin, 04 802 1439, magdalene.lin@nzcer.org.nz

Section A: Your School's Swimming Programme (Everyone to complete)

1. What water-based education is offered at your school? *(Please tick all that apply).*

- ^a Learning to swim (i.e. any programme that involves teaching your students to swim or building on current swimming skills.)
- ^b Water safety (e.g. Swim and Survive, Life saving)
- ^c Beach education
- ^d Boating education
- ^e River education
- ^f Water sports (e.g. underwater hockey, water polo)
- ^g Not sure
- ^h None
- ⁱ Other (please specify): _____

2. What proportion of your school staff have had training in teaching water-based education (e.g. SwimSafe, SwimStart, Life saving qualifications) in the last 5 years?

- ¹ All
- ² Some
- ³ A few
- ⁴ Not sure
- ⁵ None

If your school offers a learning to swim programme, please continue. If your school DOES NOT offer a learning to swim programme, please go to Question 8.

3. Which students are involved in your school's learning to swim programme? *(Please tick all that apply).*

- ^a Year 1/new entrant
- ^b Year 2
- ^c Year 3
- ^d Year 4
- ^e Year 5
- ^f Year 6
- ^g Year 7
- ^h Year 8
- ⁱ Year 9 or higher
- ^j Not sure

4. Where is your school's learning to swim programme taught? *(Please tick all that apply).*

- ^a Our school pool
- ^b Another school's pool (please name school): _____
- ^c Council pool (please name pool): _____
- ^d Community pool (please name pool): _____
- ^e Not sure
- ^f Other (please specify): _____

5. Who teaches your school's learning to swim programme? *(Please tick all that apply).*

- ^a Classroom teacher(s)
- ^b Specialised teacher(s) (e.g. physical activity co-ordinator, physical education teacher)
- ^c External swimming instructor(s)
- ^d Parent(s)
- ^e Not sure
- ^f Other (please specify): _____

6. Overall, how satisfied are you with your school's learning to swim programme?

- ¹ Very satisfied
- ² Satisfied
- ³ Neutral
- ⁴ Dissatisfied
- ⁵ Very dissatisfied
- ⁶ Not sure

7. Do you need assistance with your school's learning to swim programme? *(Please tick all that apply).*

- ^a No assistance needed
- ^b Assistance with funding
- ^c Maintain/upgrade the pool we use
- ^d Help with transport options to a pool
- ^e Help finding a better pool
- ^f Help with training staff from our school to teach swimming
- ^g Help with finding external instructors to teach swimming
- ^h More teaching assistants (i.e. to supervise students)
- ⁱ More parent help
- ^j More/better water safety equipment/material (e.g. flutter boards, teaching resources)
- ^k Not sure
- ^l Other (please specify): _____

The next two questions are for schools that DO NOT offer a learning to swim programme. If your school offers a learning to swim programme, please go to Question 10 (Section B).

8. What are the reasons why your students are not involved in a learning to swim programme? *(Please tick all that apply).*

- ^a The costs are too high
- ^b We don't have a suitable/operational school pool
- ^c There is too much competition/demand for places at a suitable/operational pool
- ^d We don't have transport to a suitable/operational pool
- ^e We don't have enough/appropriately trained teaching staff from our school
- ^f We can't find enough/appropriate external instructors to teach swimming
- ^g We don't have enough teaching assistants (i.e. to supervise students)
- ^h We don't have enough parent help
- ⁱ We don't have enough/appropriate water safety equipment/material (e.g. flutter boards, teaching resources)
- ^j Water safety is not a priority at our school
- ^k Our students are too old for a learning to swim programme (i.e. we are a secondary school)
- ^l Not sure
- ^m None
- ⁿ Other (please specify): _____

9. Would you like to be able to offer a learning to swim programme?

- ¹ Yes
- ² No
- ³ Not sure

Section B: Access to a School Pool (Everyone to complete)

10. How many school pools do you have?

- ¹ One [Go to Question 11]
- ² Two [Go to Question 11]
- ³ Three [Go to Question 11]
- ⁴ More than three [Go to Question 11]
- ⁵ None [Go to Question 17, last question]

The next question is for schools that have pools. If you DO NOT have a pool please go to Question 17 (last question).

11. When is your school's pool used? (If you have more than one pool, please answer this question for your main pool)

- ¹ We do not use it [Go to Question 12]
- ² We only use it during summer [Go to Question 13]
- ³ We use it all year round [Go to Question 13]

The next question is for schools that have pools, but don't use them. If you have a school pool and you use it, please go to Question 13.

12. Why is the pool not used by your school? *(Please tick all that apply).*

- ^a It's too expensive to maintain
- ^b It's too small
- ^c It's too shallow
- ^d We don't have enough/appropriately trained teaching staff from our school
- ^e We can't find enough/appropriate external instructors to teach swimming
- ^f We don't have enough teaching assistants (i.e. to supervise students)
- ^g We don't have enough parent help
- ^h We don't have enough/appropriate water safety equipment/material (e.g. flutter boards, teaching resources)
- ⁱ Water safety is not a priority at our school
- ^j We have access to a pool elsewhere
- ^k It is currently being upgraded and we have plans to use it again in the future
- ^l Not sure
- ^m Other (please specify): _____

The following questions are for schools that have a pool. Please answer the following questions even if your pool is NOT used.

13. Is your pool: *(If you have more than one pool, please tick all that apply)*

- ^a Indoors
- ^b Outdoors

14. What is the approximate length of your school's pool? *(If you have more than one pool please tick all that apply)*

- ^a 10 metres
- ^b 15 metres (standard primary school pool)
- ^c 20 metres
- ^d 25 metres
- ^e 33 metres
- ^f Not sure
- ^g Other (please specify): _____

15. Are you currently sharing, or would you be prepared to share your pool with other local schools or groups?

- ¹ Yes, we currently do this (please name schools/groups): _____ [Go to Question 16]
- ² Yes, we would be prepared to do this [Go to Question 17, last question]
- ³ No [Go to Question 17, last question]
- ⁴ Not sure [Go to Question 17, last question]

Please write any extra comments you have here: _____

The next question is for schools that currently share their pool with other schools or groups. If you are NOT currently sharing your pool with another school or group, please go to Question 17 (last question).

16. What do these other schools or groups use your school pool for? *(Please tick all that apply).*

- ^a Their school's learning to swim programme
- ^b Their school's water safety programme (e.g. Swim and Survive)
- ^c Private swim schools
- ^d Recreation/personal use
- ^e Water sports (e.g. underwater hockey, water polo)
- ^f Not sure
- ^g Other (please specify): _____

Section C: Other Comments (Everyone to complete)

17. Do you have any other comments about school swimming programmes and pools?



**Thank you for your participation.
Please return this survey to NZCER
in the pre-paid envelope or fax it to
04 384 7933 by Friday 28th August.**