



## **NO SCHOOL NO PLAY – OUTCOMES**

### **Interim Report – 1 April 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 is directed at 15-17 year old indigenous youth involved in the Certificate 2 in Sport and Recreation Pass Australia

Trainee Program. Currently there is 50 plus students within the program and over 70% of these are meeting required standards.

- This program is delivered through a partnership with Pass Australia, High School and Primary Schools in the region and Remote and Indigenous Hockey Program.
- This is a training and leadership program targeting grade 11 and 12 students and supporting them in learning new skills, becoming community leaders and role models.
- Many of these students are undertaking grade 11 and 12 in Cairns region but will return to their home communities in Cape York and Torres Strait Islands and it is the intention to encourage these young people to actively support the sport and recreation programs on their return.
- 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 students from Innisfail, Gordonvale, Yarrabah, Cairns, Kuranda and South Cape completing a hook in 2 Hockey Program over 3 weeks to be introduced into the sport of hockey.
- This was followed by a 4 week community hockey coach training course specifically designed to train and up skill the students to become hockey coaches.
- This 4 week course was completed with coach training and accreditation assessments being undertaken. The Program will follow over the subsequent 8 weeks. The next stage sees the students recruiting young indigenous youth from grades 5-7 to play hockey and the grade 11 and 12 trainees become the team coaches. These teams then play in a regional competition designed to show off new skills and measure the players and coaches and support the life skills associated with developing team.
- If school attendance has not reached or exceeded school standards – coaches/players will be ineligible for compete in the final competition where there will be medals and added incentives.
- The program has now been running 7 weeks with a further 8 weeks before completion. The local deliverer and program assistants from pass Australia, the local schools and Indigenous Hockey Youth Development Officers have been requested to provide interim feedback.

### **Interim Report**

- Over 50 students began at week 1 in this program.
- Over 65% of the students have reached or exceeded minimum attendance levels. Of these 65% eligible – over 90% of them have attained their community hockey coach training accreditation.
- This equates at this stage to approx 35 students from the initial group of 50.
- Prior to this program the student attendance levels were poor.
- Attendance and behaviour is on the increase as a result.
- The students were advised that successful completion of this program would make them eligible further participation including involvement in regional hockey competition. 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.

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

Attendance levels were poor at the beginning of this program. The advice received through the school confirmed a shift towards positive increases in attendance and behaviour. With the increase in self confidence and self worth comes a slow but significant change in the individual student. They

are more willing to try programs that they were unfamiliar with and are more inclined to make positive choices rather than just go with the decision of a strong personality regardless of the consequences

The group tolerated disruptive influences and distractions at the start of the program. There is less distractions now as the group as a whole has committed to the program and are supporting each other.

The group is beginning to understanding what it means to be a leader – they understand that a coach can influence players in a positive manner and has incorporated this culture in the training programs.

Family support has been requested and is generally provided but some students have little positive support and the group is trying to assist in this regard.

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.

This program is due to run until Oct/Nov 2011 and it is likely that it will take all this time 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 is strong.

Coordinators and delivered have noticed

- ✓ The girls and boys in the group are open and unafraid to try new skills. Learning hockey for the first time has given them self confidence to which they are applying across new programs generally.
- ✓ In the older group – the boys are displaying their dominance early but as the girls get more confident- they are prepared to stand up for themselves.
- ✓ 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

### **EXAMPLE**

***The Kuranda Group – about 10 students were involved in community hockey coach accreditation training which has been specifically modified and adapted to include cultural and traditional language references. This group was quiet and a little shy so the coordinators were unsure how much was being taken in.***

***Japanese exchange class came to Kuranda and this group was asked to take an hour session. This group chose to teach them hockey using the new skills they learned. Only those who had attained acceptable attendance levels were invited to conduct the session. 6 conducted the session and 4 watched***

***Japanese students were unfamiliar with the game, little understanding of the English/traditional language the indigenous trainee were speaking and the trainees could not understand Japanese.***

***Regardless of these impediments – the group was confident and after 60 min – every-one both trainees and Japanese students were playing hockey in small groups and interacting in a positive manner.***

***After this exercise 2 out of the group of 4 were not eligible joined the group and have not missed school for over a month.***

At this stage of the program development – the No School No Play concept has provided a sense of direction to the Grade 11 and 12 students.

They are starting to like themselves being seen as leaders and role models and attitude and behaviour has changed as a result. 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 but at this stage the program shows positive results.



Pass Trainees involved in No School No Play



Julie McNeil

Program Manager

1 April 2011.