



NO SCHOOL NO PLAY – OUTCOMES

Interim Report – 28th March 2011

(incorporated in and delivered through Hockey Qld Remote and Indigenous Hockey Program LEARN LEAD ACHIEVE Program)

A partnership between Hockey Australia Inc and Hockey Queensland Inc

The following outcomes have been compiled by:

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- The Program began with Hook in2 Hockey Program delivery - an Introduction to Hockey Program supported by Community Hockey Coach Accreditation.

- This program is delivered through a partnership with Hopevale State School, PCYC Hopevale and Remote and Indigenous Hockey Program.
- Incorporated in the program delivery was group discussion lead by Remote and Indigenous Hockey Indigenous Youth Development Officers on the No School No Play community message highlighting the importance regular school attendance to personal growth and community capacity building.
- This Program began with 15 students at Hopevale PCYC. Within 4 weeks of the program being delivered, neighbouring community of Cooktown made a request to join the program.
- The Program has now been running 6 weeks with a further 7 weeks before completion. The local deliverer in Hopevale and Remote and Indigenous Hockey Indigenous Youth Development Officers have been requested to provide interim feedback.

Interim Report

- 15 students began at week 1 in the Hopevale Community only
- 3 local indigenous parents/PCYC workers successfully completed the Community Hockey Coach Accreditation Program specially modified to suit the needs of delivery in the indigenous communities.
- In week 6, there are a total of students participating in Hopevale and Cooktown.
- Prior to this program the students were struggling to maintain the minimum attendance required by the school.
- The students were advised that successful completion of this program would make them eligible for selection in their local team to travel to Cairns and compete in a Development Camp and compete against other community in regional competition programs. The students would also have an opportunity to see National Hockey League Games, meet Queensland and Australian Players and play on the international facility as part of the Program.
- The school and community supported these incentives.
- Currently the community has accepted the invitation to attend the Camp and a group of eligible students will be travelling to Cairns In May to coincide with the national launch of the No School No Play Hockey Program
- With the Cooktown participants – there are over 35 regular participants in this Program.

- Over 70% of the attendees after 6 weeks have increased their attendance at school to either reaching or exceeding the minimum attendance required by the respective schools.
- In these communities – the program works closely with other sporting and community programs and in this instance – the hockey program is working in partnership with the local Oz Tag Program (AFL).
- This ensures that strong community messages, including the No School No Play Program Message are being reinforced to the young people on a regular and consistent level.

The Hook in2 Hockey program provides the vehicle to teach young people new skills and incorporating ongoing local competition means these young people get to measure their improvement on a regular basis. The national program has been modified to meet the local conditions/facilities which allows for a consistent increase in the level of skills being obtained through the program leading to increase in self worth, self belief and self confidence.

Both the local coordinator and the Indigenous Hockey Youth development Officers noticed

- (a) Significant increase in skills within the program
- (b) Significant improvement in behaviour within the group
- (c) Increased level in engagement between the student and the coach/deliverer with a willingness to learn and a increased level of patience in learning.

The advice received through the school confirmed a shift towards positive increases in attendance and behaviour. The empowering of the group and the individual to be responsible for their own successful outcome is identified as a paramount consideration.

The group was also less likely to tolerate disruptive influences and there is a growing sense attributed to peer pressure within this group to either work towards selection in the team and all that includes or leave the group. As a community, the intolerance to the disruptive/bullying group is seen as a real positive benefit thus far.

The local deliverer of the program has shown a strong sense of commitment not only to the program but to the community generally and

has been identified as part of the emerging leaders program within the newly developed indigenous pathways support program.

There is no shortage of natural talent within the group and this program has accepted an invitation to play in the regional hockey competition in June for the first time.

Not all parents were willing to be involved and this highlights the impact the lack of family support has on young people within the community. Those parents who gave feedback understood were those aware of the positive nature of this type of program and at this stage they would be willing to support further program development.

Understanding the effects of eating well and regular exercise towards a healthy body and a healthy mind will be included in the next 6 weeks of the program. Nevertheless the message relating to learning new skills in a safe and fun environment was our first goal and I believe we have successfully navigated to a positive and sustainable outcome.

It is unlikely one program will be enough to reinforce the positive benefits associated with increasing regular school attendance however at this stage, the results would indicate community support for ongoing program development in this area and partnerships with other sports delivering the same message.

We have noticed that young girls seem to be obtaining the greatest value in the initial stages

- ✓ The girls are learning and adapting quicker than the boys which means the usual strength advantage the boys have can be overcome giving the girls a strong sense of achievement and equality
- ✓ The girls are enjoying the physical activity and competition which is limited especially involvement in team sports
- ✓ The girls are becoming more involved in leadership roles within the group

At this stage of the program development – the No School No Play concept has provided a sense of purpose and challenge. As it is being delivered as part of a team sport – the group dynamic is slowly shifting towards a sense of positive choices for the benefit of the team rather than

the individual. This is a new concept especially to some of the girls – one which they are excited to continue.

We will wait to see the results of the next 6 weeks before final determinations but at this stage the program shows positive results.



Julie McNeil

28th March 2011.