

# SPORT AND RECREATION AND THE LINKS WITH SOCIO-ECONOMIC BACKGROUND



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[www.srknowledge.org.nz/sport-new-zealands-young-peoples-survey-series/](http://www.srknowledge.org.nz/sport-new-zealands-young-peoples-survey-series/)

## COMPLEMENTARY RESOURCES

A set of factsheets for boys and girls from different socio-economic backgrounds can also be downloaded from the link listed above. As well as providing high-level findings on current participation in sport and recreation for each of these groups of young people, these factsheets highlight opportunities to increase participation.

# Contents

<b>1</b>	<b>Summary of Key Findings</b>	<b>4</b>
<b>2</b>	<b>Background and Research Approach</b>	<b>12</b>
<b>3</b>	<b>Current Participation in Sport and Recreation Activities</b>	<b>16</b>
	▪ Overall	16
	– Regular participation in sport and recreation activities (excluding games/play activities)	16
	– Estimating time (spent in sport and recreation)	20
	– Time spent participating in sport and recreation – combined time	21
	▪ Organised sport and recreation	22
	– Participation with coaches/instructors (“this year”)	22
	– Participation with sports clubs (“this year”)	23
	– Participation with school sports teams (“this year”)	24
	– Participation in events (“this year”)	25
	– Time spent doing organised sport	26
	▪ Informal sport and recreation	27
	– Time spent participating in sport and recreation while “mucking around”	27
	▪ Volunteering (“this year” – 10 to 18-year-olds)	28
	▪ Other considerations	29
<b>4</b>	<b>Opportunities to Increase Participation</b>	<b>30</b>
	▪ Views about playing sport	30
	▪ Sports and activities young people want to try or do more of	31
	▪ Factors that would encourage sports participation (10 to 18-year-olds)	36
	▪ Times young people would like to play more sport (10 to 15-year-olds)	40
	▪ Views about sport skills (10 to 15-year-olds)	42
<b>5</b>	<b>Participation Settings and Environments</b>	<b>46</b>
	▪ At school	47
	– Participation with school sports team (“this year”)	47
	– Sports/activities organised by school outside of class time (10 to 18-year-olds)	48
	– Participation with coach/instructor at school (outside of class) (10 to 18 year-olds)	51
	– Teacher support to do sport and active things (10 to 15-year-olds)	52
	– Teacher influence on sport and activity choices (10 to 15-year-olds)	55
	– Availability and use of school facilities (10 to 15-year-olds)	56
	– Views of parents/caregivers (of Year 1-2 students) on time schools allocate to sport/active things	58
	– Participation in PE/fitness (“this week”)	60
	– Sports/activities done in PE/Fitness (10 to 15-year-olds)	62
	▪ At home/in the neighbourhood	66
	– Participation in sports/activities in informal settings (while “mucking around”) (10 to 18-year-olds)	66
	– Activities after school and at weekends	70
	– Watching sport on TV and online	72
	– Parent/caregiver involvement in sport and recreation (10 to 15-year-olds)	74
	– Parent support to do sport and active things (10 to 15-year-olds)	76
	– Family influence on sport and activity choices (10 to 15-year-olds)	80
	– Availability and use of neighbourhood facilities/equipment at home (10 to 15-year-olds)	82
	– Availability and use of bike (5 to 12-year-olds)	86
	– Views of parents/caregivers (of Year 1-2 students) on facilities in their neighbourhood	88

## Appendices

▪ Appendix 1: Profile of students taking part in the Young People’s Survey	90
▪ Appendix 2: Reader notes	91
▪ Appendix 3: Combined activity list	95
▪ Appendix 4: How time is calculated	98
▪ Appendix 5: Summary table – regular participation in sport and recreation activities	100
▪ Appendix 6: Summary table – sport and recreation activities want to try or do more of	102
▪ Appendix 7: Summary table – sport and recreation activities organised by school outside of class time (10 to 18 year-olds)	104
▪ Appendix 8: Summary table – sport and recreation activities done in PE/Fitness (10 to 18-year-olds)	105
▪ Appendix 9: Summary table – participation in sport and recreation activities in informal settings (while “mucking around”) (10 to 18-year-olds)	106
▪ Appendix 10: Extent to which different factors would encourage young people to play sport more often (10 to 15-year-olds)	107
▪ Appendix 11: Who influences most when choosing what sport and active things you do (10 to 15-year-olds)	108

# Foreword

Sport New Zealand is pleased to release this third major report in Sport New Zealand's Young People's Survey Series – *Sport and Recreation and the Links with Socio-economic Background*. The scale of the 2011 Young People's Survey (YPS) has allowed us for the first time to explore the link between sports participation and young people's socio-economic background. This information will help us give every young person the opportunity to participate in sport and recreation and reap the benefits, whether they be social, physical or psychological.

As in the earlier YPS reports, we see that sport and recreation is a significant part of young people's lives. Many young New Zealanders have already developed a love of sport and recreation. Almost all young people, regardless of their socio-economic background, spend three or more hours a week on sport and recreation. The majority like playing sport a lot and share the same level of passion to succeed at a high level in sport.

While many findings have little relationship with young people's socio-economic background, differences are evident. This includes in some, but not all, aspects of organised sport. Participation levels with sports clubs and with coaches/instructors are lower among young people from less well-off communities. These are challenges we need to consider. The findings show these same young people have the lowest confidence in their sporting abilities, a vital concept in maintaining a love of sport and recreation.

As well as differences in participation levels, this report shows different preferences and circumstances that we can take into account as we all work towards our goal of more young people engaging in more sport and recreation. The report identifies sports and activities that young people are interested in trying or doing more of, and a focus on these might broaden sport's appeal to young people. In particular, we can see that many of the activities girls (with the exception of those in higher socio-economic communities) are interested in are not those they are doing most regularly. Other opportunities are identified, such as providing more 'friendly' games and letting young people try a variety of sports. We also have new insight into young people's preferred playing times, all important factors for us to consider.

We continue to see how key schools are in the provision of sport and recreation for young people. Participation in organised sport is similar for all students in this setting, while teachers provide valuable support for young people to do sport and recreation. A heartening finding is the level of support given by teachers to both boys and girls in less well-off communities.

The importance of the home and neighbourhood environment also comes to the fore. Parents/caregivers also provide a range of valuable support. We know that without such support, fewer young people would be taking part. There are some challenges though. The findings show that fewer young people in less well-off communities have their parents drive/take them to sport and recreation. In the United Kingdom, a successful initiative (StreetGames) has tackled such issues head on by providing doorstep sport and recreation to young people in disadvantaged communities. Closer to home, FreeParking (Rotorua) is a multi-partner project providing sport and recreation opportunities to young people in four low-socioeconomic neighbourhoods. It aims to minimise some traditional barriers to participation such as, but not limited to, transportation, costly participation fees and lack of awareness of what's available.

This report provides an understanding of young people's access to places, facilities and equipment. While many students reported having access to places and facilities, this, as well as use, varies. Young people from less well-off communities tend to make less use of available places and facilities. Reasons for this are not known, but other research has shown that safety of young people is more likely to be a concern in these areas, and in particular safety from strangers. Creating a safe social and physical environment for our young people is a must to enable participation in sport and recreation. One further aspect of disadvantage that has been uncovered in this report is that fewer young people in less well-off communities have a bike.

This is a comprehensive report, with many important insights for sport and recreation organisations, local councils and government agencies. The findings give us a clearer understanding of how and why young people from different socio-economic backgrounds participate. More importantly, they tell us how they want to participate in sport and recreation, increasing the chance of developing a lifelong love of sport.



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# 1 Summary of Key Findings

The key purpose of Sport New Zealand's nationwide 2011 Young People's Survey (YPS) was to understand how sport and recreation fit into the lives of boys and girls.

This report puts the spotlight on boys and girls from different socio-economic backgrounds to understand how, when and where they take part in sport and recreation. For this report, school decile has been used as a measure of socio-economic background (for more information see page 14).

For ease of reading, in the summary the groups are referred to as being **from different backgrounds**. Readers should note that in some sections the results are not for all boys and girls. Some questions were only asked of older students (eg, 10 to 18-year-olds or 10 to 15-year-olds) and therefore the reporting is for **older students** only. Differences reported are statistically significant.

## Current participation

### Well-established sport and recreation activities are in the top 10s done regularly

- Seven sports/activities done regularly were common among **boys** who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, cycling, football, rugby, running, swimming and walking.
- Other top 10 activities vary for **boys**:

Low-decile	Medium-decile	High-decile
Gymnastics	Basketball	Basketball
Rugby league	Skateboarding	Cricket
Touch	Touch	Gymnastics

- Eight sports/activities done regularly were common among **girls** who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, cycling, dance, gymnastics, netball, running, swimming and walking.
- Other top 10 activities vary for **girls**:

Low-decile	Medium-decile	High-decile
Māori activities	Football	Badminton
Running	Māori activities	Football

- For nearly a quarter of the 41 listed activities, regular participation for both **boys** and **girls** who attend low-decile schools was higher than for boys and girls from other backgrounds (see page 18).

### Almost all young New Zealanders take part in some sport and recreation activities each week

- The same proportion (around 9 out of 10) of **boys** and **girls** from all backgrounds spent **three or more hours** a week on sport and recreation when organised and informal time (ie, mucking around) is **combined**.

### Coaches and instructors play a role in developing many young people's sporting skills, although participation levels vary

- Between 6 and 8 out of 10 **boys** from all backgrounds said they had received coaching or instruction.
- Between 6 and 7 out of 10 **girls** from all backgrounds said they had received coaching or instruction.
- Both **boys** and **girls** who attend high-decile schools were more likely to receive coaching/instruction than those who attend low- and medium-decile schools.

### Sports clubs and sports teams are an important part of many young people's sporting lives, although participation levels vary

- Between 5 and 7 out of 10 **boys** from all backgrounds said they had belonged to a sports club:
  - boys** who attend high-decile schools were more likely than boys who attend low- and medium-decile schools to have said this.
- Between 4 and 5 out of 10 **girls** from all backgrounds said they had belonged to a sports club:
  - girls** who attend medium- and high-decile schools were more likely than girls who attend low-decile schools to have said this.
- The same proportion (around 5 out of 10) of **boys** from all backgrounds said they had belonged to a sports team at school.
- Between 4 and 5 out of 10 **girls** from all backgrounds said they had belonged to a sports team at school:
  - girls** who attend medium-decile schools were more likely than girls who attend low-decile schools to have said this. Girls who attend high-decile schools were as likely as those who attend other schools to have said this.

### Events play similar roles in young people's sporting lives

- Between 2 and 3 out of 10 **boys** and **girls** from different backgrounds said they had taken part in one or more events (of five listed).
- Between 1 and 2 out of 10 **boys** from all backgrounds had taken part in each of the following types of events:
  - biking, fishing, running/walking, swimming and triathlon/duathlon.

- Around 1 in 10 **girls** from all backgrounds had taken part in each of the following types of events:
  - biking, fishing, running/walking, swimming and triathlon/duathlon.

**Time spent on organised and informal sport and recreation does not vary with background**

- Around 6 out of 10 **boys** and around 5 out of 10 **girls** from all backgrounds spent **three or more hours** per week on **organised** sport and recreation.
- Around 7 out of 10 **boys** and around 6 out of 10 **girls** from all backgrounds spent **three or more hours** per week on **informal** sport and recreation.

**Involvement in volunteer sporting roles by older students is similar**

- Between 4 and 5 out of 10 **boys** and **girls** (10 to 18 years old) from all backgrounds said they had volunteered in one or more of nine volunteer roles.

## Opportunities to increase participation

**Young New Zealanders from all backgrounds like playing sport**

- Between 7 and 8 out of 10 **boys** and around 6 out of 10 **girls** from all backgrounds said they *like playing sport a lot*.

**Interest in trying/doing more of sport and recreation activities is strong, although preferences vary**

- Six sports/activities of interest were common among **boys** who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, cycling, football, rugby, swimming and tennis.

- Other top 10 activities of interest vary for **boys**:

Low-decile	Medium-decile	High-decile
Cricket	Fishing	Cricket
Rugby league	Hockey	Fishing
Running	Martial arts	Hockey
Touch	Snowboarding	Martial arts

- For **boys** from all backgrounds many of the sports and activities they want to try or do more of were those they already take part in regularly (see pages 34-35).

- Activities that were of higher interest among one group of **boys** compared with those from other backgrounds were:
  - rugby league (low-decile)
  - tennis (high-decile)
  - touch (low-decile).
- Six sports/activities of interest were common among **girls** who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, football, hockey, netball, swimming and tennis.
- Other top 10 activities of interest vary for **girls**:

Low-decile	Medium-decile	High-decile
Rugby	Dance	Cycling
Running	Gymnastics	Dance
Touch	Rugby	Gymnastics
Volleyball	Volleyball	Running

- For **girls** from all backgrounds many of the sports and activities they want to try or do more of were not the same as those they already take part in regularly (see pages 34-35).
- Activities that were of higher interest among one group of **girls** compared with those from other backgrounds were:
  - basketball (low-decile)
  - dance (high-decile)
  - horse-riding/equestrian (high-decile)
  - Māori activities (low-decile)
  - netball (low-decile)
  - rugby (low-decile)
  - rugby league (low-decile).

**Young people's sport and recreation preferences, including what might encourage greater participation among older students, vary**

**Young people who completed the Years 7 to 13 survey forms were asked what factors (from a list of eight) would encourage them to play sport more often than they do now.**

- Two of the top three things **boys** (10 to 18 years old) from all backgrounds said would encourage them to play more sport were the same (although not necessarily in the same order or at similar levels):
  - *if they could play friendly games where it doesn't matter who wins*
  - *if there were more sports teams at school that they could join.*

- The **boys'** top three were made up with:
  - *if they were better at sports (low-decile)*
  - *if they could try different sports before they decided what to play (medium- and high-decile).*
- Some significant differences were evident. Most notably **boys** who attend low-decile schools were more likely than other boys to have said the following things would encourage them to play sport more often:
  - *if there were more sports teams at their school they could join*
  - *if they could play sports without doing training or competition*
  - *if they could play friendly games where it doesn't matter who wins.*
- The top three things **girls** (10 to 18 years old) from all backgrounds said would encourage them to play more sport were the same (including rank order but not always at similar levels):
  - *if they could play friendly games where it doesn't matter who wins*
  - *if they could try different sports before they decided what to play*
  - *if they were better at sports.*
- Some significant differences were evident. Most notably **girls** who attend low-decile schools were more likely than other girls to have said the following things would encourage them to play sport more often:
  - *if they were more sports teams at their school they could join*
  - *if they could play friendly games where it doesn't matter who wins.*

#### Young people who completed the Years 7-10 survey forms were asked when they would like to play more sport.

- Between 7 and 8 out of 10 **boys** and **girls** (10 to 15 years old) from all backgrounds said they would like to play more sport:
  - *after school*
  - *at the weekends.*
- Some significant differences were evident. Most notably **boys** and **girls** who attend low-decile schools were more likely than other boys and girls to have said they would like to play sport at the following times:
  - *in the morning before school starts*
  - *during school lunchtimes.*

#### Most older students want to succeed at sport, although their confidence can vary

- Around 7 out of 10 **boys** and **girls** (10 to 15 years old) from all backgrounds "agreed/strongly agreed" that they *want to succeed to a high level in sport.*
- Between 6 and 7 out of 10 **boys** (10 to 15 years old) from all backgrounds "agreed/strongly agreed" with each of these four statements:
  - *they play sports well*
  - *they have good sports skills*
  - *they are good at most sports*
  - *they have good balance and coordination.*
- Some significant differences occur. **Boys** who attend high-decile schools were more likely than other boys to have "agreed/strongly agreed" with the following statements:
  - *they have good sports skills*
  - *they have good balance and coordination.*
- Between 5 and 6 out of 10 **girls** (10 to 15 years old) from all backgrounds "agreed/strongly agreed" with each of these four statements:
  - *they play sports well*
  - *they have good sports skills*
  - *they have good balance and coordination*
  - *they are good at most sports.*
- Few differences occur. **Girls** who attend low-decile schools were less likely than other girls to have "agreed/strongly agreed" that *they have good balance and coordination.*

## Participation settings and environments

### At school

#### Many older students are taking part in one or more activities organised by their school outside of class time

- Between 8 and 9 out of 10 **boys** and **girls** (10 to 18 years old) from all backgrounds took part in one or more activities organised by their school outside of class time.
- Common top 10 activities for **boys** include athletics, basketball, football, rugby, running, swimming and touch.



- Other top 10 activities vary for **boys**:

Low-decile	Medium-decile	High-decile
Badminton	Cricket	Badminton
Rugby league	Rugby league	Cricket
Table tennis	Table tennis	Hockey

- For nearly a quarter of the 41 listed activities, participation by **boys** who attend low-decile schools was higher than by boys from other backgrounds (page 50).
- Common top 10 activities for **girls** include athletics, basketball, football, netball, running and swimming.
- Other top 10 activities vary for **girls**:

Low-decile	Medium-decile	High-decile
Badminton	Dance	Badminton
Rugby	Touch	Dance
Touch	Volleyball	Hockey
Volleyball	Other kinds of sport or active things (not in the list of 41)	Other kinds of sport or active things (not in the list of 41)

- For around a fifth of the 41 listed activities, participation by girls who attend low-decile schools was higher than by **girls** from other backgrounds (see page 50).

#### Coaches and instructors at school (outside of class time) play a role in developing many **older students' sporting skills**

- Between 4 and 5 out of 10 **boys** (10 to 18 years old) from all backgrounds said they had received coaching or instruction at school (not in PE or fitness):
  - boys** who attend high-decile schools were more likely than boys who attend medium-decile schools to have said this. Boys who attend low-decile schools were as likely as those who attend other schools to have said this.
- Between 4 and 5 out of 10 **girls** (10 to 18 years old) from all backgrounds said they had received coaching or instruction at school (not in PE or fitness). There were no differences.

#### Teachers provide a range of support to enable older students to do sport and recreation - the type and frequency of support varies

Young people who completed the Years 7 to 10 survey form were asked during a normal week what type of support (from a list of five) they receive from their teachers and how often.

- During a normal week the most common support "almost daily or more often" received by **boys** (10 to 15 years old) from all backgrounds (between 1 and 3 out of 10) was that their teachers *encourage them to do sport/active things*. This was followed by between 1 and 3 out of 10 **boys** from all backgrounds saying their teachers "almost daily or more often":
  - tell them they are doing well in sport/active things*
  - watch them take part in sport/active things*
  - do sport/active things with them.*
- Between 5 and 6 out of 10 **boys** from all backgrounds said their teachers "less than almost daily":
  - encourage them to do sport/active things*
  - tell them they are doing well in sport/active things*
  - do sport/active things with them*
  - watch them take part in sport/active things.*
- The least common form of support teachers gave **boys** from all backgrounds was to *drive or take them to a place where you can do sport/active things*. Less than 1 in 10 **boys** from all backgrounds said they received this support "almost daily or more often", while between 6 and 7 out of 10 said they "never" receive this support from their teachers.
- Some significant differences occur. **Boys** who attend low-decile schools were more likely than boys who attend high-decile schools to have said their teachers "almost daily or more often":
  - encourage them to do sport/active things*
  - drive or take them to a place to do sport/active things*
  - watch them take part in sport/active things*
  - tell them they are doing well in sport/active things.*
- During a normal week, the most common support "almost daily or more often" received from teachers by **girls** from all backgrounds (between 2 and 3 out of 10) was to "encourage them to do sport/active things". This was followed by between 2 and 3 out of 10 **girls** from all backgrounds saying their teachers "almost daily or more often":
  - tell them they are doing well in sport/active things*
  - watch them take part in sport/active things*
  - do sport/active things with them.*
- Between 6 and 7 out of 10 **girls** from all backgrounds said their teachers "less than almost daily":
  - tell them they are doing well in sport/active things*
  - encourage them to do sport/active things*
  - watch them take part in sport/active things*
  - do sport/active things with them.*

- The least common form of support teachers gave **girls** from all backgrounds was to *drive or take them to a place where you can do sport/active things*. Less than 1 in 10 **girls** from all backgrounds said they received this support “almost daily or more often”, while between 6 and 7 out of 10 said they “never” receive this support from their teachers.
- Some significant differences occur. **Girls** who attend low-decile schools were more likely than girls who attend high-decile schools to have said their teachers “almost daily or more often”:
  - *encourage them to do sport/active things*
  - *do sport/active things with them*
  - *drive or take them to a place to do sport/active things*
  - *tell them they are doing well at sport/active things.*
- **Girls** who attend high-decile schools were less likely than girls who attend low- and medium-decile schools to have said a teacher influenced their activity choices.

#### Most, but not all, schools have sporting facilities available for older students to use, and use can vary

- Between 5 and 7 out of 10 **boys** and **girls** (10 to 15 years old) from all backgrounds said they had sports facilities available at school and used them.
- **Boys** and **girls** who attend low-decile schools (around 1 in 10) were more likely than boys and girls who attend high-decile schools to have said facilities were **not** available.

#### Physical education/fitness at school is done weekly by most young people

- Between 8 and 9 out of 10 **boys** and around 8 out of 10 **girls** from all backgrounds said they had done PE or fitness “this week”. There were no differences by background.

#### Teachers sometimes influence older students' activity choices, however others are more influential

- Around 1 in 10 **boys** and **girls** (10 to 15 years old) from all backgrounds said a teacher influenced them most when choosing what sports and activities they do:
  - both **boys** and **girls** said that parents/caregivers and a friend/friends influenced them most.



## At home/in the neighbourhood

### Many older students are taking part in one or more activities in informal settings

- Almost all boys and girls (10 to 18 years old) from all backgrounds took part in one or more sports or recreation activities while “mucking around”.
- Common top 10 activities for boys include basketball, cricket, fishing, football, rugby, swimming and touch.
- Other top 10 activities vary for boys:

Low-decile	Medium-decile	High-decile
Rugby league	Cycling	Cycling
Running	Rugby league	Table tennis
Table tennis	Running	Tennis

- For around a fifth of the 41 listed activities, participation by boys who attend low-decile schools was higher than by boys from other backgrounds (see page 68-69).
- Common top 10 activities for girls include basketball, dance, football, netball, running, swimming and walking.
- Other top 10 activities vary for girls:

Low-decile	Medium-decile	High-decile
Rugby	Dance	Cycling
Running	Gymnastics	Dance
Touch	Rugby	Gymnastics
Volleyball	Volleyball	Running

- Participation by girls who attend low-decile schools was higher for six of the 41 listed activities and lower for 13 of the activities than girls from other backgrounds (see page 68-69).

### Most older students said they usually do about the same amount of active and inactive things after school and at the weekends, although use of time varies

- Between 5 and 6 out of 10 boys and girls (10 to 18 years old) from all backgrounds said they usually do about the same amount of “inactive and active” things after school and at the weekends.
- Between 1 and 2 out of 10 boys and girls from all backgrounds said they *mostly do sport and active things*.

- Between 2 and 3 out of 10 boys and girls from all backgrounds said they *mostly watch TV, read, listen to music, play on computer/games console*:
  - boys and girls who attend low-decile schools were more likely than boys and girls who attend high-decile schools to have said this.
- Around 3 and 4 out of 10 boys and 2 out of 10 girls (10 to 18 years old) from all backgrounds said they “often” *watch sport on TV*. Between 5 and 6 out of 10 boys and girls from all backgrounds said they “sometimes” *watch sport on TV*.
- Around 1 in 10 boys and less than 1 in 10 girls (10 to 18 years old) from all backgrounds said they “often” *watch sport online*:
  - boys and girls who attend low-decile schools were more likely than boys and girls who attend high-decile schools to have said this.

### Parents'/caregivers' own involvement in sport is part of some older students' sporting lives, although participation in sport by parents'/caregivers varies

- Around 3 out of 10 boys and 2 out of 10 girls (10 to 15 years old) from all backgrounds said a parent/caregiver was a coach for some of the sports or active things they do now.
- Between 3 and 4 out of 10 boys and girls from all backgrounds said at least one parent/caregiver plays sport now:
  - boys and girls who attend low-decile schools were less likely than boys and girls who attend high-decile schools to have said this.

### Parents'/caregivers provide a range of support to enable older students to do sport and recreation - the type and frequency of support varies

#### Young people who completed the Years 7 to 10 survey form were asked during a normal week what type of support (from a list of five) they receive from their parents'/caregivers and how often.

- During a normal week the most common forms of support “almost daily or more often” received by boys (10 to 15 years old) from all backgrounds (between 4 and 5 out of 10) was that their parents'/caregivers *tell them that they are doing well in sport/active things and encourage them to do sport/active things*. This was followed by between 3 and 4 out of 10 boys from all backgrounds saying their parents'/caregivers “almost daily or more often”:
  - *drive or take them to a place where they can do sport/active things*
  - *watch them take part in sport/active things*.

- Between 4 and 5 out of 10 **boys** from all backgrounds said their parents/caregivers “less than almost daily”:
  - *drive or take them to a place where they can do sport/active things*
  - *watch them take part in sport/active things*
  - *encourage them to do sport/active things*
  - *tell them that they are doing well in sport/active things.*
- The least common form of support parents/caregivers gave **boys** from all backgrounds was to *do sport/active things with them*. Around 2 out of 10 **boys** from all backgrounds said they received this support “almost daily or more often”, while between 5 and 6 out of 10 said their parents/caregivers “less than almost daily” gave this support.
- Few significant differences occur. **Boys** who attend low-decile schools were less likely than boys from other backgrounds to have said their parents/caregivers “almost daily or more often”:
  - *drive or take them to a place where they can do sport/active things.*
- During a normal week the most common forms of support “almost daily or more often” received by **girls** from all backgrounds (around 5 out of 10) was that their parents/caregivers *tell them they are doing well in sport/active things* and *encourage them to do sport/active things*. This was followed by between 3 and 4 out of 10 **girls** from all backgrounds saying their parents/caregivers “almost daily or more often”:
  - *drive or take them to a place where they can do sport/active things*
  - *watch them take part in sport/active things.*
- Between 4 and 5 out of 10 **girls** from all backgrounds said their parents/caregivers “less than almost daily”:
  - *drive or take them to a place where they can do sport/active things*
  - *watch them take part in sport/active things*
  - *encourage them to do sport/active things*
  - *tell them they are doing well in sport/active things.*
- The least common form of support parents/caregivers gave **girls** from all backgrounds was to *do sport/active things with them*. Around 2 out of 10 **girls** from all backgrounds said they received this support “almost daily or more often”, while between 5 and 6 out of 10 said their parents/caregivers “less than almost daily” gave this support.

### Parent/caregivers often influence older students' activity choices; brothers/sisters are sometimes influential

- Parents/caregivers ranked first (from a list of nine possible influencers) for **boys** and **girls** from all backgrounds.
- Between 4 and 5 out of 10 **boys** and 5 and 6 out of 10 **girls** (10 to 15 years old) from all backgrounds said a parent/caregiver influenced them most when choosing what sports and activities they do:
  - **boys** who attend low-decile schools were less likely than boys who attend medium-decile schools to have said a parent/caregiver influences their activity choices.
- A brother/sister ranked between fourth and sixth (from a list of nine possible influencers) for **boys** from all backgrounds. A brother/sister ranked third for **girls** from all backgrounds.
- Between 2 and 3 out of 10 **boys** and 3 and 4 out of 10 **girls** said a brother/sister influenced them the most:
  - **boys** and **girls** who attend low-decile schools were more likely than boys and girls who attend high-decile schools to have said their sibling influences their activity choices.

### Most, but not all, older students have facilities in their neighbourhood and equipment at home available to use, and use can vary

#### Young people who completed the Years 7 to 10 survey form were asked about the availability and use of facilities, places and equipment.

- The most common things available and used by **boys** (10 to 15 years old) from all backgrounds were:
  - *sports equipment at home (other than a bike)* (between 5 and 7 out of 10 boys)
  - *a bike* (between 5 and 6 out of 10)
  - *places to ride a bike in their neighbourhood* (between 5 and 6 out of 10).
- **Boys** who attend low-decile schools were more likely than boys who attend medium- and high-decile schools to have said they do not have other sports equipment available at home.
- The most common things available and used by **girls** (10 to 15 years old) from all backgrounds (although not always in the same order or at similar levels) were:
  - *sports equipment at home (other than a bike)* (between 6 and 7 out of 10 girls)
  - *places to walk in their neighbourhood* (between 5 and 6 out of 10).

- **Girls** who attend low-decile schools were more likely than girls who attend medium- and high-decile schools to have said they do not have a *bike* available. **Girls** who attend high-decile schools were less likely than girls who attend low- and medium-decile schools to have said they do **not** have *places to walk in their neighbourhood* available.

#### Many younger students have a bike available to use, and use can vary

- Between 7 and 8 out of 10 **boys** and between 7 and 9 out of 10 **girls** (5 to 12 years old) from all backgrounds said they had a *bike* available and used it.
- **Boys** and **girls** who attend low-decile schools were significantly less likely than boys and girls who attend medium- and high-decile schools to say they have a *bike* available and used it.



## 2 Background and Research Approach

### Introduction

Sport and active recreation play a key part in the lives of young New Zealanders. We know this from the results of the 2011 Young People's Survey (YPS). Over 17,000 young people (5 to 18 years old) answered questions about their sporting lives and almost all young people said they take part in some sport and active recreation.

The survey has already confirmed that participation varies for boys, girls, and young people of different ages and from different ethnic backgrounds. This report puts the spotlight on boys and girls from different socio-economic backgrounds to understand how, when and where they take part in sport and recreation.

In New Zealand, in areas such as health and education, young people from lower socio-economic backgrounds have different outcomes from those from higher socio-economic backgrounds<sup>1</sup>. Until this report there has been little evidence as to whether this is the case for young people's participation in sport and recreation. As well as providing a picture of participation, this report will help identify if there are preferences and circumstances linked to socio-economic background that Sport NZ needs to take into account as it works towards the goal – [more young people engaging in more sport and recreation](#).

School decile is used in this report as a proxy measure of socio-economic background (see page 14 about the limitations of this approach).

#### This report looks at:

- current participation in sport and recreation activities (section 3.0)
- opportunities to increase participation (section 4.0)
- how participation is encouraged in different settings and environments (section 5.0).

### About the Young People's Survey

The information in this report comes from the 2011 YPS. The YPS is a school-based survey, with schools chosen at random from across New Zealand. At each school, one or more classes were chosen at random and students in these classes were asked to take part in the survey. This gives us information from a nationally representative cross-section of boys and girls from primary, intermediate and secondary schools.

<sup>1</sup>See, for example, Ministry of Health. *New Zealand Health Survey: Annual update of key findings 2012/13*. Wellington: Ministry of Health, 2013; and Easton, B. *Ethnicity, gender, socio-economic and educational achievement: An exploration*. Wellington: Economic and Social Trust on New Zealand, 2013.

Over 8 out of 10 (81.7%) schools and over 7 out of 10 (75.0%) students selected for the survey took part. This gives an overall response rate for the survey of 61.3%. As not all schools and students chosen for the survey took part, some groups (based on age, gender and ethnicity) are under- or over-represented in the survey responses. To account for this, the responses are adjusted, or weighted, using information about students' characteristics from the Ministry of Education's school roll. This adjustment means that the results from the YPS are representative of all the students from the types of schools included in the survey. The gender, age and ethnic background of students taking part in the survey are shown in Appendix 1.

In some sections of this report, the information presented is limited as not all students answered all questions. Further points for readers to note are in Appendix 2 and in the notes on the tables and charts in each section.

More information about how the survey was carried out is in the initial survey report and methodology report. Both these reports can be downloaded from [www.sportnz.org.nz/yps](http://www.sportnz.org.nz/yps).

### Understanding the results

Results are presented as percentages and averages in tables and charts.

Results from sample surveys like the YPS are subject to variation that arises from using a randomly drawn sample, rather than surveying the total population of interest.

The extent of this variation falls within known ranges and is expressed as the confidence interval. Confidence intervals for the YPS have been calculated for the 95% level; this means that we expect 95% of the survey estimates (percentages and averages) to include the population parameter or true value.

The method used for calculating confidence intervals takes into account that the survey has a complex sample design, rather than using a simple random sample. The methodology report describes the approach used to calculate confidence intervals for the YPS.

Confidence intervals have been calculated for each survey estimate and are used when comparing results in this report. Differences between sub-groups are statistically significant when the confidence intervals for different sub-groups do not overlap.

This report looks at differences between boys from different socio-economic backgrounds and girls from different socio-economic backgrounds. A brief discussion about participation differences between boys and girls of the same socio-economic background can be found on page 29.

## How to read the tables and charts

### Tables

The example table to the right shows girls' participation in weekend events this year.

Confidence intervals have been used to ascertain if a result is statistically significantly higher or lower than for other young people of the same gender.

**Results which are significantly different are indicated on the tables using a green arrow for a statistically significantly higher result and a red arrow for a lower result.**

**The size of the arrow indicates which decile level the result is different from (ie, the narrowest arrow indicates low-decile, the medium width arrow medium-decile and the widest arrow high-decile schools).**

A key to interpreting the arrows is provided at the bottom of each table. For example, in the table to the right there is just one significantly different result for girls as indicated by the green and red arrows as follows:

Girls who attend:

- low-decile schools (10.1%) were significantly more likely than girls who attend high-decile schools (5.9%) to have participated in fishing events.

Example table – Participation in weekend events (“this year”)

	Girls attending low-decile (1-3) schools %	Girls attending medium-decile (4-7) schools %	Girls attending high-decile (8-10) schools %
Tri(athlon), duathlon events	7.4	9.6	9.3
Running, walking events	14.5	11.5	12.9
Biking events	6.8	5.7	6.7
Fishing events	10.1	8.2	5.9
Swimming events	12.3	10.9	9.9
<b>One or more of these</b>	<b>28.1</b>	<b>27.1</b>	<b>25.4</b>

- Significantly higher/lower than for young people of the same gender attending low-decile schools
- Significantly higher/lower than for young people of the same gender attending medium-decile schools
- Significantly higher/lower than for young people of the same gender attending high-decile schools

### Charts

The example chart to the right shows participation with sports clubs for boys and girls from different socio-economic backgrounds. Statistically significant results are indicated on this chart using the same green and red arrows as used on the tables.

In this chart, the statistically significant results can be interpreted as follows:

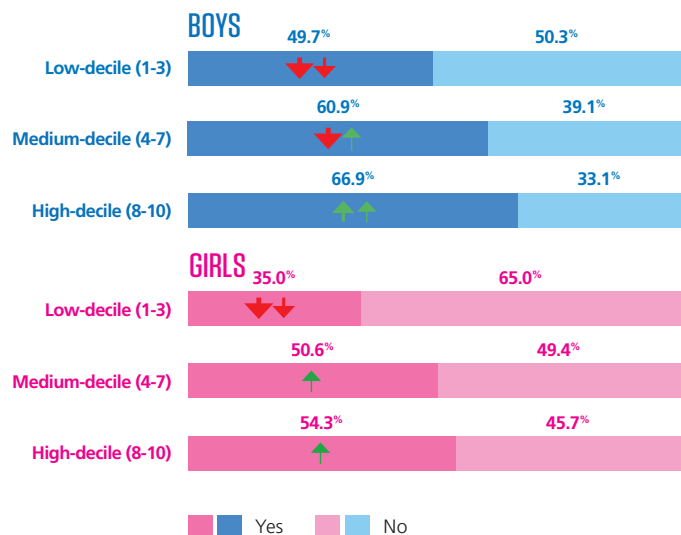
Boys who attend:

- high-decile schools (66.9%) were significantly more likely than boys who attend medium- and low-decile schools (60.9%) to have said they belonged to a sports club
- low-decile schools (49.7%) were significantly less likely than other boys to have said this.

Girls who attend:

- low-decile schools (35.0%) were significantly less likely than girls who attend medium- (50.6%) and high-decile schools (54.3%) to have said they belonged to a sports club.

Example chart – Participation with sports clubs (“this year”)



- Significantly higher/lower than for young people of the same gender attending low-decile schools
- Significantly higher/lower than for young people of the same gender attending medium-decile schools
- Significantly higher/lower than for young people of the same gender attending high-decile schools

## Measure of socio-economic background

The YPS used age-appropriate survey forms, the majority of which were completed by students. It was not appropriate, or practical, to ask young people about their household's socio-economic background. Therefore school decile has been used as a proxy measure for socio-economic background.

School decile is a measure used by the Ministry of Education to allocate funding to schools.

There are 10 deciles (each with around 10% of schools in them). Decile is calculated based on the extent to which a school draws its students from low socio-economic communities (not the overall socio-economic mix). Five factors are taken into account:

- household income
- (skilled) occupation
- household crowding
- educational qualifications
- income support.

The lower the decile rating the higher the proportion of students from lower socio-economic communities.

School decile therefore provides a measure of students' socio-economic background. Information about each school's decile rating came from the Ministry of Education's list of schools that was used to select the sample for the YPS. The decile rating was not available for a small number of schools.

**This report provides results for the following decile groupings:**

- low-decile – deciles 1 to 3
- medium-decile – deciles 4 to 6
- high-decile – deciles 7 to 10.

The socio-economic profile of students taking part in the survey is shown in Appendix 1.





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MENDHAM SIGNS

Dean G - Connor P

Player	Time	Score	Notes
1	0-15	0-15	
2	0-30	0-30	
3	0-45	0-45	
4	0-60	0-60	
5	0-75	0-75	
6	0-90	0-90	
7	0-105	0-105	
8	0-120	0-120	
9	0-135	0-135	
10	0-150	0-150	
11	0-165	0-165	
12	0-180	0-180	
13	0-195	0-195	
14	0-210	0-210	
15	0-225	0-225	
16	0-240	0-240	
17	0-255	0-255	
18	0-270	0-270	
19	0-285	0-285	
20	0-300	0-300	

# 3 Current Participation in Sport and Recreation Activities

This section presents an overview of current participation in sport and recreation by boys and girls from different socio-economic backgrounds.

The first part looks at participation overall. This includes regular participation in a range of sport and recreation activities, as well as how much time they spend taking part in sport and recreation overall.

The second part looks at participation in “organised” sport and recreation. This includes time spent, as well as participation with a coach/instructor, with clubs, in school sports teams and in events. The remainder of the section looks at time spent in informal sport and recreation (ie, “mucking around”), and 10 to 18-year-olds’ volunteering in sport and recreation.

## Overall

### Regular participation in sport and recreation activities (excluding games/play activities)

#### Top 10s

Young people (or their parents/caregivers) were asked how often they (or their child) had done each of a number of different sports and active things “this year”. This section reports on sport and recreation activities young people had taken part in regularly (ie, one or more times a week) “this year”. Reader note 5 in Appendix 2 explains how information on frequency (including “done regularly”) was collected and analysed.

The top 10 activities boys and girls took part in regularly had some similarities across the different socio-economic backgrounds, but there were some variations.

#### For boys:

- Seven sports/activities done regularly were common to boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, cycling, football, rugby, running, swimming and walking.
- Gymnastics, rugby league and touch make up the top 10 for boys who attend low-decile schools.
- Basketball was a top 10 sport/activity done regularly by boys who attend both medium- and high-decile schools:
  - skateboarding and touch make up the top 10 for boys who attend medium-decile schools
  - cricket and gymnastics for boys who attend high-decile schools.

#### For girls:

- Eight sports/activities done regularly were common to girls who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, cycling, dance, gymnastics, netball, running, swimming and walking.
- Māori activities were in the top 10 for girls who attend both low- and medium-decile schools:
  - touch makes up the top 10 for girls who attend low-decile schools
  - football for girls attending medium-decile schools.
- Football was also a top 10 sport/activity done regularly by girls who attend high-decile schools, while badminton makes up the top 10.

Table 1. Regular participation in sport and recreation activities (excluding games/play activities)

Rank	Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
		%		%		%
1	Rugby, Rippa rugby	38.4	Cycling, biking	33.1	Football, soccer, futsal	40.4
2	Cycling, biking	33.8	Rugby, Rippa rugby	32.3	Swimming	33.2
3	Touch*	31.9	Football, soccer, futsal	32.1	Cycling, biking	32.9
4	Football, soccer, futsal	31.0	Swimming	24.2	Rugby, Rippa rugby	30.2
5	Athletics, track and field	28.0	Running, jogging, cross-country	23.4	Running, jogging, cross-country	25.4
6	Swimming	27.3	Athletics, track and field	20.0	Athletics, track and field	23.6
7	Rugby league*	27.2	Walking for fitness*	18.4	Gymnastics, trampoline, aerobics	16.8
8	Walking for fitness*	25.7	Touch*	17.1	Basketball, Mini-ball	16.2
9	Running, jogging, cross-country	24.2	Basketball, Mini-ball	17.0	Walking for fitness*	14.5
10	Gymnastics, trampoline, aerobics	20.0	Skateboarding	16.9	Cricket	13.7
Rank	Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
		%		%		%
1	Walking for fitness*	35.5	Walking for fitness*	33.7	Swimming	36.9
2	Swimming	31.6	Netball	33.5	Dance (eg, ballet, b-boy, b-girl)	33.9
3	Athletics, track and field	29.2	Swimming	27.4	Walking for fitness*	33.8
4	Netball	29.1	Dance (eg, ballet, b-boy, b-girl)	27.0	Netball	31.7
5	Dance (eg, ballet, b-boy, b-girl)	27.8	Running, jogging, cross-country	24.3	Cycling, biking	25.9
6	Cycling, biking	27.2	Gymnastics, trampoline, aerobics	23.2	Running, jogging, cross-country	25.1
7	Gymnastics, trampoline, aerobics	25.8	Cycling, biking	21.3	Gymnastics, trampoline, aerobics	24.6
8	Running, jogging, cross-country	23.9	Athletics, track and field	16.9	Athletics, track and field	23.6
9	Māori activities (eg, kapa haka)	19.7	Māori activities (eg, kapa haka)	15.5	Football, soccer, futsal	11.8
10	Touch*	19.7	Football, soccer, futsal	13.4	Badminton*	10.9

**Notes:**

- 1 Participation could be in any setting – at home, at school or elsewhere.
- 2 “Games” has been excluded from the top 10 sports and activities listed in the tables.
- 3 Sports/activities marked \* were included in the prompted list in the Years 7 to 13 survey forms but not in the Years 1 to 6 survey forms. See Reader note 2 in Appendix 2.
- 4 A second question asked students to write in what “other sports and active things” they had done this year. These unprompted activities are not reported.
- 5 The survey took place just before the 2011 Rugby World Cup and this may have influenced young people’s participation in rugby.

## Differences

To compare significant differences in regular participation across the wider range of 41 activities, sport and recreation activities have been grouped into three categories for ease of reading (team-based sports, other sports and other recreation activities).

Reader note 1 in Appendix 2 explains how we have grouped sports and activities. A summary table of significant differences by activity can be found in Appendix 5. The full results can be found in section 2.4.3 of the In-depth report.

**Boys who attend low-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Both boys who attend medium- and high-decile schools	Netball Rugby league* Softball Touch* Volleyball	Tri(athlon), duathlon*	Dance Pacific activities Walking*
Boys who attend medium-decile schools		Badminton* Golf	
Boys who attend high-decile schools	Cricket Football Rugby	Table tennis Tennis	Adventure racing* Māori activities Skiing

**Girls who attend low-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Both girls who attend medium- and high-decile schools	Cricket Rugby Rugby league* Softball Touch* Volleyball		Fishing Pacific activities Games
Girls who attend medium-decile schools		Athletics Badminton*	
Girls who attend high-decile schools		Rowing* Tennis	Adventure racing* Māori activities Skateboarding Skiing

**Boys who attend medium-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Boys who attend low-decile schools	Netball Rugby league* Softball Touch* Volleyball	Badminton* Golf** Tri(athlon), duathlon*	Dance Pacific activities Walking*
Boys who attend high-decile schools	Cricket Football Touch*	Swimming	Māori activities

**Girls who attend medium-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Girls who attend low-decile schools	Cricket Rugby Rugby league* Softball Touch* Volleyball	Athletics Badminton*	Fishing Pacific activities Games
Girls who attend high-decile schools	Volleyball	Rowing* Swimming Tennis	Adventure racing* Dance Māori activities Skiing

**Boys who attend high-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and medium-decile schools	Cricket Football Touch*		Māori activities
Boys who attend low-decile schools	Netball Rugby Rugby league* Softball Volleyball	Table tennis Tennis Tri(athlon), duathlon*	Adventure racing* Dance Pacific activities Skiing Walking*
Boys who attend medium-decile schools		Swimming	

**Girls who attend high-decile schools were significantly more/less likely to have done the following regularly than:**

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and medium-decile schools	Volleyball	Rowing* Tennis	Adventure racing* Māori activities Skiing
Girls who attend low-decile schools	Cricket Rugby Rugby league* Softball Touch*	Athletics Badminton*	Fishing Pacific activities Skateboarding Games
Girls who attend medium-decile schools	Cricket	Swimming	Dance

\*Activities only included in Years 7 to 13 survey forms. See Reader note 2 in Appendix 2.



## Time spent participating in sport and recreation

### Estimating time

The Young People's Survey provides estimates of how much time young people spend taking part in sport and recreation. The estimates in this report come from information provided by students and teachers or other members of staff. This information included:

Time spent in a normal week doing:

1. *active PE* at school (ie, the time spent being active during Physical Education classes)
2. training or practice with a coach or taking part in competitions
3. sport or active things when "mucking around".

This information has been used to give an estimate of the time spent on sport and recreation when all time is combined (the sum of all three estimates above).

Results show the time students spent on sport and recreation in terms of:

- 3 or more hours a week
- less than 3 hours a week
- no time.

These categories were chosen as they link to Sport NZ's strategic measure for young people. More information about this measure is in Appendix 4, along with an explanation of how students and teachers/members of staff reported time and how the estimates were calculated.



## Time spent participating in sport and recreation – combined time

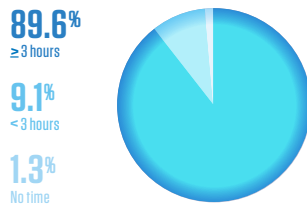
The majority of **boys** who attend low-, medium- and high-decile schools (89.6%, 90.4%, 91.3%) spent three or more hours a week on sport and recreation when combined time is calculated.

The majority of **girls** who attend low-, medium- and high-decile schools (85.3%, 87.2%, 89.1%) spent three or more hours a week on sport and recreation when combined time is calculated.

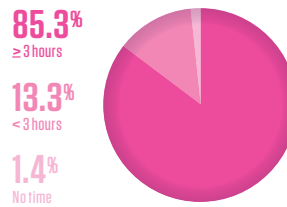
Very few (less than 2%) **boys** and **girls** from different socio-economic backgrounds spent no time at all on sport and recreation activities.

Chart 1: Time spent participating in sport and recreation in a normal week – combined

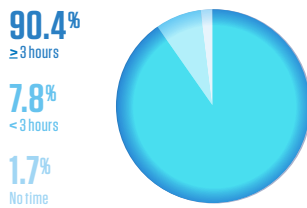
### Boys low-decile (1-3)



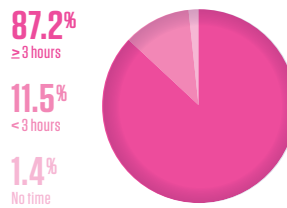
### Girls low-decile (1-3)



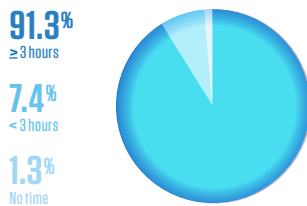
### Boys medium-decile (4-7)



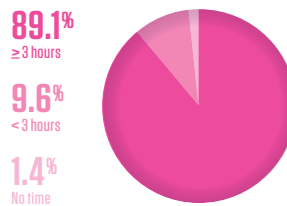
### Girls medium-decile (4-7)



### Boys high-decile (8-10)



### Girls high-decile (8-10)



### Differences

There were no significant differences between participation levels for **boys** and **girls** from different socio-economic backgrounds.

## Organised sport and recreation

### Participation with coaches/instructors (“this year”)

Young people were asked if they had had coaching or instruction for any of the sport and recreation activities they took part in.

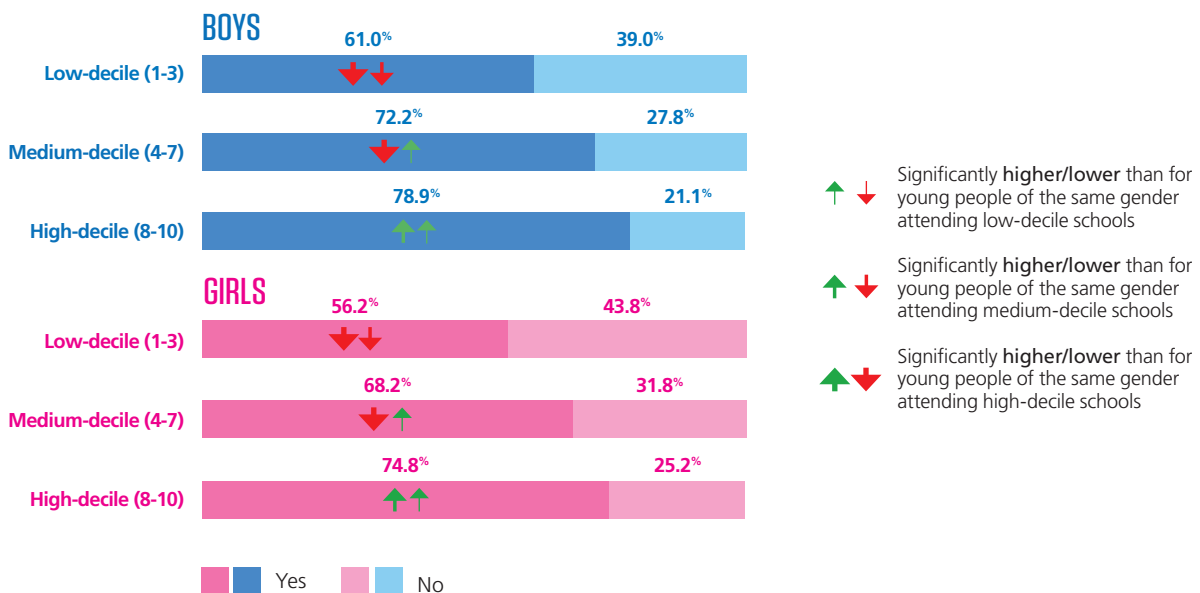
#### For boys:

- Between 6 and 8 out of 10 boys who attend low-, medium- and high-decile schools (61.0%, 72.2%, 78.9%) said they had received coaching or instruction:
  - participation levels were highest for boys who attend high-decile schools and lowest for boys who attend low-decile schools.

#### For girls:

- Between around 6 and 7 out of 10 girls who attend low-, medium- and high-decile schools (56.2%, 68.2%, 74.8%) said they had received coaching or instruction:
  - participation levels were highest for girls who attend high-decile schools and lowest for girls who attend low-decile schools.

Chart 2: Participation with coaches/instructors (“this year”)



Have you had a **coach or instructor this year** for any of the sports or active things that you do?  
*Coaching/instruction in PE or Fitness is excluded.*

### Differences

#### Boys who attend:

- high-decile schools (78.9%) were significantly more likely than boys who attend medium-decile schools (72.2%) to have said they had received coaching or instruction
- low-decile schools (61.0%) were significantly less likely than boys from other socio-economic backgrounds to have said this.

#### The pattern of responses is similar for girls. Girls who attend:

- high-decile schools (74.8%) were significantly more likely than girls who attend medium-decile schools (68.2%) to have said they had received coaching or instruction
- low-decile schools (56.2%) were significantly less likely than girls from other socio-economic backgrounds to have said this.



## Participation with sports clubs (“this year”)

Young people were asked if they had belonged to a sports club outside of school.

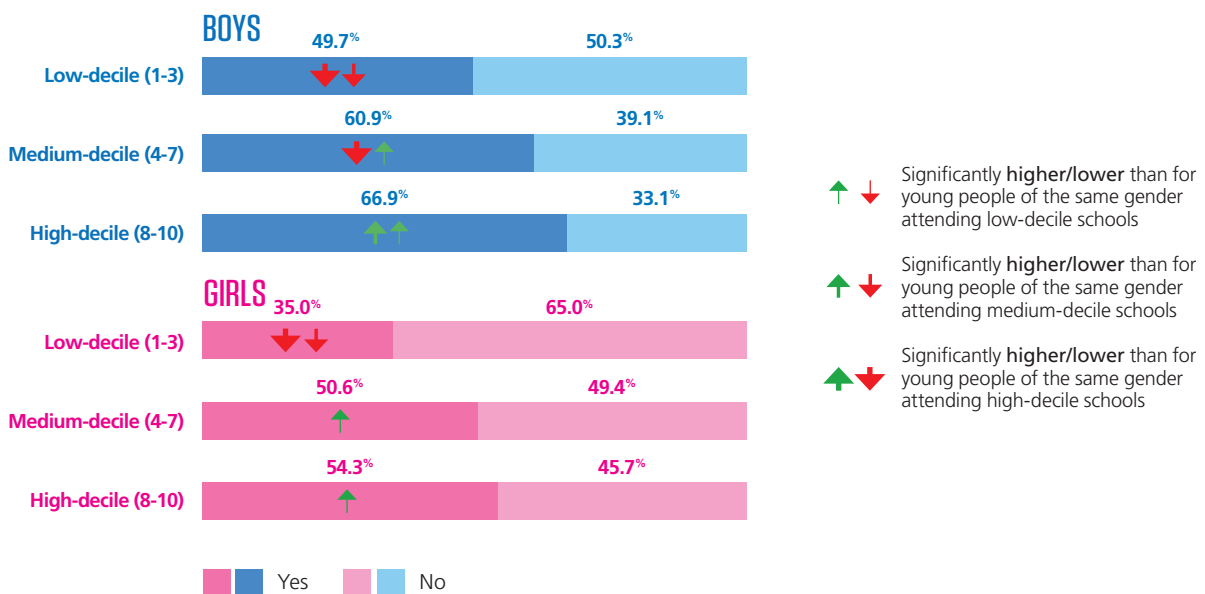
### For boys:

- Between 5 and 7 out of 10 boys who attend low-, medium- and high-decile schools (49.7%, 60.9%, 66.9%) said they had belonged to a sports club:
  - participation levels were highest for boys who attend high-decile schools and lowest for boys who attend low-decile schools.

### For girls:

- Between around 4 and 5 out of 10 girls who attend low-, medium- and high-decile schools (35.0%, 50.6%, 54.3%) said they had belonged to a sports club:
  - participation levels were highest for girls who attend high-decile schools and lowest for girls who attend low-decile schools.

Chart 3. Participation with sports clubs (“this year”)



Have you belonged to a **sports club** outside of school **this year**?  
Sports clubs include things like netball clubs, rugby clubs and tramping clubs.

### Differences

#### Boys who attend:

- high-decile schools (66.9%) were significantly more likely than boys who attend medium-decile schools (60.9%) to have said they had belonged to a sports club
- low-decile schools (49.7%) were significantly less likely than boys from other socio-economic backgrounds to have said this.

#### Girls who attend:

- low-decile schools (35.0%) were significantly less likely than girls who attend medium- (50.6%) and high-decile schools (54.3%) to have said they had belonged to a sports club.

## Participation with school sports teams (“this year”)

Young people were asked if they had belonged to a sports team at school.

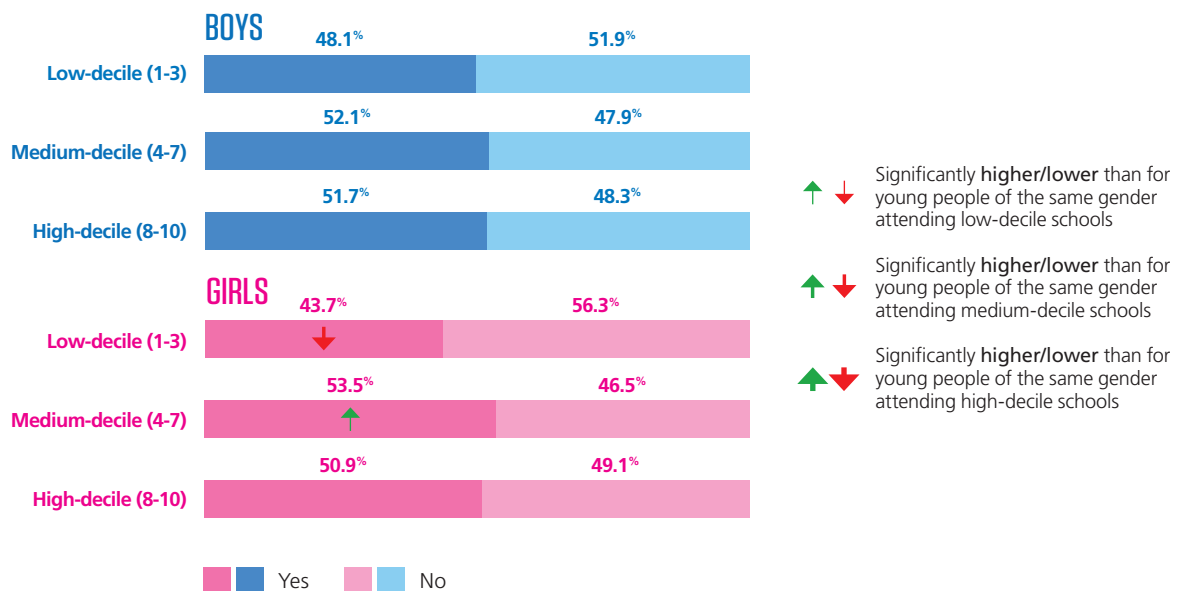
### For boys:

- Around 5 out of 10 boys who attend low-, medium- and high-decile schools (48.1%, 52.1%, 51.7%) said they had belonged to a sports team at school.

### For girls:

- Between 4 and 5 out of 10 girls who attend low-, medium- and high-decile schools (43.7%, 53.5%, 50.9%) said they had belonged to a sports team at school:
  - participation levels were highest for girls who attend medium-decile schools and lowest for girls who attend low-decile schools.

Chart 4. Participation with school sports teams (“this year”)



Have you belonged to a **sports team** at school **this year**?

Sports teams include things like netball teams and rugby teams.

### Differences

There were no significant differences between participation levels for **boys** from different socio-economic backgrounds.

However, **girls** who attend:

- low-decile schools (43.7%) were significantly less likely than girls who attend medium-decile schools (53.5%) to have said they had belonged to a school sports team
- high-decile schools (50.9%) were as likely compared with girls from other socio-economic backgrounds to have said this.

## Participation in events (“this year”)

Young people were asked if they had taken part in any of five types of “big weekend events where lots of people had also taken part”.



### For boys:

- Around 3 out of 10 boys who attend low-, medium- and high-decile schools (33.9%, 30.7%, 31.0%) said they had taken part in one or more events.
- The top two events for boys who attend low- and medium-decile schools were fishing (16.5%, 14.4%) and running/walking (15.5%, 12.1%).
- Running/walking was also a top two events for boys who attend high-decile schools (13.9%), along with triathlon/duathlon (12.2%).

### For girls:



- Around 3 out of 10 girls who attend low-, medium- and high-decile schools (28.1%, 27.1%, 25.4%) said they had taken part in one or more events.
- The top two types of events for girls who attend low-, medium- and high-decile schools were running/walking (14.5%, 11.5%, 12.9%) and swimming (12.3%, 10.9%, 9.9%).

Table 2: Participation in weekend events (“this year”)

	Boys attending low-decile (1-3) schools %	Boys attending medium-decile (4-7) schools %	Boys attending high-decile (8-10) schools %	Girls attending low-decile (1-3) schools %	Girls attending medium-decile (4-7) schools %	Girls attending high-decile (8-10) schools %
Tri(athlon), duathlon events	9.8	10.6	12.2	7.4	9.6	9.3
Running, walking events	15.5	12.1	13.9	14.5	11.5	12.9
Biking events	10.7	9.5	10.5	6.8	5.7	6.7
Fishing events	16.5	14.4	11.5	10.1 	8.2	5.9 
Swimming events	12.0	9.5	8.4	12.3	10.9	9.9
<b>One or more of these</b>	<b>33.9</b>	<b>30.7</b>	<b>31.0</b>	<b>28.1</b>	<b>27.1</b>	<b>25.4</b>
I have not taken part in any of these	66.1	69.3	69.0	71.9	72.9	74.6

Have you taken part in any of these **big weekend** events **this year** where lots and lots of people have also taken part?

  Significantly higher/lower than for young people of the same gender attending low-decile schools

  Significantly higher/lower than for young people of the same gender attending medium-decile schools

  Significantly higher/lower than for young people of the same gender attending high-decile schools

### Differences

There were no significant differences:

- between participation levels in one or more events for **boys** and **girls** from different socio-economic backgrounds
- in the types of event participation by **boys** from different socio-economic backgrounds.

**Girls** who attend:

- low-decile schools (10.1%) were significantly more likely than girls who attend high-decile schools (5.9%) to have participated in fishing events.

## Time spent doing organised sport

Time spent in organised sport (sport is used here in the broadest sense and includes active recreation) sums the time young people spend on: *active PE (Physical Education)* at school and the time spent at training or practice with a coach, or taking part in competitions. Further explanation of how estimates were calculated is in Appendix 4.

### For boys:

- Around 6 out of 10 boys who attend low-, medium- and high-decile schools (56.2%, 58.3%, 63.3%) spent three or more hours a week on organised sport.
- Around 1 in 10 boys (6.7%, 8.8%, 6.7%) spent no time at all doing organised sport in a normal week.

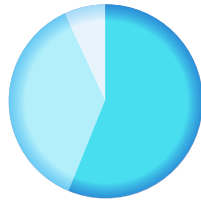
### For girls:

- Around 5 out of 10 girls who attend low-, medium- and high-decile schools (47.6%, 52.6%, 52.9%) spent three or more hours a week on organised sport.
- Around 1 in 10 girls (9.0%, 10.3%, 7.6%) spent no time at all doing organised sport in a normal week.

Chart 5. Time spent participating in organised sport and recreation in a normal week

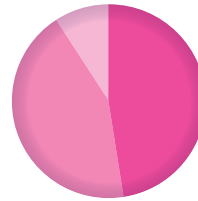
### Boys low-decile (1-3)

**56.2%**  
≥ 3 hours  
**37.1%**  
< 3 hours  
**6.7%**  
No time



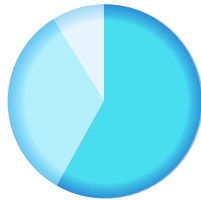
### Girls low-decile (1-3)

**47.6%**  
≥ 3 hours  
**43.4%**  
< 3 hours  
**9.0%**  
No time



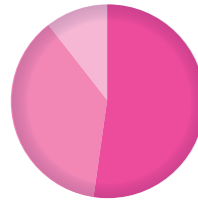
### Boys medium-decile (4-7)

**58.3%**  
≥ 3 hours  
**32.9%**  
< 3 hours  
**8.8%**  
No time



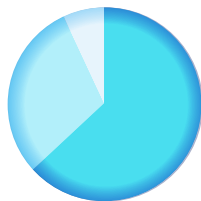
### Girls medium-decile (4-7)

**52.6%**  
≥ 3 hours  
**37.2%**  
< 3 hours  
**10.3%**  
No time



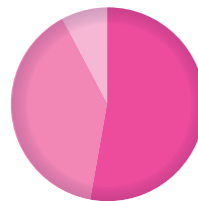
### Boys high-decile (8-10)

**63.3%**  
≥ 3 hours  
**29.9%**  
< 3 hours  
**6.7%**  
No time



### Girls high-decile (8-10)

**52.9%**  
≥ 3 hours  
**39.5%**  
< 3 hours  
**7.6%**  
No time



### Differences

There were no significant differences between participation levels for boys and girls from different socio-economic backgrounds.

## Informal sport and recreation

### Time spent participating in sport and recreation while “mucking around”

An explanation of how time estimates were calculated is in Appendix 4.

#### For boys:

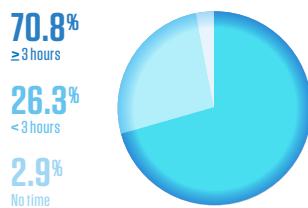
- Around 7 out of 10 boys who attend low-, medium- and high-decile schools (70.8%, 72.3%, 71.1%) spent three or more hours a week participating in sport and recreation while “mucking around”.
- Very few boys (2.9%, 3.9%, 3.9%) spent no time at all doing sport and recreation while “mucking around” in a normal week.

#### For girls:

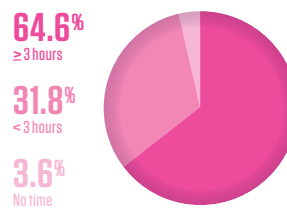
- Around 6 out of 10 girls who attend low-, medium- and high-decile schools (64.6%, 60.2%, 59.9%) spent three or more hours a week participating in sport and recreation while “mucking around”.
- Very few girls (3.6%, 3.7%, 4.1%) spent no time at all doing sport and recreation while “mucking around” in a normal week.

Chart 6. Time spent participating in sport and recreation in a normal week while “mucking around”

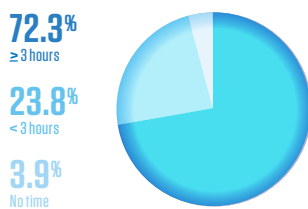
#### Boys low-decile (1-3)



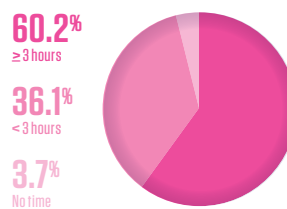
#### Girls low-decile (1-3)



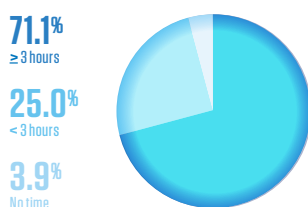
#### Boys medium-decile (4-7)



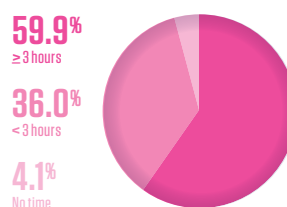
#### Girls medium-decile (4-7)



#### Boys high-decile (8-10)



#### Girls high-decile (8-10)



#### Differences

There were no significant differences between participation levels for boys and girls from different socio-economic backgrounds.

## Volunteering (“this year” – 10 to 18-year-olds)

Young people who completed the Years 7 to 13 survey forms were asked if they had volunteered in any of nine volunteer roles for any of the “sport and active things” they had done “this year” (the question asked them to exclude volunteering done as part of Physical Education or fitness classes at school).

### For boys:

- Between 4 and 5 out of 10 older boys (10 to 18 years old) who attend low-, medium- and high-decile schools (47.9%, 44.3%, 46.0%) said they had volunteered in one or more of these roles.
- The main roles boys who attend low-, medium- and high-decile schools said they were involved in were team captain (24.4%, 23.6%, 25.8%) and helper (22.0%, 20.0%, 20.3%).

### For girls:

- Between 4 and 5 out of 10 older girls (10 to 18 years old) who attend low-, medium- and high-decile schools (43.9%, 45.3%, 46.4%) said they had volunteered in one or more of these roles.
- The main roles girls who attend low-, medium- and high-decile schools said they were involved in (although not always in the same order) were team captain (20.8%, 23.6%, 22.1%) and helper (21.3%, 22.0%, 20.8%).

**Table 3. Volunteering roles done regularly “this year” – 10 to 18-year-olds**

	Boys attending low-decile (1-3) schools %	Boys attending medium-decile (4-7) schools %	Boys attending high-decile (8-10) schools %	Girls attending low-decile (1-3) schools %	Girls attending medium-decile (4-7) schools %	Girls attending high-decile (8-10) schools %
Coach/assistant coach	14.9	15.1	17.3	13.4	14.4	17.5
Team manager/assistant manager	7.3	5.5	4.4	5.0	4.8	3.9
Club administrator	3.9	2.4	2.1	1.9	1.1	1.1
Referee/official	13.9	11.6	13.9	11.1	14.5	13.6
Helper (eg, ball boys/girls, timekeepers/scorers)	22.0	20.0	20.3	21.3	22.0	20.8
Lifeguard	2.9	3.0	3.0	1.7	3.2	3.3
Team captain	24.4	23.6	25.8	20.8	23.6	22.1
Physical activity leader	11.0	9.4	9.3	11.9	10.7	8.7
Event organiser	8.0	7.5	7.3	9.0	7.1	7.7
<b>Volunteered in at least one of these roles</b>	<b>47.9</b>	<b>44.3</b>	<b>46.0</b>	<b>43.9</b>	<b>45.3</b>	<b>46.4</b>
Not volunteered in any of these roles	52.1	55.7	54.0	56.1	54.7	53.6

Have you done any of these things **regularly this year**, for any kind of sport or active things that you do **outside of PE or Fitness**?

### Differences

There were no significant differences between participation levels or roles for older boys and girls from different socio-economic backgrounds.

## Other considerations

This report focuses on how, when and where young people of the same gender, but of different socio-economic backgrounds, take part in sport and recreation. Readers should also note the following when considering the findings of this report.

### Differences between boys' and girls' participation

For a number of topics in this report, boys were significantly more likely than girls of the same socio-economic background to have taken part in some aspects of sport and recreation and to hold different views on it. This is not unexpected, given what is already known about differences between boys' and girls' participation. A summary of key significant differences is shown below.

	Differences between boys and girls attending		
	Low-decile (1-3) schools %	Medium-decile (4-7) schools %	High-decile (8-10) schools %
Spent 3 or more hours a week in sport and recreation combined	—	—	—
Had received coaching or instruction	—	—	—
Belonged to a sports club	B ↑ G	B ↑ G	B ↑ G
Belonged to a sports team at school	—	—	—
Took part in one or more events	—	—	—
Spent 3 or more hours a week on organised sport and recreation	—	B ↑ G	B ↑ G
Spent 3 or more hours a week on sport and recreation while "mucking around"	—	B ↑ G	B ↑ G
Like playing sport a lot	B ↑ G	B ↑ G	B ↑ G

Key: B = boys ↑ = significantly greater than G = girls — = no significant difference

## Ethnic inter-relationship

Single factors, such as socio-economic background, are not solely responsible for any differences that are identified. For example, socio-economic background has an inter-relationship with ethnicity. High numbers of Māori and Pacific young people are known to live in poorer communities and attend lower-decile schools<sup>2</sup>.

<sup>2</sup>Source: Education Counts, 2013. One-on-one dimensional tables for student numbers. Retrieved from [http://www.educationcounts.govt.nz/statistics/maori\\_education/schooling/6028](http://www.educationcounts.govt.nz/statistics/maori_education/schooling/6028) (9 June 2014).

## 4 Opportunities to Increase Participation

This section presents insight into opportunities to increase participation in sport and recreation by boys and girls from different socio-economic backgrounds.

The first part looks at interest in participating in sport and recreation. This includes young people's views about playing sport and the sports/activities they were interested in trying/doing more of.

The second part focuses on older students and looks at the appeal of different ways of delivering sport, as well as students' perceived competence and confidence. This includes factors that would encourage more sports participation (among 10 to 18-year-olds), preferred playing times to do more sport (among 10 to 15-year-olds) and views about sports skills (10 to 15-year-olds).

### Views about playing sport

Young people were asked whether they "don't like playing sport, like playing sport a little, or like playing sport a lot".

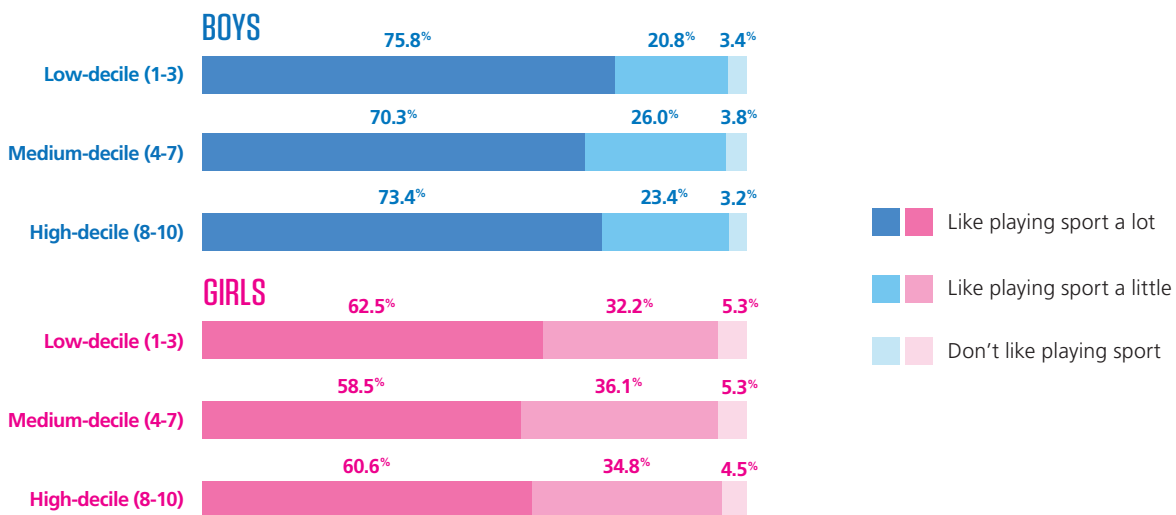
#### For boys:

- Between 7 and 8 out of 10 boys who attend low-, medium- and high-decile schools (75.8%, 70.3%, 73.4%) said they *like playing sport a lot*.
- Very few (3.4%, 3.8%, 3.2%) boys said they *don't like playing sport*.

#### For girls:

- Around 6 out of 10 girls who attend low-, medium- and high-decile schools (62.5%, 58.5%, 60.6%) said they *like playing sport a lot*.
- Very few (5.3%, 5.3%, 4.5%) girls said they *don't like playing sport*.

Chart 7. Extent to which young people like playing sport



Would you say you ... don't like playing sport; like playing sport a little; like playing sport a lot.

#### Differences

There were no significant differences in the extent to which boys and girls from different socio-economic backgrounds like playing sport.



## Sports and activities young people want to try or do more of

### Top 10s

Young people were asked if there were any “sports and active things they would really like to try or do more of” to gauge their interest in sport and recreation activities. They could also answer “no/none”.

The top 10 activities had some similarities across boys and girls from different socio-economic backgrounds, but there were some variations.

### For boys:

- Six sports/activities were common to boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, cycling, football, rugby, swimming and tennis
  - football and rugby had around twice (or more) the interest of other activities.
- Cricket, rugby league, running and touch make up the top 10 for boys who attend low-decile schools.
- Fishing, hockey and martial arts were of interest to boys who attend both medium- and high-decile schools:
  - snowboarding makes up the top 10 for boys who attend medium-decile schools
  - cricket for boys who attend high-decile schools.

### For girls:

- Six sports/activities were common to girls who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, football, hockey, netball, swimming and tennis.
- Rugby, running, touch and volleyball make up the top 10 for girls who attend low-decile schools.
- Rugby and volleyball were also of interest to girls who attend medium-decile schools, while dance and gymnastics make up the top 10.
- Dance and gymnastics were also of interest to girls who attend high-decile schools, while cycling and running make up the top 10.



Table 4. Sport and recreation activities young people want to try or do more of

Rank	Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
		%		%		%
1	Rugby, Rippa rugby	19.5	Rugby, Rippa rugby	15.4	Football, soccer, futsal	16.6
2	Football, soccer, futsal	16.2	Football, soccer, futsal	14.3	Rugby, Rippa rugby	14.1
3	Basketball, Mini-ball	8.7	Basketball, Mini-ball	7.5	Tennis	8.5
4	Swimming	8.6	Cycling, biking	5.8	Basketball, Mini-ball	7.1
5	Cycling, biking	6.8	Swimming	5.5	Swimming	7.0
6	Touch*	6.0	Tennis	5.3	Cycling, biking	6.4
7	Rugby league*	5.9	Hockey	4.9	Cricket	6.2
8	Tennis	4.7	Martial arts (eg, karate, judo)	4.8	Hockey	5.1
9	Cricket	4.6	Snowboarding	4.4	Martial arts (eg, karate, judo)	4.9
10=	Running, jogging, cross-country	4.3	Fishing	4.2	Fishing	4.4
10=	Fishing	4.3			Running, jogging, cross-country	4.4
	No/none	25.0	No/none	26.9	No/none	25.7
	Not answered	14.0	Not answered	11.5	Not answered	9.8
Girls attending low-decile (1-3) schools						
		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools		
Rank		%		%		%
1	Netball	21.5	Netball	16.6	Swimming	16.4
2	Swimming	14.8	Swimming	13.4	Netball	16.1
3	Rugby, Rippa rugby	12.1	Football, soccer, futsal	11.0	Dance (eg, ballet, b-boy, b-girl)	11.9
4	Football, soccer, futsal	11.8	Dance (eg, ballet, b-boy, b-girl)	8.0	Football, soccer, futsal	9.9
5	Basketball, Mini-ball	10.9	Tennis	7.7	Gymnastics, trampoline, aerobics	9.8
6	Volleyball, Kiwi volley	7.3	Basketball, Mini-ball	7.5	Tennis	9.4
7	Tennis	6.7	Hockey	6.8	Hockey	7.1
8	Running, jogging, cross-country	6.4	Rugby, Rippa rugby	6.6	Cycling, biking	6.9
9	Touch*	6.3	Volleyball, Kiwi volley	6.5	Running, jogging, cross-country	6.4
10=	Hockey	6.1	Gymnastics, trampoline, aerobics	6.2	Basketball, Mini-ball	6.3
10=	Cycling, biking	6.1				
	No/none	23.4	No/none	24.3	No/none	19.4
	Not answered	10.4	Not answered	8.2	Not answered	8.1

Are there any **sports or active things** that you would really like to try, or do more of?

**Notes:**

- 1 Students could write in up to five sports/activities or tick a box to indicate that there were "no/none" activities they were interested in.
- 2 Some activities were mentioned by a small number of students and have been grouped together. None of these activities made it to the top 10s.
- 3 Results above are based on all students, including the 10% who did not answer this question.
- 4 The survey took place just before the 2011 Rugby World Cup and this may have influenced young people's interest in rugby.

## Differences

To compare significant differences in interest across the wider range of activities, sport and recreation activities have been grouped into three categories for ease of reading (team-based sports, other sports and other recreation activities).

Reader note 1 in Appendix 2 explains how sports and activities have been grouped. A summary table of significant differences by activity can be found in Appendix 6. The full results can be found in section 5.1.3 of the In-depth report.

Boys who attend **low-decile** schools were significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend medium- and high-decile schools	Rugby league Touch	Motor sports	
Boys who attend medium-decile schools	Softball	Tri(athlon), duathlon Other ball sports/games	Sailing Surfing
Boys who attend high-decile schools		Tennis	Adventure sports Gym/fitness activities Māori activities Games

Girls who attend **low-decile** schools were significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend medium- and high-decile schools	Basketball Netball Rugby Rugby league	Rowing	Māori activities Sailing Skiing Surfing
Girls who attend medium-decile schools			Adventure sports
Girls who attend high-decile schools	Touch	Martial arts	Dance Horse riding Pacific activities Other water sports Games

Boys who attend **medium-decile** schools were significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and high-decile schools		Tri(athlon), duathlon Other ball sports/games	
Boys who attend low-decile schools	Rugby league Softball Touch	Motor sports	Sailing Surfing
Boys who attend high-decile schools	Rugby league	Tennis	Māori activities Running

Girls who attend **medium-decile** schools were significantly **more** likely to have said there were 'no/none' sports/activities they would like to try or do more of than girls who attend high-decile schools.

Girls who attend **medium-decile** schools were also significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Girls who attend low-decile schools	Basketball Netball Rugby Rugby league	Rowing	Adventure sports Māori activities Sailing Skiing Surfing
Girls who attend high-decile schools			Cycling Dance Horse riding Pacific activities

Boys who attend **high-decile** schools were significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and medium-decile schools	Rugby league	Tennis	Māori activities
Boys who attend low-decile schools	Touch	Motor sports	Adventure sports Gym/fitness activities
Boys who attend medium-decile schools		Tri(athlon), duathlon Other ball sports/games	Running Games

Girls who attend **high-decile** schools were significantly **more/less** likely to want to try or do more of following sports/activities than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and medium-decile schools			Dance Horse riding/ equestrian Pacific activities
Girls who attend low-decile schools	Basketball Netball Rugby Rugby league Touch	Martial arts Rowing	Māori activities Sailing Skiing Surfing Other water sports Games
Girls who attend medium-decile schools			Cycling

### Participation and interest

The results for the top 10 sports/activities young people were interested in trying, or doing more of, can be compared with the results for the top 10 sports/activities young people commonly take part in.

For **boys**, many of the sports and activities they were interested in include those which they take part in most regularly:

- Seven of the top 10 (=) activities boys who attend low-decile schools said they want to try or do more of, they already take part in (Table 5):
  - basketball, cricket, fishing and tennis make up the top 10(=) (these were not in the top 10 for participation).
- Five of the top 10 activities boys who attend medium-decile schools said they want to try or do more of, they already take part in:
  - fishing, hockey, martial arts, snowboarding and tennis make up the top 10.
- Seven of the top 10(=) activities boys who attend high-decile schools said they want to try or do more of, they already take part in:
  - fishing, hockey, martial arts and tennis make up the top 10(=).

For **girls**, especially those who attend low- and medium-decile schools, many of the sports and activities they were interested in included those which they did **not** take part in most regularly:

- Four of the top 10 activities girls who attend low-decile schools said they want to try or do more of, they already take part in (Table 5):
  - basketball, football, hockey, rugby, tennis and volleyball make up the top 10 (these were not in the top 10 for participation).
- Five of the top 10 activities girls who attend medium-decile schools said they want to try or do more of, they already take part in:
  - basketball, hockey, rugby, tennis and volleyball make up the top 10.
- Seven of the top 10 activities girls who attend high-decile schools said they want to try or do more of, they already take part in:
  - basketball, hockey and tennis make up the top 10.



Table 5. Sport and recreation activities young people want to try or do more of – compared with regular participation

Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
Rank**		Rank***		Rank***	
1	Rugby, Rippa rugby	1	Rugby, Rippa rugby	2	Football, soccer, futsal
2	Football, soccer, futsal	4	Football, soccer, futsal	3	Rugby, Rippa rugby
3	Basketball, Mini-ball	11	Basketball, Mini-ball	9	Tennis
4	Swimming	6	Cycling, biking	1	Basketball, Mini-ball
5	Cycling, biking	2	Swimming	4	Swimming
6	Touch*	3	Tennis	22	Cycling, biking
7	Rugby league*	7	Hockey	17	Cricket
8	Tennis	25	Martial arts (eg, karate, judo)	14	Hockey
9	Cricket	22	Snowboarding	31	Martial arts (eg, karate, judo)
10=	Running, jogging, cross-country	9	Fishing	19	Fishing
10=	Fishing	20			Running, jogging, cross-country
Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
Rank**		Rank***		Rank***	
1	Netball	4	Netball	2	Swimming
2	Swimming	2	Swimming	3	Netball
3	Rugby, Rippa rugby	14	Football, soccer, futsal	10	Dance (eg, ballet, b-boy, b-girl)
4	Football, soccer, futsal	12	Dance (eg, ballet, b-boy, b-girl)	4	Football, soccer, futsal
5	Basketball, Mini-ball	13	Tennis	20	Gymnastics, trampoline, aerobics
6	Volleyball, Kiwi volley	15	Basketball, Mini-ball	11	Tennis
7	Tennis	25	Hockey	12	Hockey
8	Running, jogging, cross- country	8	Rugby, Rippa rugby	16	Cycling, biking
9	Touch*	10	Volleyball, Kiwi volley	13	Running, jogging, cross-country
10 =	Hockey	20	Gymnastics, trampoline, aerobics	6	Basketball, Mini-ball
10=	Cycling, biking	6			

Are there any **sports or active things** that you would really like to try, or do more of?

**Notes:**

- 1 Sports/activities marked \* were included in the prompted list in the Years 7 to 13 survey forms but not in the Years 1 to 6 survey forms. See Reader note 2 in Appendix 2.
- 2 The first column in Table 5 headed "rank\*\*" shows the ranking of sports activities young people from different socio-economic backgrounds were interested in trying or doing more of. The figures in the columns headed "rank\*\*\*" shows the ranking of sports/activities young people from different socio-economic backgrounds participated in regularly (ie, one or more times a week).

## Factors that would encourage sports participation (10 to 18-year-olds)

Young people who completed the Years 7 to 13 survey forms were asked what factors would encourage them to play sports more often than they do now. A number of statements described the factors and students could answer “yes”, “no”, or “maybe” to each one. There were **eight statements common** to both the **Years 7 to 10** and **Years 11 to 13** survey forms. (There were three additional statements in the Years 7 to 10 form. The results for these statements are not discussed here, but can be found in Appendix 10).

### For boys:

- Two of the top three things (based on the mean score rankings) older boys (10 to 18 years old) who attend low-, medium- and high-decile schools said would encourage them to play more sport than they do now were the same (although not necessarily in the same order or at similar levels):
  - *if they could play friendly games where it doesn't matter who wins*
  - *if there were more sports teams at school that they could join.*
- The other things in the top three were:
  - *if they were better at sports* made up the top three for boys who attend low-decile schools
  - *it they could try different sports before they decided what to play* made up the top three for boys who attend medium- and high-decile schools.

Table 6. Extent to which different factors would encourage young people to play sport more often – boys – 10 to 18-year-olds

		Yes %	Maybe %	No %	Mean score ranking
<b>If there were more sports teams at your school that you could join</b>	All	39.7	35.3	25.0	3
	Low-decile (1-3)	49.2	33.9	16.9	2
	Medium-decile (4-7)	40.1	37.2	22.7	3
	High-decile (8-10)	34.5	33.5	32.0	3
<b>If you could try different sports before you decided what to play</b>	All	44.2	29.8	25.9	2
	Low-decile (1-3)	46.3	32.8	21.0	4
	Medium-decile (4-7)	43.9	30.4	25.6	2
	High-decile (8-10)	43.7	27.5	28.8	1
<b>If you were better at sports</b>	All	43.4	23.3	33.3	4
	Low-decile (1-3)	50.9	27.6	21.5	3
	Medium-decile (4-7)	44.4	22.7	32.8	4
	High-decile (8-10)	38.5	21.9	39.6	5
<b>If you could play sports without joining a team or club</b>	All	40.1	25.3	34.7	7
	Low-decile (1-3)	47.9	26.2	25.9	6
	Medium-decile (4-7)	41.6	24.9	33.5	7
	High-decile (8-10)	34.4	25.2	40.4	7
<b>If you could play sports without doing training or competitions</b>	All	29.4	23.6	47.0	8
	Low-decile (1-3)	37.6	27.9	34.5	8
	Medium-decile (4-7)	28.3	23.3	48.4	8
	High-decile (8-10)	26.9	22.1	51.0	8
<b>If you could play friendly games where it doesn't matter who wins</b>	All	52.0	19.0	29.0	1
	Low-decile (1-3)	60.5	20.9	18.6	1
	Medium-decile (4-7)	53.0	18.1	28.9	1
	High-decile (8-10)	46.8	19.2	34.1	2
<b>If winter and summer sport seasons didn't overlap</b>	All	41.6	23.5	34.9	6
	Low-decile (1-3)	43.4	27.9	28.7	7
	Medium-decile (4-7)	42.1	24.4	33.5	6
	High-decile (8-10)	40.1	20.2	39.7	4
<b>If you got more playing time and less time on the sideline/bench</b>	All	42.9	21.5	35.6	5
	Low-decile (1-3)	47.9	26.2	25.8	5
	Medium-decile (4-7)	44.2	21.1	34.7	5
	High-decile (8-10)	38.8	19.7	41.5	6

Would you play sport more often than you do now ...?

See Notes on opposite page.

**For girls:**

- The top three things (based on the mean score rankings) older girls (10 to 18 years old) who attend low-, medium- and high-decile schools said would encourage them to play more sport than they do now, were the same (this includes in the same order, but not necessarily at similar levels):
  - if they could play friendly games where it doesn't matter who wins
  - if they could try different sports before they decided what to play
  - if they were better at sports.

**Table 7. Extent to which different factors would encourage young people to play sport more often – girls – 10 to 18-year-olds**

		Yes %	Maybe %	No %	Mean score ranking
<b>If there were more sports teams at your school that you could join</b>	All	39.0	37.1	23.9	4
	Low-decile (1-3)	46.0	40.3	13.7	4
	Medium-decile (4-7)	38.7	38.2	23.1	4
	High-decile (8-10)	35.8	34.1	30.1	6
<b>If you could try different sports before you decided what to play</b>	All	53.2	26.3	20.4	2
	Low-decile (1-3)	58.5	26.2	15.3	2
	Medium-decile (4-7)	51.7	27.4	20.8	2
	High-decile (8-10)	52.8	24.8	22.4	2
<b>If you were better at sports</b>	All	49.7	25.6	24.7	3
	Low-decile (1-3)	51.9	29.5	18.5	3
	Medium-decile (4-7)	50.0	25.9	24.1	3
	High-decile (8-10)	48.2	23.4	28.5	3
<b>If you could play sports without joining a team or club</b>	All	42.3	27.2	30.6	5
	Low-decile (1-3)	48.1	29.2	22.7	5
	Medium-decile (4-7)	42.0	26.7	31.3	6
	High-decile (8-10)	39.8	26.7	33.5	5
<b>If you could play sports without doing training or competitions</b>	All	30.4	25.8	43.8	8
	Low-decile (1-3)	31.1	28.8	40.1	8
	Medium-decile (4-7)	29.9	26.4	43.7	8
	High-decile (8-10)	30.6	23.7	45.7	8
<b>If you could play friendly games where it doesn't matter who wins</b>	All	58.5	19.7	21.8	1
	Low-decile (1-3)	66.9	18.0	15.1	1
	Medium-decile (4-7)	57.5	20.6	21.9	1
	High-decile (8-10)	55.8	19.4	24.8	1
<b>If winter and summer sport seasons didn't overlap</b>	All	43.5	24.6	32.0	6
	Low-decile (1-3)	43.6	30.9	25.5	7
	Medium-decile (4-7)	43.6	23.7	32.6	5
	High-decile (8-10)	43.0	22.8	34.2	4
<b>If you got more playing time and less time on the sideline/bench</b>	All	40.2	26.2	33.6	7
	Low-decile (1-3)	45.3	29.5	25.2	6
	Medium-decile (4-7)	40.7	26.0	33.3	7
	High-decile (8-10)	36.7	25.2	38.1	7

*Would you play sport more often than you do now ...?*

**Notes:**

- 1 Mean score rankings are based on the mean response for each factor; where “yes” equals 3, “maybe” equals 2 and “no” equals 1.
- 2 The students who answered this question in the Years 7 to 10 and Years 11 to 13 survey forms were mostly 11 to 18-year-olds, but some 10-year-olds and a very small number of 19-year-olds also answered this question and are reported on here.

## Differences

The eight factors that would encourage young people (10 to 18 years old) to play sport more often than they do now vary with boy's and girl's socio-economic backgrounds.

Boys who attend **low-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Both boys who attend medium- and high-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could play sports without doing training or competitions</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>
Boys who attend high-decile schools	<ul style="list-style-type: none"> <li>If they were better at sports</li> <li>If they could play sports without joining a team or club</li> <li>If they got more playing time and less time on the sideline/bench</li> </ul>

Girls who attend **low-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Both girls who attend medium- and high-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>
Girls who attend medium-decile schools	<ul style="list-style-type: none"> <li>If they could try different sports before deciding what to play</li> </ul>
Girls who attend high-decile schools	<ul style="list-style-type: none"> <li>If they got more playing time and less time on the sideline/bench</li> </ul>

Boys who attend **medium-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Boys who attend low-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could play sports without doing training or competitions</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>
Boys who attend high-decile schools	<ul style="list-style-type: none"> <li>If they were better at sports</li> <li>If they could play sports without joining a team or club</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>

Girls who attend **medium-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Girls who attend low-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could try different sports before deciding what to play</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>

Boys who attend **high-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Both boys who attend low- and medium-decile schools	<ul style="list-style-type: none"> <li>If they were better at sports</li> <li>If they could play sports without joining a team or club</li> <li>If they could play friendly games where it doesn't matter who wins</li> </ul>
Boys who attend low-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could play sports without doing training or competitions</li> <li>If they got more playing time and less time on the sideline/bench</li> </ul>

Girls who attend **high-decile** schools were significantly **more/less** likely to have said "yes" to the following factors that would encourage them to play sports more often than:

	Yes
Girls who attend low-decile schools	<ul style="list-style-type: none"> <li>If there were more sports teams at their school they could join</li> <li>If they could play friendly games where it doesn't matter who wins</li> <li>If they got more playing time and less time on the sideline/bench</li> </ul>





## Times young people would like to play more sport (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked whether they would like to play more sport in the morning before school starts, during school lunchtimes, after school or at weekends. Students could respond either "yes" or "no".

### For boys:

- Between 7 and 8 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools said they would like to play more sport at *weekends* (78.3%, 74.9%, 72.0%) and *after school* (72.8%, 72.6%, 70.4%).
- Less than 5 out of 10 (44.5%, 32.5%, 28.8%) said they would like to play more sport *in the morning before school starts*.
- Between 7 and 8 out of 10 boys who attend low- and medium-decile schools (78.7%, 71.9%) said they would also like to play more sport *during school lunchtimes*, while only 6 out of 10 boys who attend high-decile schools (63.6%) said this.

### For girls:

- Between 7 and 8 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools said they would like to play more sport *after school* (77.2%, 78.0%, 80.3%) and *at weekends* (70.9%, 71.1%, 71.4%).
- Between 2 and 3 out of 10 (33.6%, 27.1%, 23.1%) said they would like to play more sport *in the morning before school starts*.
- Around 5 out of 10 girls who attend medium- and high-decile schools (52.8%, 48.5%) said they would also like to play more sport *during school lunchtimes*, while 7 out of 10 girls who attend low-decile schools (69.7%) said this.



Table 8. Times young people would like to play more sport – 10 to 15-year-olds

Rank	All boys		Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
		%		%		%		%
1	At weekends	74.6	During lunchtimes ↑	78.7	At weekends	74.9	At weekends	72.0
2	After school	71.8	At weekends	78.3	After school	72.6	After school	70.4
3	During lunchtimes	70.3	After school	72.8	During lunchtimes ↑	71.9	During lunchtimes ↓↓	63.6
4	The morning before school	33.4	The morning before school ↑↑	44.5	The morning before school ↓	32.5	The morning before school ↓	28.8
Rank	All girls		Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
		%		%		%		%
1	After school	78.6	After school	77.2	After school	78.0	After school	80.3
2	At weekends	71.3	At weekends	70.9	At weekends	71.1	At weekends	71.4
3	During lunchtimes	54.6	During lunchtimes ↑↑	69.7	During lunchtimes ↓	52.8	During lunchtimes ↓	48.5
4	The morning before school	27.1	The morning before school ↑	33.6	The morning before school	27.1	The morning before school ↓	23.1

Would you like to play more sport ... in the morning before school starts? during school lunchtime?, after school?, at weekends?

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

Notes:

- 1 The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

### Differences

Boys (10 to 15 years old) who attend:

- low-decile schools (44.5%) were significantly more likely than boys who attend medium- (32.5%) and high-decile schools (28.8%) to have said they would like to play more sport *in the morning before school starts*
- high-decile schools (63.6%) were significantly less likely than boys who attend low- (78.7%) and medium-decile schools (71.9%) to have said they would like to play more sport *during school lunchtimes*.

Girls (10 to 15 years old) who attend:

- low-decile schools (33.6%) were significantly more likely than girls who attend high-decile schools (23.1%) to have said they would like to play more sport *in the morning before school starts*
- low-decile schools (69.7%) were significantly more likely than girls who attend medium- (52.8%) and high-decile (48.5%) schools to have said they would like to play more sport *during school lunchtimes*.

## Views about sports skills (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked to what extent they agreed/disagreed with six statements about their sports skills and what sport meant to them.

### For boys:

- Around 7 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (65.9%, 72.0%, 70.1%) agreed/strongly agreed that they *felt sport is an important part of their life*.
- Around 7 out of 10 (70.7%, 73.7%, 70.3%) agreed/strongly agreed that *they want to succeed to a high level in sport*.
- For the four skill statements, there were similarities for boys from different socio-economic backgrounds. They all agreed/strongly agreed:
  - most with the statement *they play sports well* (67.0%, 74.1%, 75.1%)
  - least with the statement *they are good at most sports* (59.5%, 64.3%, 63.5%).

Table 9. Views about sports skills – boys – 10 to 15-year-olds

		Agree/ Strongly agree %	Neither agree nor disagree %	Disagree/ Strongly disagree %
<b>I am good at most sports</b>	All	63.2	25.6	11.2
	Low-decile (1-3)	59.5	25.3	15.2 <span style="color: green;">↑</span>
	Medium-decile (4-7)	64.3	25.9	9.8 <span style="color: red;">↓</span>
	High-decile (8-10)	63.5	25.7	10.9
<b>I have good sports skills</b>	All	66.6	23.9	9.5
	Low-decile (1-3)	59.6 <span style="color: red;">↓↓</span>	28.1	12.3
	Medium-decile (4-7)	68.0 <span style="color: green;">↑</span>	23.2	8.8
	High-decile (8-10)	68.5 <span style="color: green;">↑</span>	22.4	9.0
<b>I feel sport is an important part of my life</b>	All	70.3	17.9	11.8
	Low-decile (1-3)	65.9	21.6	12.5
	Medium-decile (4-7)	72.0	16.9	11.1
	High-decile (8-10)	70.1	17.6	12.3
<b>I want to succeed to a high level in sport</b>	All	71.9	17.6	10.5
	Low-decile (1-3)	70.7	18.1	11.2
	Medium-decile (4-7)	73.7	16.7	9.5
	High-decile (8-10)	70.3	18.2	11.5
<b>I have good balance and coordination</b>	All	68.6	23.5	7.8
	Low-decile (1-3)	60.0 <span style="color: red;">↓↓</span>	27.9 <span style="color: green;">↑</span>	12.1 <span style="color: green;">↑</span>
	Medium-decile (4-7)	68.6 <span style="color: green;">↑</span>	25.1	6.3 <span style="color: red;">↓</span>
	High-decile (8-10)	73.0 <span style="color: green;">↑</span>	19.4 <span style="color: red;">↓</span>	7.6
<b>I play sports well</b>	All	73.2	19.9	6.9
	Low-decile (1-3)	67.0 <span style="color: red;">↓</span>	24.7 <span style="color: green;">↑</span>	8.3
	Medium-decile (4-7)	74.1	19.9	6.0
	High-decile (8-10)	75.1 <span style="color: green;">↑</span>	17.6 <span style="color: red;">↓</span>	7.3

For each statement, please tick the box that is most correct for you. Response options – strongly agree; agree; neither agree nor disagree; disagree; strongly disagree. Some of these responses have been grouped together.

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

### Notes:

- 1 The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

**For girls:**

- Between 6 and 7 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (61.4%, 65.5%, 67.5%) agreed/strongly agreed that they felt *sport is an important part of their life*.
- Around 7 out of 10 (69.5%, 67.2%, 69.2%) agreed/strongly agreed that *they want to succeed to a high level in sport*.
- For the four skill statements there were some similarities for girls from different socio-economic backgrounds, but there was variation. **Girls** who attend:
  - low-, medium- and high-decile schools all agreed/strongly agreed most with the statement *they play sports well* (57.7%, 63.6%, 64.2%)
  - low-decile schools agreed/strongly agreed least with the statement *they have good balance and coordination* (45.2%)
  - medium- and high-decile schools agreed/strongly agreed least with the statement *they are good at most sports* (51.6%, 50.8%).

**Table 10. Views about sports skills – girls – 10 to 15-year-olds**

		Agree/ Strongly agree %	Neither agree nor disagree %	Disagree/ Strongly disagree %
<b>I am good at most sports</b>	All	51.1	34.3	14.6
	Low-decile (1-3)	49.1	34.8	16.0
	Medium-decile (4-7)	51.6	34.0	14.4
	High-decile (8-10)	50.8	34.7	14.4
<b>I have good sports skills</b>	All	53.9	33.5	12.7
	Low-decile (1-3)	48.0	35.7	16.3
	Medium-decile (4-7)	54.3	33.3	12.4
	High-decile (8-10)	56.2	32.6	11.1
<b>I feel sport is an important part of my life</b>	All	65.4	21.7	13.0
	Low-decile (1-3)	61.4	25.9	12.7
	Medium-decile (4-7)	65.5	21.4	13.2
	High-decile (8-10)	67.5	19.8	12.7
<b>I want to succeed to a high level in sport</b>	All	68.4	19.7	12.0
	Low-decile (1-3)	69.5	19.8	10.8
	Medium-decile (4-7)	67.2	20.0	12.8
	High-decile (8-10)	69.2	19.3	11.5
<b>I have good balance and coordination</b>	All	58.0	31.1	10.9
	Low-decile (1-3)	45.2	40.6	14.3
	Medium-decile (4-7)	60.8	29.3	9.9
	High-decile (8-10)	60.7	28.7	10.6
<b>I play sports well</b>	All	62.9	27.5	9.6
	Low-decile (1-3)	57.7	30.7	11.6
	Medium-decile (4-7)	63.6	27.3	9.1
	High-decile (8-10)	64.2	26.4	9.4

For each statement, please tick the box that is most correct for you. Response options – strongly agree; agree; neither agree nor disagree; disagree; strongly disagree. Some of these responses have been grouped together.

- Significantly higher/lower than for young people of the same gender attending low-decile schools
- Significantly higher/lower than for young people of the same gender attending medium-decile schools
- Significantly higher/lower than for young people of the same gender attending high-decile schools

**Notes:**

- 1 The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

## Differences

Boys (10 to 15 years old) who attend:

- low-decile schools (15.2%) were significantly more likely than boys who attend medium-decile schools (9.8%) to have said they disagreed/strongly disagreed that *they are good at most sports*
- low-decile schools (12.1%) were significantly more likely than boys who attend medium-decile (6.3%) schools to have said they disagreed/strongly disagreed that *they have good balance and coordination*
- low-decile schools (24.7%) were significantly more likely than boys who attend high-decile (17.6%) schools to have said they neither agreed nor disagreed that *they play sports well*
- low-decile schools (59.6%) were significantly less likely than boys who attend medium- (68.0%) and high-decile schools (68.5%) to have said they agreed/strongly agreed that *they have good sports skills*
- low-decile schools (60.0%) were less likely than boys who attend medium- (68.6%) and high-decile (73.0%) schools to have said they agreed/strongly agreed that *they have good balance and coordination*
- low-decile schools (67.0%) were less likely than boys who attend high-decile schools (75.1%) to have said they agreed/strongly agreed that *they play sports well*.

Girls (10 to 15 years old) who attend:

- low-decile schools (45.2%) were significantly less likely than girls who attend medium- (60.8%) and high-decile (60.7%) schools to have said they agreed/strongly agreed that *they have good balance and coordination*.



# 5 Participation Settings and Environments

This section provides insight into participation in both school and home/neighbourhood settings. It looks at how young people's participation in these settings may or may not be encouraged. Influences in these settings include the type and frequency of support given by adults to young people to do sport and recreation, and the availability/use of facilities and equipment.

Readers should note that information was collected using age-appropriate survey forms and so *not all students were asked all questions*. Topics asked of different age groups are shown below.

## The first part of this section looks at the school setting and includes information on:

- Participation with school sports teams (all students)
- Sports/activities organised by school outside of class time (10 to 18-year-olds)
- Participation with a coach/instructor at school (outside of class) (10 to 18-year-olds)
- Teacher support to do sport and active things (10 to 15-year-olds)
- Teacher influence on sport and activity choices (10 to 15-year-olds)
- Availability/use of school sports facilities (10 to 15-year-olds)
- Parent/caregiver views on the time schools allocate to sport (parents/caregivers)
- Participation in PE/fitness this week (all students)
- Sports/activities done in PE/fitness (10 to 15-year-olds)

## The second part of this section looks at the home/neighbourhood setting and includes information on:

- Sports/activities done while "mucking around" (10 to 18-year-olds)
- Balance of after school and weekend activities (10 to 18-year-olds)
- Sport watching on TV and online (all students)
- Parent/caregiver involvement (ie, play/coach) in sport (10 to 15-year-olds)
- Parent/caregiver support to do sport and active things (10 to 15-year-olds)
- Parent/caregiver and sibling influence on sport and activity choices (10 to 15-year-olds)
- Availability/use of neighbourhood sports facilities (10 to 15-year-olds)
- Availability of equipment/a bike at home (ages vary)
- Parent/caregiver views on neighbourhood sports facilities (parents/caregivers)



## At school

This section provides insight into participation in sport and activities at school. It also looks at some of the things that influence boys' and girls' participation. This includes the support teachers give young people to do sport and recreation and the availability/use of facilities.

### Participation with school sports teams (“this year”)

Young people were asked if they had belonged to a sports team at school.

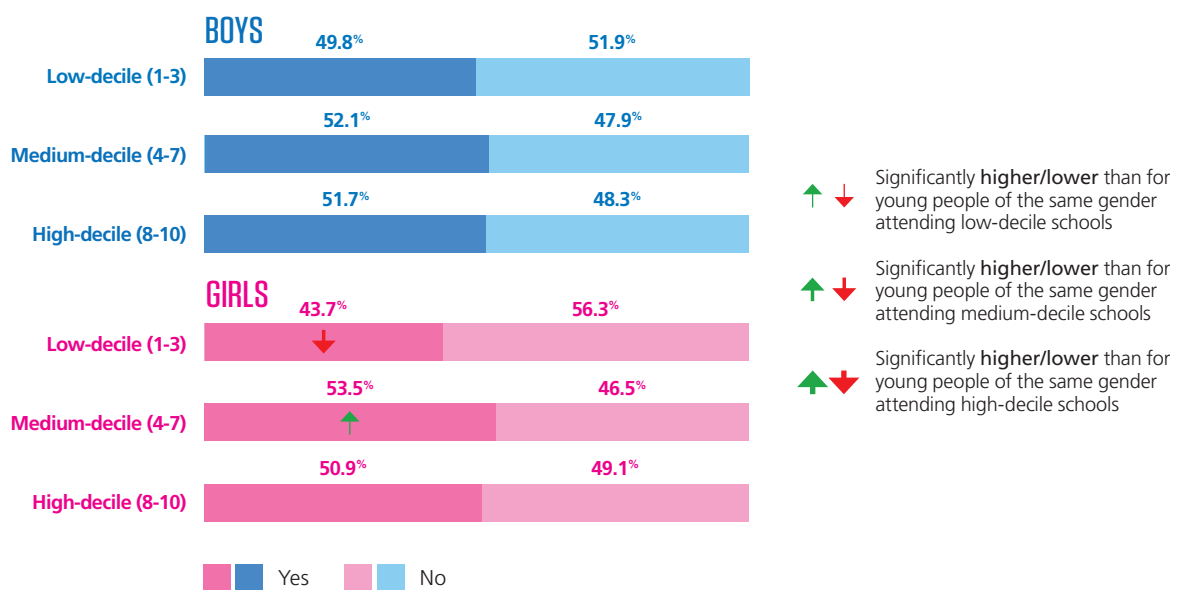
#### For boys:

- Around 5 out of 10 boys who attend low-, medium- and high-decile schools (48.1%, 52.1%, 51.7%) said they had belonged to a sports team at school.

#### For girls:

- Between 4 and 5 out of 10 girls who attend low-, medium- and high-decile schools (43.7%, 53.5%, 50.9%) said they had belonged to a sports team at school:
  - participation levels were highest for girls who attend medium-decile schools and lowest for girls who attend low-decile schools.

Chart 8. Participation with school sports teams (“this year”)



Have you belonged to a sports team at school this year? Sports teams include things like netball teams and rugby teams.

#### Differences

There were no significant differences between participation levels for boys from different socio-economic backgrounds.

However, girls who attend:

- low-decile schools (43.7%) were significantly less likely than girls who attend medium-decile schools (53.5%) to have said they had belonged to a school sports team
- high-decile schools (50.9%) were as likely compared with girls from other socio-economic backgrounds to have said this.

## Sports/activities organised by school outside of class time (10 to 18-year-olds)

Young people who completed the Years 7 to 13 survey forms were asked about their participation in sports or activities this year when playing in a school sports team, taking part in school competitions, or doing other lunchtime or after school activities organised by their school. 42 activities (including "other kinds of sports and active things") were listed. Students could tick as many activities as they liked.

### Top 10s

The top 10 sports/activities had some similarities across the different socio-economic backgrounds, but there were some variations:

#### For boys:

- Between 8 and 9 out of 10 older boys (10 to 18 years old) who attend low-, medium- and high-decile schools (87.1%, 81.8%, 83.5%) had taken part in one or more sports/activities organised by their school outside of class time.
- Seven sports/activities were common to boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, basketball, football, rugby, running, swimming and touch.
- Rugby league and table tennis were top 10 sports/activities for both boys who attend low- and medium-decile schools:
  - badminton makes up the top 10 for boys who attend low-decile schools
  - cricket for boys who attend medium-decile schools.
- Badminton and cricket were also top 10 sports/activities organised by their school outside of class time for boys who attend high-decile schools, while hockey makes up the top 10.

#### For girls:

- Between 8 and 9 out of 10 older girls (10 to 18 years old) who attend low-, medium- and high-decile schools (85.8%, 84.2%, 82.8%) had taken part in one or more sports/activities organised by their school outside of class time.
- Six sports/activities were common to girls who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, basketball, football, netball, running and swimming.
- Touch and volleyball were top 10 sports/activities for girls who attend both low- and medium-decile schools:
  - badminton and rugby make up the top 10 for girls who attend low-decile schools
  - dance and "other kinds of sport or active things" (ie, not in the list of 41 prompted activities) make up the top 10 for girls who attend medium-decile schools.
- Dance and "other kinds of sport or active things" were also top 10 sports/activities organised by their school outside of class time for girls attending high-decile schools. Like girls attending low-decile schools, badminton was also a top 10 sport/activity, while hockey completes the top 10.

Table 11. Sports/activities organised by school outside of class time – 10 to 18-year-olds

Rank	Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
		%		%		%
1	Rugby	47.5	Rugby	34.3	Football, soccer, futsal	36.8
2	Basketball	41.4	Basketball	32.4	Rugby	31.3
3	Touch	41.3	Football, soccer, futsal	29.9	Basketball	28.4
4	Football, soccer, futsal	37.0	Running, jogging, cross-country	27.5	Athletics, track and field	25.6
5	Rugby league	30.1	Touch	27.4	Running, jogging, cross-country	23.4
6	Running, jogging, cross-country	29.3	Athletics, track and field	26.6	Touch	20.9
7	Athletics, track and field	25.4	Swimming	23.1	Cricket	20.8
8	Swimming	25.2	Rugby league	18.4	Swimming	17.1
9	Badminton	20.4	Cricket	18.3	Badminton	15.3
10	Table tennis	20.2	Table tennis	14.1	Hockey	13.6
	<b>One or more activities</b>	<b>87.1</b>	<b>One or more activities</b>	<b>81.8</b>	<b>One or more activities</b>	<b>83.5</b>
Rank	Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
		%		%		%
1	Netball	43.7	Netball	41.5	Netball	39.2
2	Basketball	32.5	Running, jogging, cross-country	29.1	Running, jogging, cross-country	28.5
3	Running, jogging, cross-country	28.1	Swimming	27.1	Athletics, track and field	25.4
4	Touch	27.8	Athletics, track and field	25.5	Swimming	22.6
5	Athletics, track and field	25.9	Basketball	23.8	Basketball	19.3
6	Swimming	24.8	Football, soccer, futsal	22.2	Dance	19.2
7	Football, soccer, futsal	24.6	Touch	19.5	Football, soccer, futsal	18.3
8	Volleyball, Kiwi Volley	23.6	Volleyball, Kiwi Volley	18.7	Badminton	16.6
9	Rugby	23.2	Dance	17.7	Hockey	14.6
10	Badminton	21.7	<i>Other kinds of sport or active things (not included in list of 41)</i>	14.3	<i>Other kinds of sport or active things (not included in list of 41)</i>	13.4
	<b>One or more activities</b>	<b>85.8</b>	<b>One or more activities</b>	<b>84.2</b>	<b>One or more activities</b>	<b>82.8</b>

Have you done any of these things **this year** when you were playing in a **school sports team**, taking part in **school competitions**, or doing **other lunchtime or after school activities organised by your school**?

**Notes:**

- 1 The students who answered this question in the Years 7 to 10 and Years 11 to 13 survey forms were mostly 11 to 18-year-olds, but some 10-year-olds and a small number of 19-year-olds also answered this question and are reported on.
- 2 The question did not say that sports/activities had to be played at school.
- 3 Questions about participation were asked for the list of 41 activities. Students could also report that they did "other kinds of sport and active things" in this setting, but they were not asked what these "other" activities were. Students could also report that they had "not done any of these things".
- 4 "Games" has been excluded from the top 10 sports and activities listed in this table.

## Differences

To compare significant differences in participation by young people (10 to 18-years-old) across the wider range of activities organised by their school outside of class time, sports and activities have been grouped into three categories for ease of reading (team-based sports, other sports and other recreation activities).

Reader note 1 in Appendix 2 explains how sports and activities have been grouped. A summary table of significant differences by activity can be found in Appendix 7. The full results can be found in section 3.1.3 of the In-depth report.

Boys who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend medium- and high-decile schools	Basketball Netball Rugby Rugby league Softball Touch	Martial arts	Dance Pacific activities Games
Boys who attend high-decile schools	Volleyball	Swimming Table tennis	Adventure racing Fishing Māori activities Skateboarding Walking

Girls who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend medium- and high-decile schools	Basketball Rugby Rugby league Softball Touch		Pacific activities Walking
Girls who attend medium-decile schools	Cricket	Badminton	
Girls who attend high-decile schools	Football Volleyball		Adventure racing Māori activities Skateboarding Games

Boys who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Boys who attend low-decile schools	Basketball Netball Rugby Rugby league Softball Touch	Martial arts	Dance Pacific activities Games
Boys who attend high-decile schools	Football Netball Rugby league Softball Touch	Swimming	Fishing Māori activities Skateboarding Walking

Girls who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Girls who attend low-decile schools	Basketball Cricket Rugby Rugby league Softball Touch	Badminton	Pacific activities Walking
Girls who attend high-decile schools	Rugby Rugby league Softball Touch Volleyball		Māori activities

Boys who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and medium-decile schools	Netball Rugby league Softball Touch	Swimming	Fishing Māori activities Skateboarding Walking
Boys who attend low-decile schools	Basketball Rugby Volleyball	Martial arts Table tennis	Adventure racing Dance Pacific activities Games
Boys who attend medium-decile schools	Football		

Girls who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/activities organised by their school outside of class time than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and medium-decile schools	Rugby Rugby league Softball Touch Volleyball		Māori activities
Girls who attend low-decile schools	Basketball Football		Adventure racing Pacific activities Skateboarding Walking Games

## Participation with coach/instructor at school (outside of class) (10 to 18-year-olds)

Young people who completed the Years 7 to 13 survey forms were asked if they had a coach or instructor this year for any of the sports or active things they did at school, but not in PE or fitness.

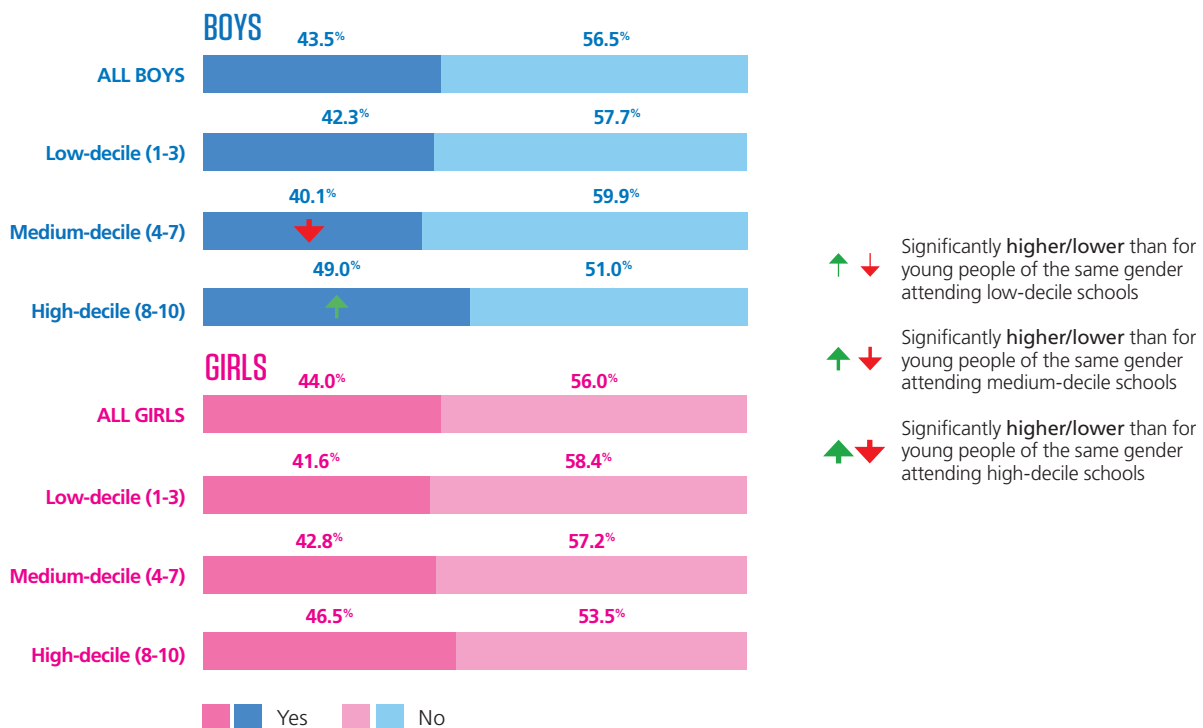
### For boys:

- Between 4 and 5 out of 10 older boys (10 to 18 years old) who attend low-, medium- and high-decile schools (42.3%, 40.1%, 49.0%) said they had received coaching or instruction at school (outside of PE/fitness):
  - participation levels were highest for boys who attend high-decile schools and lowest for boys who attend medium-decile schools.

### For girls:

- Between 4 and 5 out of 10 older girls (10 to 18 years old) who attend low-, medium- and high-decile schools (41.6%, 42.8%, 46.5%) said they had received coaching or instruction at school (outside of PE/fitness).

Chart 9. Participation with coach/instructor at school (outside of class) – 10 to 18-year-olds



Have you had a coach or instructor this year for any of the sports or active things that you do? Response option = Yes – at school, but not in PE or fitness.

### Notes:

- The students who answered this question in the Years 7 to 10 and Years 11 to 13 survey forms were mostly 11 to 18-year-olds, but some 10-year-olds and a small number of 19-year-olds also answered this question and are reported on.

### Differences

Boys (10 to 18 years old) who attend:

- high-decile schools (49.0%) were significantly more likely than boys who attend medium-decile schools (40.1%) to have said they had received coaching or instruction at school.

There were no significant differences between participation levels for girls (10 to 18 years old) from different socio-economic backgrounds.

## Teacher support to do sport and active things (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked during a normal week what type of support (from a list of five) they received from a teacher and how often.

### For boys:

- During a normal week, the most common support received from teachers by older boys (10 to 15 years old) who attend low-, medium- and high-decile schools “almost daily or more often” was that their teachers *encourage them to do sport/active things* (27.3%, 20.5%, 14.3%).
- This was followed (in the same order) by boys saying “almost daily or more often” their teachers:
  - *tell them that they are doing well in sport and active things* (22.0%, 15.0%, 12.3%)
  - *watch them take part in sport/active things* (20.6%, 14.3%, 12.2%)
  - *do sport/active things with them* (20.0%, 13.8%, 10.4%).
- Between 5 and 6 out of 10 boys who attend low-, medium- and high-decile schools said during a normal week “less than that almost daily” their teachers:
  - *encourage them to do sport/active things* (53.7%, 58.7%, 60.7%)
  - *tell them they are doing well in sport/active things* (56.1%, 58.6%, 57.4%)
  - *do sport/active things with them* (53.1%, 57.4%, 54.5%)
  - *watch them take part in sport/active things* (46.7%, 52.0%, 56.4%).
- The least common form of support teachers gave boys who attend low-, medium- and high-decile schools was to *drive or take them to a place where they can do sport/active things*. Less than 1 in 10 said they received this support during a normal week “almost daily or more often” (8.7%, 4.5%, 3.0%); while between 2 and 3 out of 10 said their teachers “less than almost daily” gave this support (31.7%, 26.1%, 24.7%).

Table 12. Teacher support to do sport and active things – boys – 10 to 15-year-olds

		Almost daily or more often %	Less than almost daily %	Never %
<b>Encourage you to do sport/active things</b>	All	19.6	58.5	21.9
	Low-decile (1-3)	27.3 <span style="color: green;">↑</span>	53.7	19.0
	Medium-decile (4-7)	20.5	58.7	20.7
	High-decile (8-10)	14.3 <span style="color: red;">↓</span>	60.7	25.0
<b>Do sport/active things with you</b>	All	13.7	55.6	30.7
	Low-decile (1-3)	20.0	53.1	26.9
	Medium-decile (4-7)	13.8	57.4	28.8
	High-decile (8-10)	10.4	54.5	35.1
<b>Drive or take you to a place where you can do sport/active things</b>	All	4.8	26.7	68.6
	Low-decile (1-3)	8.7 <span style="color: green;">↑</span>	31.7	59.6 <span style="color: red;">↓↓</span>
	Medium-decile (4-7)	4.5	26.1	69.3 <span style="color: green;">↑</span>
	High-decile (8-10)	3.0 <span style="color: red;">↓</span>	24.7	72.3 <span style="color: green;">↑</span>
<b>Watch you take part in sport/active things</b>	All	14.7	52.6	32.7
	Low-decile (1-3)	20.6 <span style="color: green;">↑</span>	46.7 <span style="color: red;">↓</span>	32.7
	Medium-decile (4-7)	14.3	52.0	33.7
	High-decile (8-10)	12.2 <span style="color: red;">↓</span>	56.4 <span style="color: green;">↑</span>	31.4
<b>Tell you that you are doing well in sport/active things</b>	All	15.4	57.6	26.9
	Low-decile (1-3)	22.0 <span style="color: green;">↑↑</span>	56.1	21.9
	Medium-decile (4-7)	15.0 <span style="color: red;">↓</span>	58.6	26.4
	High-decile (8-10)	12.3 <span style="color: red;">↓</span>	57.4	30.2

During a **normal** week, how often does a **teacher at your school**....? Response options – never; **once**; **sometimes**; almost every day; every day.

### Notes:

- 1 Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.
- 2 In this section the response options bolded above have been combined and reported as “less than almost daily”, those underlined have been combined and reported as “almost daily or more often”.

See Key on opposite page.

**For girls:**

- During a normal week, the most common form of support received from teachers by older girls (10 to 15 years old) who attend low-, medium- and high-decile schools “almost daily or more often” was that their teachers *encourage them to do sport/active things* (31.3%, 22.2%, 17.6%).
- This was followed (not always in the same order, or at similar levels) by girls saying “almost daily or more often” their teachers:
  - *tell them that they are doing well in sport and active things* (23.7%, 14.9%, 11.7%)
  - *watch them take part in sport/active things* (19.5%, 14.9%, 13.5%)
  - *do sport/active things with them* (19.3%, 16.9%, 10.1%).
- Between 6 and 7 out of 10 girls who attend low-, medium- and high-decile schools said during a normal week “less than that almost daily” their teachers:
  - *tell them they are doing well in sport/active things* (57.1%, 62.0%, 65.3%)
  - *encourage them to do sport/active things* (55.8%, 61.6%, 63.9%)
  - *do sport/active things with them* (56.6%, 54.2%, 61.2%)
  - *watch them take part in sport/active things* (50.5%, 53.8%, 60.8%).
- The least common form of support teachers gave girls who attend low-, medium- and high-decile schools was to *drive/take them to a place where they can do sport/active things*. Less than 1 in 10 said they received this support during a normal week “almost daily or more often” (6.0%, 2.9%, 1.2%); while between 2 and 3 out of 10 said their teachers “less than almost daily” gave this support (21.6%, 21.6%, 26.4%).

**Table 13. Teacher support to do sport and active things – girls – 10 to 15-year-olds**

		Almost daily or more often %	Less than almost daily %	Never %
<b>Encourage you to do sport/active things</b>	All	22.4	61.3	16.3
	Low-decile (1-3)	31.3	55.8	12.9
	Medium-decile (4-7)	22.2	61.6	16.3
	High-decile (8-10)	17.6	63.9	18.5
<b>Do sport/active things with you</b>	All	15.2	56.8	27.9
	Low-decile (1-3)	19.3	56.6	24.1
	Medium-decile (4-7)	16.9	54.2	28.9
	High-decile (8-10)	10.1	61.2	28.7
<b>Drive or take you to a place where you can do sport/active things</b>	All	2.9	23.1	74.0
	Low-decile (1-3)	6.0	21.6	72.4
	Medium-decile (4-7)	2.9	21.6	75.5
	High-decile (8-10)	1.2	26.4	72.5
<b>Watch you take part in sport/active things</b>	All	15.4	55.4	29.2
	Low-decile (1-3)	19.5	50.5	30.0
	Medium-decile (4-7)	14.9	53.8	31.3
	High-decile (8-10)	13.5	60.8	25.6
<b>Tell you that you are doing well in sport/active things</b>	All	15.6	62.2	22.2
	Low-decile (1-3)	23.7	57.1	19.2
	Medium-decile (4-7)	14.9	62.0	23.1
	High-decile (8-10)	11.7	65.3	22.9

During a **normal** week, how often does a **teacher at your school**....? Response options – **never**; **once**; **sometimes**; almost every day; every day.

- Significantly higher/lower than for young people of the same gender attending low-decile schools
- Significantly higher/lower than for young people of the same gender attending medium-decile schools
- Significantly higher/lower than for young people of the same gender attending high-decile schools

**Notes:**

- 1 Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.
- 2 In this section the response options **bolded** above have been combined and reported as “less than almost daily”, those underlined have been combined and reported as “almost daily or more often”.

## Differences

Boys (10 to 15 years old) who attend:

- low-decile schools (27.3%) were significantly more likely than boys who attend high-decile schools (14.3%) to have said that during a normal week their teachers “almost daily or more often” *encourage them to do sport or active things*
- low-decile schools (8.7%) were significantly more likely than boys who attend high-decile schools (3.0%) to have said that during a normal week their teachers “almost daily or more often” *drive or take them to a place where they can do sport or active things*
- low-decile schools (59.6%) were significantly less likely than boys who attend medium- (69.3%) and high-decile schools (72.3%) to have said that during a normal week their teachers “never” *drive or take them to a place where they can do sport or active things*
- low-decile schools (20.6%) were significantly more likely than boys who attend high-decile schools (12.2%) to have said that during a normal week their teachers “almost daily or more often” *watch them take part in sport or active things*
- high-decile schools (56.4%) were significantly more likely than boys who attend low-decile schools (46.7%) to have said that during a normal week their teachers “less than almost daily” *watch them take part in sport or active things*
- low-decile schools (22.0%) were significantly more likely than boys who attend medium- (15.0%) and high-decile schools (12.3%) to have said that during a normal week their teachers “almost daily or more often” *tell them that they are doing well in sport or active things*.

Girls (10 to 15 years old) who attend:

- low-decile schools (31.3%) were significantly more likely than girls who attend medium- (22.2%) and high-decile schools (17.6%) to have said that during a normal week their teachers “almost daily or more often” *encourage them to do sport or active things*
- low-decile schools (6.0%) were significantly more likely than girls who attend high-decile schools (1.2%) to have said that during a normal week their teachers “almost daily or more often” *drive or take them to a place where they can do sport or active things*
- low-decile schools (19.3%) were significantly more likely than girls who attend high-decile schools (10.1%) to have said that during a normal week their teachers “almost daily or more often” *do sport or active things with them*
- high-decile schools (60.8%) were significantly more likely than girls who attend low-decile schools (50.5%) to have said that during a normal week their teachers “less than almost daily” *watch them take part in sport or active things*
- low-decile schools (23.7%) were significantly more likely than girls who attend medium- (14.9%) and high-decile schools (11.7%) to have said that during a normal week their teachers “almost daily or more often” *tell them that they are doing well in sport or active things*.



## Teacher influence on sport and activity choices (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked who influences them the most when they choose what sport and active things they do. Nine response options (including “someone else”) were provided and students were able to select up to three boxes. They could also select “no one influences me” or “no – I don’t do any sport or active things”.

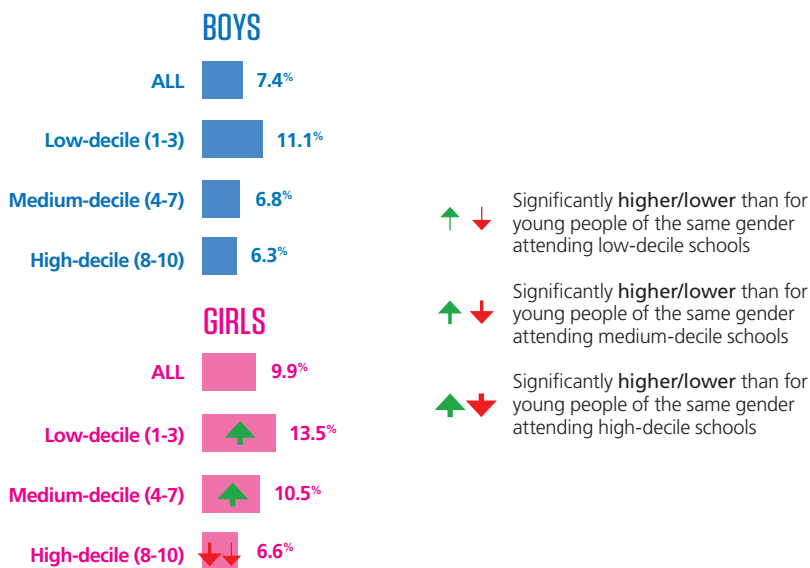
### For boys:

- Around 1 in 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (11.1%, 6.8%, 6.3%) said that a teacher influences them most when they choose what sport and active things they do.
- The top three influencers (although not always at similar levels) common to boys who attend low-, medium- and high-decile schools were parents/caregivers, a friend/friends and a famous sports personality. Teachers ranked 9th (out of 9) for boys who attend low-, medium- and high-decile schools (see full results in Appendix 11).

### For girls:

- Around 1 in 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (13.5%, 10.5%, 6.6%) said that a teacher influences them most when they choose what sport and active things they do.
- The top two influencers (although not always in the same order) common to girls who attend low-, medium- and high-decile schools were parents/caregivers and a friend/friends:
  - a brother/sister made up the top three for girls who attend low- and medium-decile schools, while a coach/instructor made up the top three for girls who attend high-decile schools. Teachers ranked either 8th or 9th (out of 9) for girls who attend low-, medium- and high-decile schools (see full results in Appendix 11).

Chart 10. Teacher influence on sport and activity choices – 10 to 15-year-olds



Who influences you the most when you choose what sport and active things you do?

### Notes:

- 1 Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

### Differences

There were no significant differences between teachers influence levels for boys (10 to 15 years old) from different socio-economic backgrounds.

Girls (10 to 15 years old) who attend:

- high-decile schools (6.6%) were significantly less likely than girls who attend low- (13.5%) and medium-decile (10.5%) schools to have said their teacher influences them when choosing what sport and activities they do.

## Availability and use of school facilities (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked if they have sports facilities (eg, playing fields or courts) available at school and whether they use these.

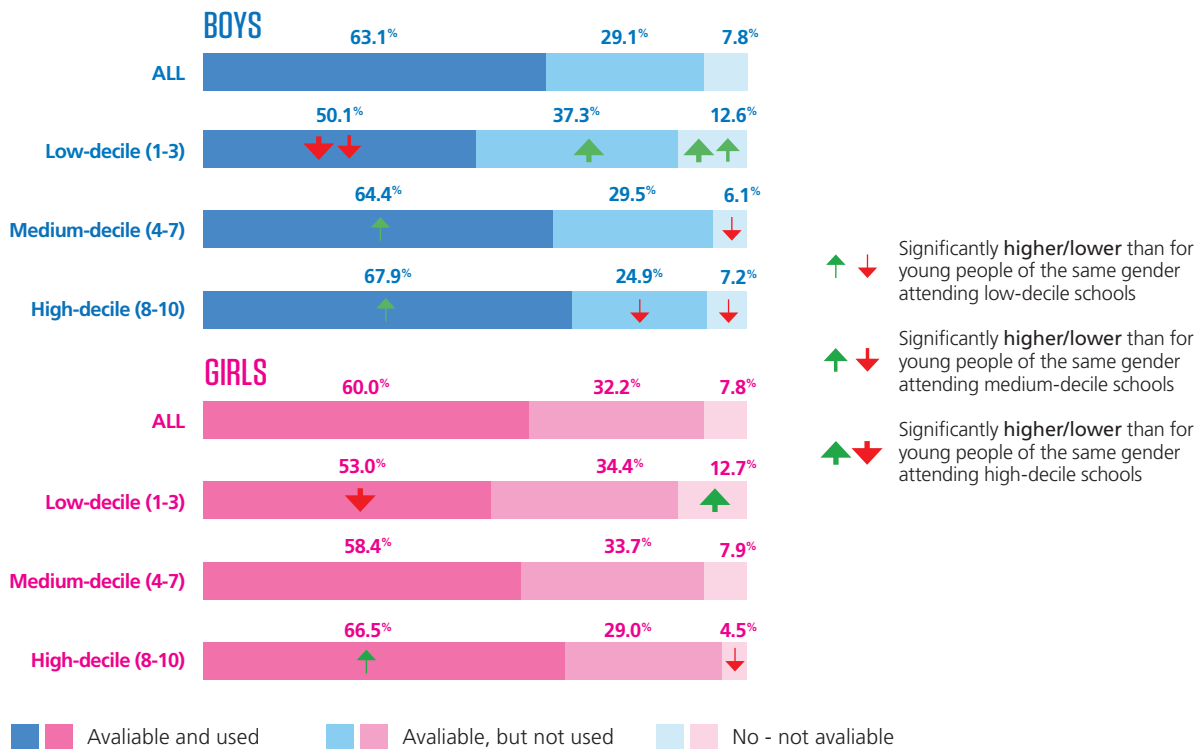
### For boys:

- Between 5 and 7 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (50.1%, 64.4%, 67.9%) said they had sports facilities available at school and used them:
  - availability and use was highest for boys who attend high-decile schools and lowest for boys who attend low-decile schools.

### For girls:

- Between 5 and 7 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (53.0%, 58.4%, 66.5%) said they had sports facilities available at school and used them:
  - availability and use was highest for girls who attend high-decile schools and lowest for girls who attend low-decile schools.

Chart 11. Availability and use of school facilities – 10 to 15-year-olds



Are the following things available to you and do you use them? Sports facilities at your school (eg, playing fields or courts). Response options – no - not available; yes - but I don't use them; yes - and I do use them.

### Notes:

- Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

## Differences

Boys (10 to 15 years old) who attend:

- low-decile schools (50.1%) were significantly less likely than boys who attend medium- (64.4%) and high-decile (67.9%) schools to have said they had *sports facilities available at school and used them*
- low-decile schools (37.3%) were significantly more likely than boys who attend high-decile schools (24.9%) to have said they had *sports facilities available at school but don't use them*
- low-decile schools (12.6%) schools more likely than boys who attend medium- (6.1%) and high-decile schools (7.2%) to have said *sports facilities are not available at school*.

Girls (10 to 15 years old) who attend:

- high-decile schools (66.5%) were significantly more likely than girls who attend low-decile schools (53.0%) to have said they had *sports facilities available at school and used them*
- low-decile schools (12.7%) were significantly more likely than girls who attend high-decile schools (4.5%) to have said *sports facilities are not available at school*.



## Views of parents/caregivers (of Year 1-2 students) on the time schools allocate to sport/active things

Parents and caregivers who completed the Years 1 to 2 survey form (for 5 to 7-year-olds) were asked whether they thought their child’s school gives the right amount of time (both in and out of class) to sport and active things. They could tick one of the following: “yes – the right amount of time”, “no – too much time”, “no – too little time” or “don’t know”. Readers should note a number of parents/caregivers said they did not know if their child’s school gives the right amount of time to sport and active things. This should be considered when looking at the results for the other response options.

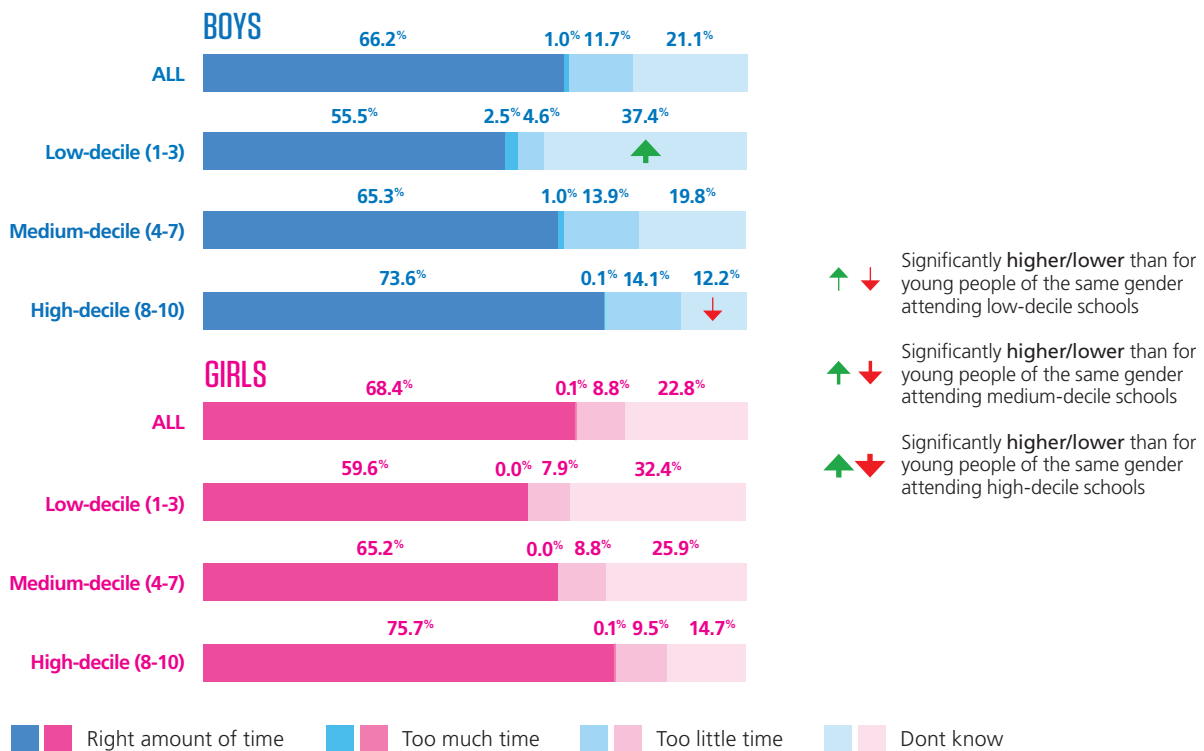
### For boys:

- Between 6 and 7 out of 10 parents/caregivers of boys (5 to 7 years old) who attend low-, medium- and high-decile schools (55.5%, 65.3%, 73.6%) said their child’s school gives “the right amount of time” (both in and out of class) to sport and active things. Around 1 in 10 said their child’s school gives “too little time” (4.6%, 13.9%, 14.1%) and very few “too much time” (2.5%, 1.0%, 0.1%).
- The view that schools give the right amount of time to sport and active things was more common for parents/caregivers of boys who attend high-decile schools and less common for parents/caregivers of boys who attend low-decile schools.

### For girls:

- Between 6 and 8 out of 10 parents/caregivers of girls (5 to 7 years old) who attend low-, medium- and high-decile schools (59.6%, 65.2%, 75.7%) said their child’s school gives “the right amount of time” (both in and out of class) to sport and active things. Around 1 in 10 said their child’s school gives “too little time” (7.9%, 8.8%, 9.5%) and almost none “too much time” (0.0%, 0.0%, 0.1%).
- The view that schools give the right amount of time to sport and active things was more common for parents/caregivers of girls who attend high-decile schools and less common for parents/caregivers of girls who attend low-decile schools.

Chart 12. Views of parents/caregivers (of Year 1-2 students) on the time schools allocate to sport



Do you think your child’s school gives the right amount of time to sport and active things (both in and out of class)?

### Notes:

- This question was not asked in the Years 3 to 6, 7 to 10 and 11 to 13 survey forms. The students that are reported on in this section are mostly 5 to 6-year-olds, but include some 7- and a small number of 8-year-olds.

## Differences

Parents/caregivers of **boys** who attend:

- low-decile schools (37.4%) were significantly more likely than parents/caregivers of boys who attend high-decile schools (12.2%) to have said they *don't know* whether their child's school allocates the right amount of time to sport and active things.

There were no significant differences for parents/caregivers of **girls** from different socio-economic backgrounds.



## Participation in PE/fitness (“this week”)

Young people (or their parents/caregivers) were asked if they (or their child) have done, or will do, Physical Education (PE) or fitness at school this week. They could answer either “yes” or “no”<sup>3</sup>.

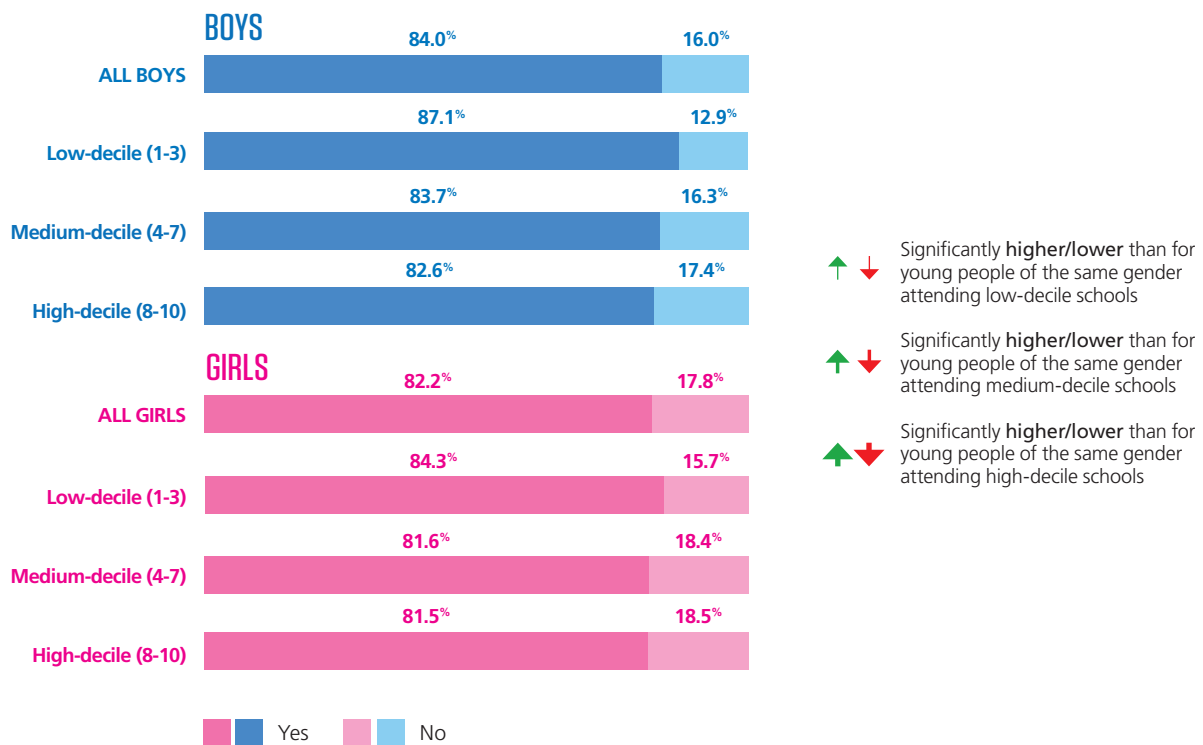
### For boys:

- Between 8 and 9 out of 10 boys who attend low-, medium- and high-decile schools (87.1%, 83.7%, 82.6%) said they had done (or would do) PE or fitness at school this week.

### For girls:

- Around 8 out of 10 girls who attend low-, medium- and high-decile schools (84.3%, 81.6%, 81.5%) said they had done (or would do) PE or fitness at school this week.

Chart 13. Participation in PE (“this week”)



Have you/your child done, or will you do, Physical Education (PE) or fitness at school **this week**?

### Differences

There were no significant differences in participation in PE/fitness for boys and girls from different socio-economic backgrounds.

<sup>3</sup>Some parents/caregivers did not know if their child had done (or would do) PE or Fitness at school the week they were surveyed. These small number of total responses (2.7%) are not included in the reporting.



## Sports/activities done in PE/fitness (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked about their participation in sport and recreation activities done in PE/fitness “this year”. 42 activities (including “other kinds of sports and active things”) were listed. Students could tick as many activities as they liked.

The top 10 activities 10 to 15-year-olds had done in PE/fitness have some similarities across different socio-economic backgrounds, but there were some variations.

### For boys:

- Almost all older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (99.2%, 99.4%, 99.6%) took part in one or more activities in PE/fitness at school.
- Eight sports/activities were common to boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - athletics, basketball, football, hockey, running, rugby, swimming and touch.
- Badminton and softball make up the top 10 for boys who attend low-decile schools.
- Cricket and netball make up the top 10 for boys who attend medium-decile schools.
- Badminton and cricket were also top 10 sports/activities done in PE/fitness by boys who attend high-decile schools.

### For girls:

- Almost all older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (99.1%, 99.7%, 99.7%) took part in one or more activities in PE/fitness at school.
- Eight sports/activities were common to girls who attend low-, medium- and high-decile schools (the first 3 were the same, but not in the same order, and these also had similar levels of participation across the different socio-economic backgrounds):
  - athletics, basketball, football, hockey, netball, running, softball and swimming.
- Touch was a top 10 sport/activity for girls who attend low- and medium-decile schools:
  - badminton makes up the top 10 for girls who attend low-decile schools
  - volleyball for girls who attend medium-decile schools.
- Badminton was also a top 10 sport/activity done in PE/fitness by girls who attend high-decile schools, while “other kinds of sports or active things” (not in the list of 41 prompted activities) make up the top 10.



Table 14. Sports/activities done in PE/Fitness – 10 to 15-year-olds

Rank	All boys		Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
		%		%		%		%
1	Basketball	70.0	Basketball	78.1	Running, jogging	69.5	Football, soccer, futsal	71.1
2	Football, soccer, futsal	66.7	Touch	68.9	Basketball	68.9	Basketball	68.1
3	Running, jogging	66.4	Running, jogging	61.6	Football, soccer, futsal	65.3	Running, jogging	64.7
4	Touch	53.6	Football	61.4	Touch	58.4	Athletics	54.5
5	Athletics	52.2	Rugby	57.6	Rugby	52.2	Hockey	46.0
6	Rugby	49.3	Hockey	49.1	Swimming	51.7	Badminton	42.2
7	Swimming	44.7	Athletics	48.3	Athletics	51.6	Rugby	41.4
8	Hockey	42.3	Badminton	46.6	Hockey	36.4	Touch	40.1
9	Cricket	35.2	Swimming	42.6	Netball	35.5	Swimming	36.9
10	Netball	34.9	Softball, T-ball	42.2	Cricket	35.3	Cricket	32.4
	<b>One or more activities</b>	<b>99.5</b>	<b>One or more activities</b>	<b>99.2</b>	<b>One or more activities</b>	<b>99.4</b>	<b>One or more activities</b>	<b>99.6</b>
Rank	All girls		Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
		%		%		%		%
1	Running, jogging	71.0	Netball	72.6	Running, jogging	71.2	Running, jogging	73.9
2	Netball	66.9	Basketball	68.7	Netball	64.0	Netball	67.8
3	Basketball	64.6	Running, jogging	65.5	Basketball	62.7	Basketball	66.0
4	Football, soccer, futsal	58.1	Touch	54.3	Football, soccer, futsal	60.7	Football, soccer, futsal	56.7
5	Athletics	53.2	Football	52.4	Swimming	55.7	Athletics	54.8
6	Swimming	52.8	Athletics	48.7	Athletics	53.8	Swimming	51.9
7	Touch	43.2	Badminton	47.7	Touch	45.1	Hockey	37.7
8	Hockey	39.1	Hockey	45.1	Volleyball, Kiwi volley	37.6	Other kinds of sports or active things (not in the list of 41)	34.6
9	Softball, T-ball	37.6	Swimming	45.0	Softball, T-ball	37.4	Badminton	34.2
10	Volleyball, Kiwi volley	36.6	Softball	43.9	Hockey	37.2	Softball	34.0
	<b>One or more activities</b>	<b>99.6</b>	<b>One or more activities</b>	<b>99.1</b>	<b>One or more activities</b>	<b>99.7</b>	<b>One or more activities</b>	<b>99.7</b>

Have you done any of these things **this year** in **Physical Education (PE) or fitness** at school?

**Notes:**

- 1 Not asked in the Years 1 to 2, Years 3 to 6 or Years 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.
- 2 "Games" has been excluded from the top 10 sports and activities listed in this table.
- 3 Questions about participation were asked for the list of 41 activities. Students could also report they did "other kinds of things" in this setting, but they were not asked what these "other" activities were. Students could also report that they had "not done any of these things".

## Differences

To compare significant differences in participation by young people (10 to 15 years old) across the wider range of activities done in PE/fitness, sports and activities have been grouped into three categories for ease of reading (team-based sports, other sports and other recreation activities).

Reader note 1 in Appendix 2 explains how sports and activities have been grouped. A summary table of significant differences by activity can be found in Appendix 8. The full results can be found in section 3.1.3 of the In-depth report.

Boys who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend medium- and high-decile schools			Pacific activities
Boys who attend medium-decile schools	Rugby league		
Boys who attend high-decile schools	Touch	Martial arts	Adventure racing Bodyboarding Māori activities Skateboarding Surfing Walking

Girls who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/ activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend medium- and high-decile schools	Rugby league		Adventure racing Pacific activities
Girls who attend medium-decile schools			
Girls who attend high-decile schools	Touch	Gymnastics	Māori activities Walking

Boys who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/ activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Boys who attend low-decile schools	Rugby league		Pacific activities
Boys who attend high-decile schools	Touch		Indoor climbing Māori activities Skateboarding Walking

Girls who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Girls who attend low-decile schools	Rugby league		Adventure racing Pacific activities
Girls who attend high-decile schools	Rugby league		

Boys who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/ activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and medium-decile schools	Touch		Māori activities Skateboarding Walking
Boys who attend low-decile schools			Adventure racing Bodyboarding Martial arts Pacific activities Surfing
Boys who attend medium-decile schools			Indoor climbing

Girls who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/ activities in PE/fitness than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and medium-decile schools	Rugby league		
Girls who attend low-decile schools	Touch	Gymnastics	Adventure racing Māori activities Pacific activities Walking



## At home / in the neighbourhood

This section provides insight into informal participation in sport and recreation at home and in the neighbourhood. It also looks at some of the things that influence boys' and girls' participation. This includes the support parents/caregivers give to young people to do sport and recreation and the availability/use of facilities and equipment.

### Participation in sports/activities in informal settings (while “mucking around”) (10 to 18-year-olds)

Young people (who completed the Years 7 to 13 survey forms) were asked about their participation in sport and recreation activities while “mucking around” with family, friends or on their own. 42 activities (including “other kinds of sports and active things”) were listed. Students could tick as many activities as they liked.

#### Top 10s

##### For boys:

- Almost all older boys (10 to 18 years old) who attend low-, medium- and high-decile schools took part in one or more activities while “mucking around” (97.9%, 97.7%, 97.6%).
- Seven sports/activities were common to boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, cricket, fishing, football, rugby, swimming and touch.
- Rugby league and running were top 10 sports/activities for boys who attend both low- and medium-decile schools:
  - table tennis makes up the top 10 for boys who attend low-decile schools
  - cycling for boys who attend medium-decile schools.
- Cycling was also a top 10 sport/activity done while “mucking around” by boys who attend high-decile schools, while table tennis and tennis make up the top 10.

##### For girls:

- Almost all older girls (10 to 18 years old) who attend low-, medium- and high-decile schools took part in one or more activities while “mucking around” (95.4%, 98.0%, 98.1%).
- Seven sports/activities were common to girls who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels):
  - basketball, dance, football, netball, running, swimming and walking for fitness.
- Rugby and touch were top 10 sports/activities for girls who attend both low- and medium-decile schools:
  - volleyball makes up the top 10 for girls who attend low-decile schools
  - cycling for girls who attend medium-decile schools.
- Cycling was also a top 10 sport/activity done while “mucking around” by girls who attend high-decile schools, and badminton and tennis make up the top 10.

Table 15. Participation in sports/activities in informal settings (while “mucking around”) – 10 to 18-year-olds

	Boys attending low-decile (1-3) schools		Boys attending medium-decile (4-7) schools		Boys attending high-decile (8-10) schools	
Rank		%		%		%
1	Rugby	61.8	Basketball	55.7	Basketball	54.7
2	Touch	59.1	Rugby	53.9	Football	54.3
3	Basketball	54.1	Football	49.7	Rugby	47.7
4	Football	48.9	Touch	46.7	Swimming	45.5
5	Rugby league	48.6	Swimming	46.0	Cricket	40.0
6	Swimming	42.0	Fishing	38.6	Touch	38.6
7	Table tennis	36.4	Running	38.5	Table tennis	35.9
8	Cricket	33.7	Cycling, biking (not mountain biking)	37.4	Fishing	35.4
9	Running	33.2	Rugby league	37.2	Cycling, biking (not mountain biking)	33.5
10	Fishing	31.0	Cricket	37.1	Tennis	33.2
	<b>One or more activities</b>	<b>97.9</b>	<b>One or more activities</b>	<b>97.7</b>	<b>One or more activities</b>	<b>97.6</b>
	Girls attending low-decile (1-3) schools		Girls attending medium-decile (4-7) schools		Girls attending high-decile (8-10) schools	
Rank		%		%		%
1	Basketball	55.0	Swimming	58.6	Swimming	61.7
2	Netball	51.5	Basketball	52.8	Walking	49.6
3	Touch	47.0	Netball	50.0	Running	46.4
4	Swimming	46.9	Walking	49.1	Basketball	45.8
5	Dance	42.9	Running	44.5	Dance	43.6
6	Walking	41.7	Dance	43.3	Netball	43.4
7	Rugby	41.4	Football	40.1	Football	37.2
8	Volleyball	40.3	Cycling, biking (not mountain biking)	38.0	Cycling, biking (not mountain biking)	36.6
9	Running	37.9	Touch	31.9	Tennis	32.0
10	Football	36.0	Rugby	29.5	Badminton	31.0
	<b>One or more activities</b>	<b>95.4</b>	<b>One or more activities</b>	<b>98.0</b>	<b>One or more activities</b>	<b>98.1</b>

Have you done any of these things **this year** while you were **mucking around with friends, family or on your own**? Eg, you could have done these things when you were playing at **lunchtime at school, at the beach, at home, or at a friend's house**. It includes things like shooting hoops or playing cricket in the backyard.

**Notes:**

- 1 The students who answered this question in the Years 7 to 10 and Years 11 to 13 survey forms were mostly 11 to 18-year-olds, but some 10-year-olds and a small number of 19-year-olds also answered this question and are reported on here.
- 2 “Games” has been excluded from the top 10 sports and activities listed in the table.
- 3 Questions about participation were asked for the list of 41 activities. Students could also report they did “other kinds of things” in this setting, but they were not asked what these “other” activities were. Students could also report that they had “not done any of these things”.

## Differences

To compare significant differences in participation across the wider range of activities participated in while “mucking around” with family, friends or on their own, sports and activities have been grouped into three categories for ease of reading (team-based sports, other sports and other recreation activities).

Reader note 1 in Appendix 2 explains how sports and activities have been grouped. A summary table of significant differences by activity can be found in Appendix 9. The full results can be found in section 3.1.2 of the In-depth report.

Boys who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend medium- and high-decile schools	Netball Rugby league Softball Touch Volleyball		Bodyboarding Canoeing/ kayaking Dance Māori activities Mountain biking Pacific activities
Boys who attend medium-decile schools			Cycling
Boys who attend high-decile schools	Rugby	Martial arts Tennis	Skiing Walking

Boys who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Boys who attend low-decile schools	Netball Rugby league Softball Touch Volleyball		Bodyboarding Canoeing/ kayaking Cycling Dance Māori activities Mountain biking Pacific activities
Boys who attend high-decile schools	Rugby league Touch	Martial arts Tennis	Māori activities Running Skiing

Girls who attend **low-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend medium- and high-decile schools	Rugby Rugby league Touch Volleyball	Gymnastics Swimming Tennis	Adventure racing Bodyboarding Canoeing/ kayaking Cycling Indoor climbing Mountain biking Pacific activities Running Skiing Surfing Tramping Walking
Girls who attend medium-decile schools		Golf	Fishing
Girls who attend high-decile schools	Basketball Softball		Māori activities Snowboarding

Girls who attend **medium-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and high-decile schools			Fishing
Girls who attend low-decile schools	Rugby Rugby league Touch Volleyball	Golf Gymnastics Swimming Tennis	Adventure racing Bodyboarding Canoeing/ kayaking Cycling Indoor climbing Mountain biking Running Pacific activities Skiing Surfing Tramping Walking
Girls who attend high-decile schools	Basketball Rugby Rugby league Softball Touch Volleyball		Māori activities Pacific activities Skateboarding Skiing

## Differences

Boys who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Both boys who attend low- and medium-decile schools	Rugby league Touch	Martial arts Tennis	Skiing Māori activities
Boys who attend low-decile schools	Netball Rugby Softball Volleyball		Bodyboarding Canoeing/ kayaking Dance Pacific activities Mountain biking Walking
Boys who attend medium-decile schools			Running

Girls who attend **high-decile** schools were significantly **more/less** likely to have done the following sports/activities while “mucking around” than:

	Team-based sports	Other sports	Other recreation activities
Both girls who attend low- and medium-decile schools	Basketball Rugby Rugby league Softball Touch Volleyball		Māori activities Pacific activities Skiing
Girls who attend low-decile schools	Basketball	Gymnastics Swimming Tennis	Adventure racing Bodyboarding Canoeing/ kayaking Cycling Indoor climbing Mountain biking Running Snowboarding Surfing Tramping Walking



## Activities after school and at weekends

Young people (or their parents/caregivers) were asked what they (or their child) usually do after school and at the weekends – whether they:

- mostly watch TV, read, listen to music or play on the computer or games console
- mostly do sport and active things, or
- do about the same amount of both of these types of activities.

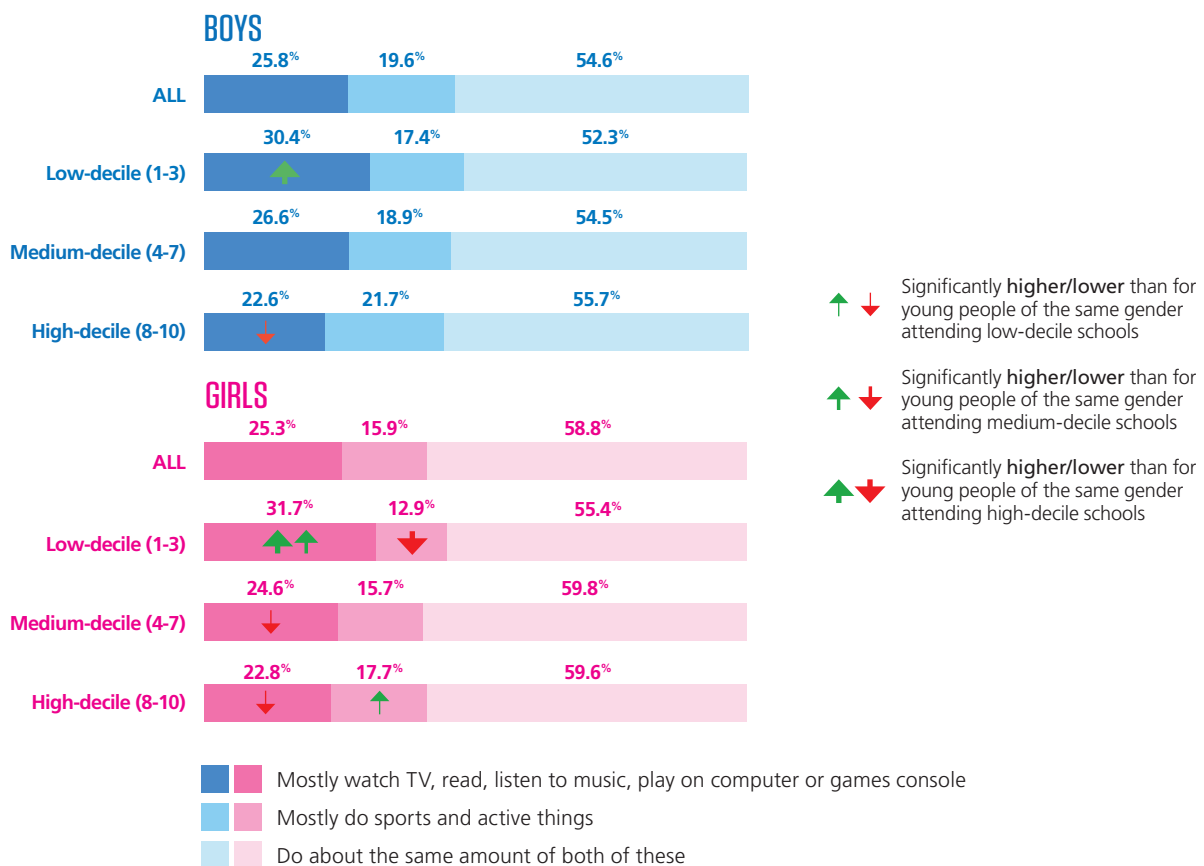
### For boys:

- Between 5 and 6 out of 10 boys who attend low-, medium- and high-decile schools (52.3%, 54.5%, 55.7%) said they do about the same amount of *inactive and active things* after school and at the weekends.
- Between 2 and 3 out of 10 (30.4%, 26.6%, 22.6%) *mostly watch TV, read, listen to music, play on the computer or games console*.
- Around 2 out of 10 (17.4%, 18.9%, 21.7%) *mostly do sport or active things*.

### For girls:

- Between 5 and 6 out of 10 girls who attend low-, medium- and high-decile schools (55.4%, 59.8%, 59.6%) said they do about the same amount of *inactive and active things* after school and at the weekends.
- Between 2 and 3 out of 10 (31.7%, 24.6%, 22.8%) *mostly watch TV, read, listen to music, play on the computer or games console*.
- Between 1 and 2 out of 10 (12.9%, 15.7%, 17.7%) *mostly do sport or active things*.

Chart 14. Activities after school and at weekends (10 to 18-year-olds)



What do you usually do after school and at the weekends?

### Notes:

1 All students were asked this question. The number of missing responses was higher than for other questions. However, the proportions of boys and girls from different socio-economic backgrounds who did not answer this question were similar and so the responses can be compared.



## Differences

### Boys who attend:

- low-decile schools (30.4%) were significantly more likely than boys who attend high-decile schools (22.6%) to have said they *mostly do inactive things*.

### Girls who attend:

- low-decile schools (31.7%) were significantly more likely than girls who attend medium- (24.6%) and high-decile schools (22.8%) to have said they *mostly do inactive things*
- high-decile schools (17.7%) were significantly more likely than girls who attend low-decile schools (12.9%) to have said they *mostly do active things*.



## Watching sport on TV and online

Young people (or their parent/caregivers) were asked how often they (or their child) watched sport in a number of different ways, including watching sport on TV and watching sport online (ie, on the internet or web). They could answer “never”, “sometimes” and “often”.

### TV

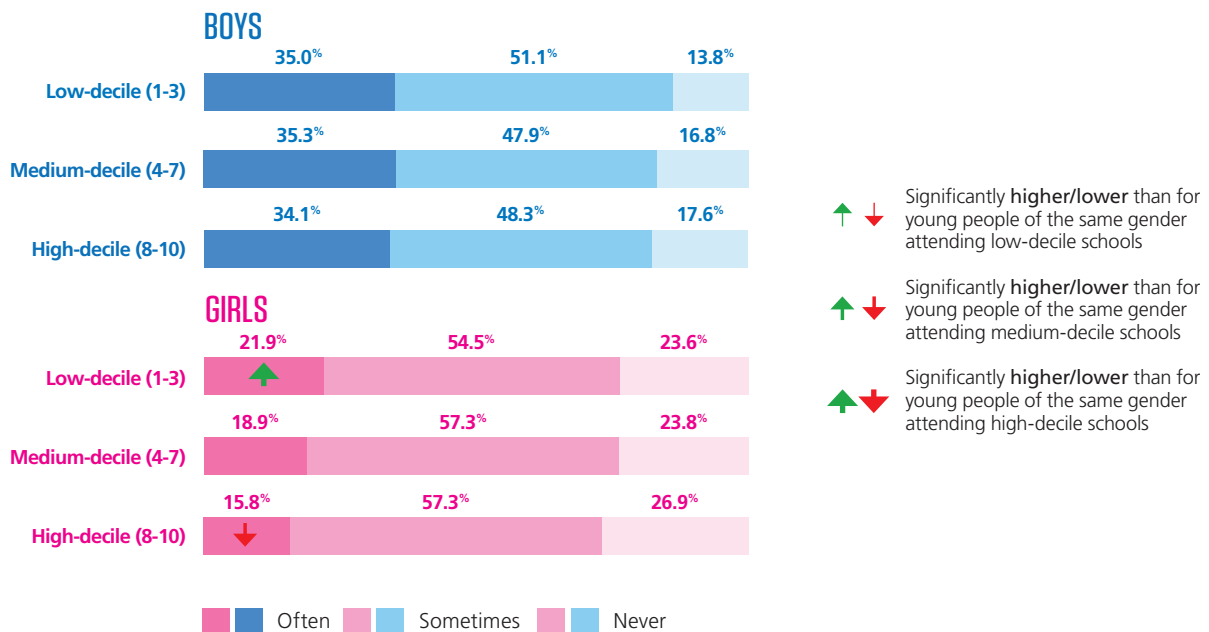
#### For boys:

- Between 3 and 4 out of 10 boys who attend low-, medium- and high-decile schools (35.0%, 35.3%, 34.1%) said they “often” watch sport on TV.
- Around 5 out of 10 (51.1%, 47.9%, 48.3%) watch “sometimes”.
- Between 1 and 2 out of 10 (13.8%, 16.8%, 17.6%) “never” watch sport on TV.

#### For girls:

- Around 2 out of 10 girls who attend low-, medium- and high-decile schools (21.9%, 18.9%, 15.8%) said they “often” watch sport on TV.
- Between 5 and 6 out of 10 (54.5%, 57.3%, 57.3%) watch “sometimes”.
- Between 2 and 3 out of 10 (23.6%, 23.8%, 26.9%) “never” watch sport on TV.

Chart 15. Watching sport on TV



How often do you do these things? Watch sport on TV.

#### Notes:

- The question used a 3-point scale: “never”, “sometimes”, “often”. These terms were not defined.

### Differences

There were no significant differences in watching sport on TV by boys from different socio-economic backgrounds.

Girls who attend:

- low-decile schools (21.9%) were significantly more likely than girls who attend high-decile schools (15.8%) to have said they “often” watch sport on TV.

Online

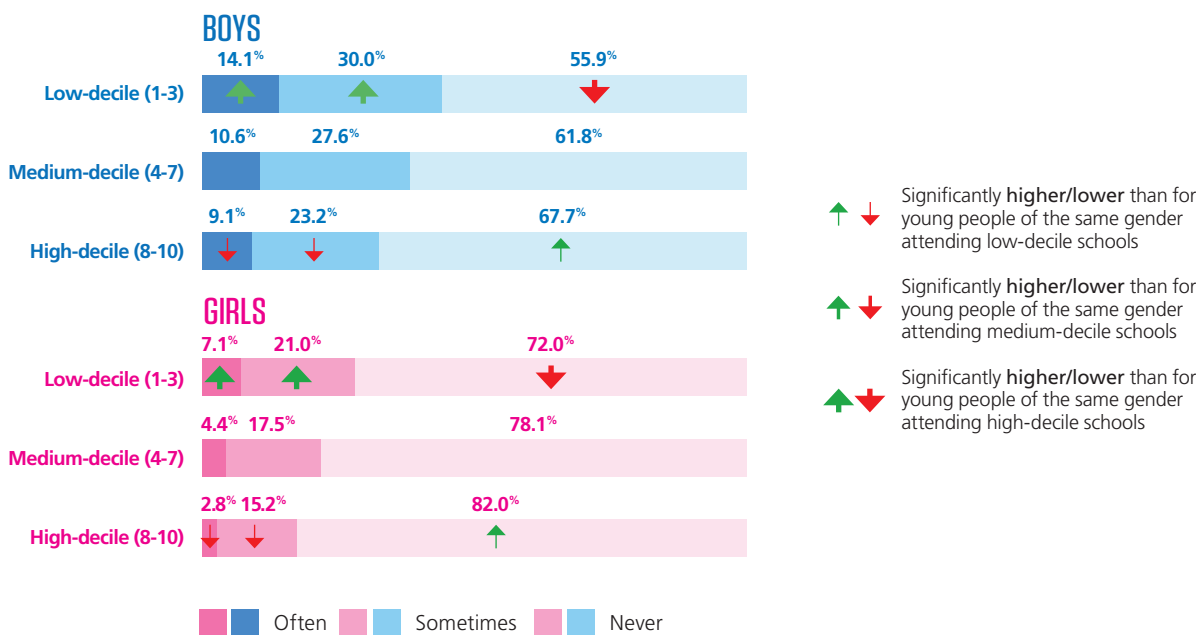
For boys:

- Around 1 in 10 boys who attend low-, medium- and high-decile schools (14.1%, 10.6%, 9.1%) said they “often” watch sport online.
- Between 2 and 3 out of 10 (30.0%, 27.6%, 23.2%) watch “sometimes”.
- Between 6 and 7 out of 10 (55.9%, 61.8%, 67.7%) “never” watch sport online.

For girls:

- Less than 1 in 10 girls who attend low-, medium- and high-decile schools (7.1%, 4.4%, 2.8%) said they “often” watch sport online.
- Around 2 out of 10 (21.0%, 17.5%, 15.2%) watch “sometimes”.
- Between 7 and 8 out of 10 (72.0%, 78.1%, 82.0%) “never” watch sport online.

Chart 16. Watching sport online



How often do you do these things? Watch sport online (eg, on the internet or web).

Notes:

1 The question used a 3-point scale: “never”, “sometimes”, “often”. These terms were not defined.

Differences

Boys who attend:

- low-decile schools (14.1%) were significantly more likely than boys who attend high-decile schools (9.1%) to have said they “often” watch sport online
- low-decile schools (30.0%) were significantly more likely than boys who attend high-decile schools (23.2%) to have said they “sometimes” watch sport online
- high-decile schools (67.7%) were significantly more likely than boys who attend low-decile schools (55.9%) to have said they “never” watch sport online.

Girls who attend:

- low-decile schools (7.1%) were significantly more likely than girls who attend high-decile schools (2.8%) to have said they “often” watch sport online
- low-decile schools (21.0%) were significantly more likely than girls who attend high-decile schools (15.2%) to have said they “sometimes” watch sport online
- high-decile schools (82.0%) were significantly more likely than girls who attend low-decile schools (72.0%) to have said they “never” watch sport online.

## Parent/caregiver involvement in sport and recreation (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked whether their mother, father or caregiver plays sport now, and if a parent/caregiver was a coach or instructor for any of the sports or active things they do.

### For boys:

- Between 1 and 2 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (13.3%, 18.9%, 21.7%) said their mother/female caregiver plays sport now, while between 2 and 4 out of 10 (22.8%, 33.2%, 36.8%) said their father/male caregiver did.
- Between 6 and 7 out of 10 (70.4%, 60.8%, 56.5%) said “neither” of their parents/caregivers plays sport now:
  - this was highest for boys who attend low-decile schools and lowest for boys who attend high-decile schools.
- Around 3 out of 10 older boys (10 to 15 years old) (25.2%, 25.8%, 28.7%) said that their mother, father or other caregiver was a coach or instructor for at least one of the sports or active things they do.

### For girls:

- Between 2 and 3 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (17.6%, 23.9%, 25.9%) said their mother/female caregiver plays sport now, while between 2 and 3 out of 10 (24.1%, 30.5%, 34.2%) said their father/male caregiver did.
- Between 6 and 7 out of 10 (67.9%, 60.0%, 56.1%) said “neither” of their parents/caregivers plays sport now:
  - this was highest for girls who attend low-decile schools and lowest for girls who attend high-decile schools.
- 2 out of 10 older girls (10 to 15 years old) (20.1%, 20.0%, 20.7%) said that their mother, father or other caregiver was a coach or instructor for at least one of the sports or active things they do.



Table 16. Parent/caregiver involvement in sport and recreation – 10 to 15-year-olds

	All boys %	Boys attending low-decile (1-3) schools %	Boys attending medium-decile (4-7) schools %	Boys attending high-decile (8-10) schools %
Mother/female caregiver plays sport	18.9	13.3 ↓	18.9	21.7 ↑
Father/male caregiver plays sport	32.6	22.8 ↓	33.2	36.8 ↑
Neither parents/caregiver plays sport	61.0	70.4 ↑↑	60.8 ↓	56.5 ↓
Both parent/caregivers plays sport	12.5	6.5 ↓↓	12.9 ↑	15.0 ↑
At least one parent/caregiver play sport	39.0	29.6 ↓↓	39.2 ↑	43.5 ↑
<b>Parent/caregiver is a coach or instructor for any of the sports or active things you do now</b>	<b>26.9</b>	<b>25.2</b>	<b>25.8</b>	<b>28.7</b>

	All girls %	Girls attending low-decile (1-3) schools %	Girls attending medium-decile (4-7) schools %	Girls attending high-decile (8-10) schools %
Mother/female caregiver plays sport	23.3	17.6 ↓↓	23.9 ↑	25.9 ↑
Father/male caregiver plays sport	30.4	24.1 ↓↓	30.5 ↑	34.2 ↑
Neither parent/caregiver plays sport	60.3	67.9 ↑↑	60.0 ↓	56.1 ↓
Both parents/caregivers play sport	14.1	9.6 ↓	14.4	16.2 ↑
At least one parent/caregiver plays sport	39.7	32.4 ↓↓	40.0 ↑	43.9 ↑
<b>Parent/caregiver is a coach or instructor for any of the sports or active things you do now</b>	<b>20.3</b>	<b>20.1</b>	<b>20.0</b>	<b>20.7</b>

Does your mother, father or other caregiver play sport **now**? Answer options – yes – my mother/female caregiver plays sport; yes – my father/male caregiver plays sport; no – neither of my parents/caregivers play sport.

Is your mother, father or other caregiver a coach or instructor for any of the sports or active things you do **now**? Answer options – yes – at school; yes – at a club; no – they are not a coach or instructor; no – I don't play sport or active things.

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

Notes:

- 1 Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

### Differences

Boys who attend:

- high-decile schools (21.7%) were significantly more likely than boys who attend low-decile schools (13.3%) to have said their *mother/female caregiver* plays sport now
- high-decile schools (36.8%) were significantly more likely than boys who attend low-decile schools (22.8%) to have said their *father/male caregiver* plays sport now.

Girls who attend:

- low-decile schools (17.6%) were significantly less likely than girls who attend medium- (23.9%) and high-decile schools (25.9%) to have said their *mother/female caregiver* plays sport now
- low-decile schools (24.1%) were significantly less likely than girls who attend medium- (30.5%) and high-decile schools (34.2%) to have said their *father/male caregiver* plays sport now.











## Parent support to do sport and active things (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked during a normal week what type of support (from a list of five) they received from their mother, father or other caregiver and how often.

### For boys:

- During a normal week, the two most common forms of support received from parents/caregivers by older boys (10 to 15 years old) who attend low-, medium- and high-decile schools “almost daily or more often” (although not always in the same order or at similar levels) were that their parents/caregivers *tell them that they are doing well in sport/active things* (40.9%, 50.2%, 50.6%) and they *encourage them to do sport/active things* (43.6%, 49.5%, 45.5%).
- This was followed (not always in the same order or at similar levels) by boys saying “almost daily or more often” their parents/caregivers:
  - *drive or take them to a place to do sport/active things* (29.1%, 41.0%, 43.5%)
  - *watch them take part in sport/active things* (32.4%, 39.7%, 38.3%).
- Between 4 and 5 out of 10 boys who attend low-, medium- and high-decile schools said during a normal week “less than almost daily” their parents/caregivers:
  - *drive or take them to a place to do sport/active things* (49.0%, 45.6%, 44.8%)
  - *watch them take part in sport/active things* (46.3%, 43.6%, 47.1%)
  - *encourage them to do sport/active things* (41.9%, 40.4%, 42.4%)
  - *tell them that they are doing well in sport/active things* (41.8%, 39.9%, 38.2%).
- The least common form of support parents/caregivers gave boys who attend low-, medium- and high-decile schools was to *do sport/active things with them*. Around 2 out of 10 boys said they received this support during a normal week “almost daily or more often” (23.0%, 18.5%, 16.0%), while between 5 and 6 out of 10 said their parents/caregivers “less than almost daily” gave this support (52.9%, 58.8%, 56.4%).

Table 17. Parent support to do sport and active things – boys – 10 to 15-year-olds

		Almost daily or more often %	Less than almost daily %	Never %
<b>Encourage you to do sport/active things</b>	All	46.9	41.4	11.6
	Low-decile (1-3)	43.6	41.9	14.5
	Medium-decile (4-7)	49.5	40.4	10.2
	High-decile (8-10)	45.5	42.4	12.1
<b>Do sport/active things with you</b>	All	18.5	56.8	24.7
	Low-decile (1-3)	23.0	52.9	24.1
	Medium-decile (4-7)	18.5	58.8	22.8
	High-decile (8-10)	16.0	56.4	27.6
<b>Drive or take you to a place where you can do sport/active things</b>	All	39.7	46.0	14.3
	Low-decile (1-3)	29.1  	49.0	22.0  
	Medium-decile (4-7)	41.0 	45.6	13.4 
	High-decile (8-10)	43.5 	44.8	11.7 
<b>Watch you take part in sport/active things</b>	All	37.8	45.4	16.8
	Low-decile (1-3)	32.4	46.3	21.3
	Medium-decile (4-7)	39.7	43.6	16.7
	High-decile (8-10)	38.3	47.1	14.6
<b>Tell you that you are doing well in sport/active things</b>	All	48.7	39.6	11.7
	Low-decile (1-3)	40.9 	41.8	17.2
	Medium-decile (4-7)	50.2 	39.9	9.9
	High-decile (8-10)	50.6	38.2	11.2

During a **normal** week, how often does your **mother, father or caregiver** ...? Response options – never; **once**; **sometimes**; **almost every day**; **every day**.

See Notes and Key on opposite page.

**For girls:**

- During a normal week, the two most common forms of support received from parents/caregivers (although not always in the same order or at similar levels) by older girls (10 to 15 years old) who attend low-, medium- and high-decile schools “almost daily or more often” were that their parents/caregivers *tell them that they are doing well in sport/active things* (49.9%, 51.3, 48.7%) and they *encourage them to do sport/active things* (53.1%, 50.0%, 46.7%).
- This was followed (not always in the same order or at similar levels) by girls saying “almost daily or more often” their parents/caregivers:
  - *drive or take them to a place to do sport/active things* (32.4%, 42.6%, 43.0%)
  - *watch them take part in sport/active things* (36.6%, 39.9%, 35.5%).
- Between 4 and 5 out of 10 girls who attend low-, medium- and high-decile schools said during a normal week “less than almost daily” their parents/caregivers:
  - *drive or take them to a place to do sport/active things* (46.2%, 43.5%, 43.0%)
  - *watch them take part in sport/active things* (42.0%, 45.2%, 48.3%)
  - *encourage them to do sport/active things* (37.8%, 42.4%, 44.6%)
  - *tell them that they are doing well in sport/active things* (38.0%, 38.9%, 40.6%).
- The least common form of support parents/caregivers gave girls who attend low-, medium- and high-decile schools was to *do sport/active things with them*. Around 2 out of 10 girls said they received this support during a normal week “almost daily or more often” (20.6%, 18.3%, 16.5%), while between 5 and 6 out of 10 said their parents/caregivers “less than almost daily” gave this support (54.0%, 58.9%, 61.4%).

**Table 18. Parent support to do sport and active things (10 to 15-year-olds) – girls**

		Almost daily or more often %	Less than almost daily %	Never %
<b>Encourage you to do sport/active things</b>	All	49.8	42.1	8.1
	Low-decile (1-3)	53.1	37.8	9.1
	Medium-decile (4-7)	50.0	42.4	7.5
	High-decile (8-10)	46.7	44.6	8.7
<b>Do sport/active things with you</b>	All	18.2	58.8	23.0
	Low-decile (1-3)	20.6	54.0	25.4
	Medium-decile (4-7)	18.3	58.9	22.9
	High-decile (8-10)	16.5	61.4	22.1
<b>Drive or take you to a place where you can do sport/active things</b>	All	41.0	43.7	15.3
	Low-decile (1-3)	32.4	46.2	21.5
	Medium-decile (4-7)	42.6	43.5	13.9
	High-decile (8-10)	43.0	43.0	14.0
<b>Watch you take part in sport/active things</b>	All	38.1	45.4	16.5
	Low-decile (1-3)	36.6	42.0	21.4
	Medium-decile (4-7)	39.9	45.2	14.9
	High-decile (8-10)	35.5	48.3	16.2
<b>Tell you that you are doing well in sport/active things</b>	All	50.5	39.1	10.4
	Low-decile (1-3)	49.9	38.0	12.0
	Medium-decile (4-7)	51.3	38.9	9.8
	High-decile (8-10)	48.7	40.6	10.7

During a **normal** week, how often does your **mother, father or caregiver**...? Response options – never; **once**; **sometimes**; almost every day; every day.

**Notes:**

- 1 The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.
- 2 In this section the response options bolded above have been combined and reported as “less than almost daily”, those underlined have been combined and reported as “almost daily or more often”.

- Significantly higher/lower than for young people of the same gender attending low-decile schools
- Significantly higher/lower than for young people of the same gender attending medium-decile schools
- Significantly higher/lower than for young people of the same gender attending high-decile schools

## Differences

### Boys who attend:

- medium-decile schools (50.2%) were significantly more likely than boys who attend low-decile schools (40.9%) to have said that during a normal week their parents/caregivers “almost daily or more often” *tell them that they are doing well in sport or active things*
- low-decile schools (29.1%) were significantly less likely than boys who attend medium- (41.0%) and high-decile schools (43.5%) to have said that during a normal week their parents/caregivers “almost daily or more often” *drive or take them to a place where they can do sport or active things*
- low-decile schools (22.0%) were significantly more likely than boys who attend medium- (13.4%) and high-decile schools (11.7%) to have said that during a normal week their parents/caregivers “never” *drive or take them to a place where they can do sport or active things*.

### Girls who attend:

- low-decile schools (21.4%) were significantly more likely than girls who attend medium-decile schools (14.9%) to have said that during a normal week their *parents/caregivers* “never” watch them take part in sport or active things.

There were no significant differences for **boys** and **girls** from different socio-economic backgrounds who said their parents/caregivers:

- *encourage them to do sport/active things*
- *do sport or active things with them.*





## Family influence on sport and activity choices (ie, parent/caregiver, brother/sister) (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked who influences them the most when they choose what sport and active things they do. Nine response options (including “someone else”) were provided and students were able to select up to three boxes. They could also select “no one influences me” or “no – I don’t do any sport or active things”.

### Parent/caregiver

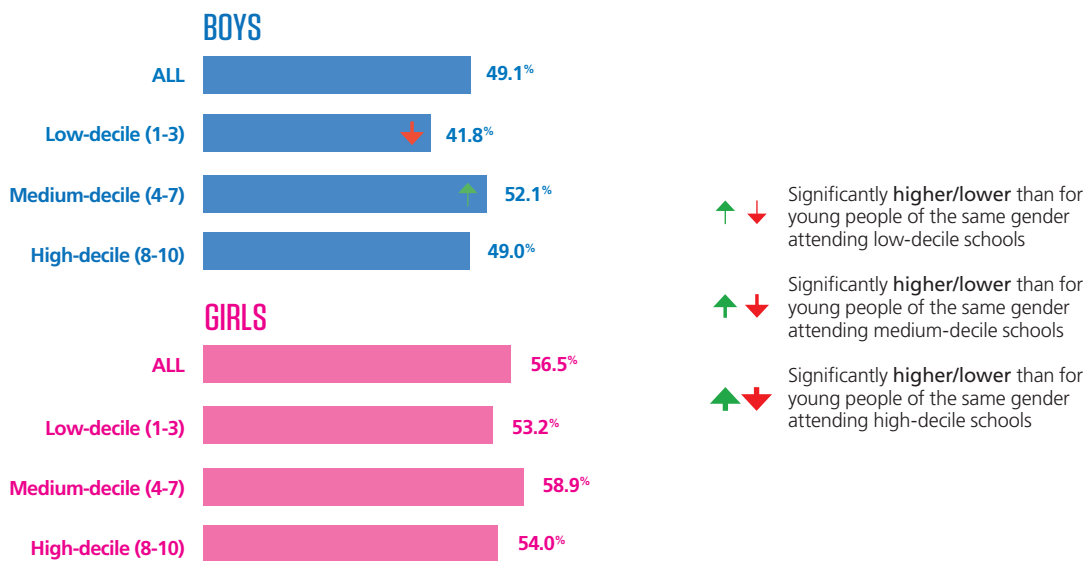
#### For boys:

- Between 4 and 5 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (41.8%, 52.1%, 49.0%) said that a parent/caregiver influences them most when they choose what sport and active things they do.
- The top three influencers (in rank order, although not always at similar levels) common to boys who attend low-, medium- and high-decile schools were a parent/caregiver, a friend/friends and a famous sports personality (see full results in Appendix 11).

#### For girls:

- Between 5 and 6 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (53.2%, 58.9%, 54.0%) said that a parent/caregiver influences them most when they choose what sport and active things they do.
- The top two influencers (although not always in the same order) common to girls who attend low-, medium- and high-decile schools were a parent/caregiver and a friend/friends (see full results in Appendix 11).

Chart 17. Parent/caregiver influence on sport and activity choices – 10 to 15-year-olds



Who influences you the most when you choose what sport and active things you do?

#### Notes:

- Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

### Differences

#### Boys who attend:

- low-decile schools (41.8%) were significantly less likely than boys who attend medium-decile (52.1%) schools to have said a parent/caregiver influences them when choosing what sports and activities they do.

There were no significant differences in the extent to which parents/caregivers influence the choices of girls from different socio-economic backgrounds.

**Brother/sister**

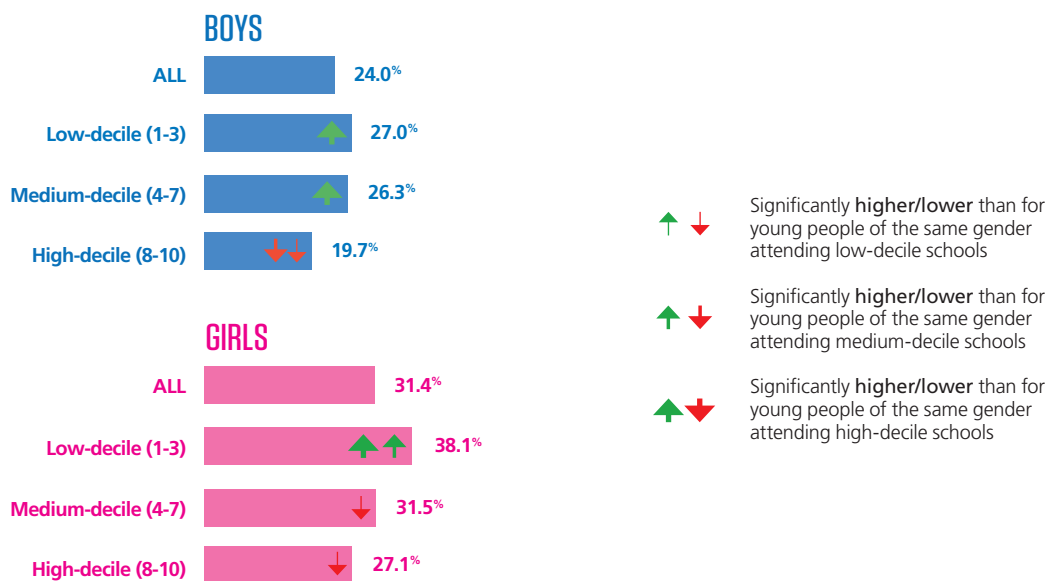
**For boys:**

- Between 2 and 3 out of 10 older boys (10 to 15 years old) who attend low-, medium- and high-decile schools (27.0%, 26.3%, 19.7%) said that a brother/sister influences them most when they choose what sport and active things they do.
- The top three influencers (although not always at similar levels) common to boys who attend low-, medium- and high-decile schools were a parent/caregiver, a friend/friends and a famous sports personality:
  - a brother/sister ranked 4th or 6th (out of 9) across boys who attend low-, medium- and high-decile schools (see full results in Appendix 11).

**For girls:**

- Between 3 and 4 out of 10 older girls (10 to 15 years old) who attend low-, medium- and high-decile schools (38.1%, 31.5%, 27.1%) said that a brother/sister influences them most when they choose what sport and active things they do.
- The top two influencers (although not always in the same order) common to girls who attend low-, medium- and high-decile schools were a parent/caregiver and a friend/friends:
  - a brother/sister made up the top three for girls who attend low- and medium -decile schools, while a coach/instructor made up the top three for girls who attend high-decile schools
  - a brother/sister ranked 4th (out of 9) for girls who attend high-decile schools (see full results in Appendix 11).

**Chart 18. Brother/sister influence on sport and activity choices – 10 to 15-year-olds**



*Who influences you the most when you choose what sport and active things you do?*

**Notes:**

- Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

**Differences**

**Boys** who attend:

- high-decile schools (19.7%) were significantly less likely than boys who attend medium- (26.3%) and low-decile schools (27.0%) to have said their brother or sister influences them when choosing what sports and activities they do.

**Girls** who attend:

- low-decile schools (38.1%) were significantly more likely than girls who attend medium- (31.5%) and high-decile schools (27.1%) to have said their brother or sister influences them when choosing what sports and activities they do.

## Availability and use of neighbourhood facilities/equipment at home (10 to 15-year-olds)

Young people who completed the Years 7 to 10 survey form were asked if they had facilities, places and equipment for sport/active things available and whether they used them. The question listed six types of facilities, places and equipment.

### For boys:

- The three things most often **available and used** by boys who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels) were:
  - *sports equipment at home (other than a bike)* (53.2%, 71.9%, 72.4%)
  - *a bike* (45.6%, 55.7%, 59.9%)
  - *places to ride a bike in local their local neighbourhood* (48.6%, 62.2%, 57.5%).
- The two things most often **available and not used** by boys who attend low-, medium- and high-decile schools (although not always in the same order) were:
  - *places to run or jog in their local neighbourhood* (41.6%, 41.8%, 39.3%)
  - *places to walk in their local neighbourhood* (41.6%, 38.5%, 38.7%).
- The thing most often **not available** for boys who attend low-, medium- and high-decile schools was:
  - *sports facilities in their local neighbourhood* (26.2%, 26.6%, 22.7%).

Table 19. Availability and use of neighbourhood facilities/equipment at home – boys – 10 to 15-year-olds

		Available and used %	Available, but not used %	No – not available %
<b>Places to walk in local neighbourhood</b>	All	45.7	39.1	15.2
	Low-decile (1-3)	38.9 ↓	41.6	19.5
	Medium-decile (4-7)	46.8	38.5	14.7
	High-decile (8-10)	47.8 ↑	38.7	13.5
<b>Places to run or jog in local neighbourhood</b>	All	47.6	40.8	11.6
	Low-decile (1-3)	42.6	41.6	15.8 ↑
	Medium-decile (4-7)	46.6	41.8	11.6
	High-decile (8-10)	51.2	39.3	9.5 ↓
<b>Places to ride a bike in local neighbourhood</b>	All	58.0	29.1	12.9
	Low-decile (1-3)	48.6 ↓	35.4 ↑	16.1 ↑
	Medium-decile (4-7)	62.2 ↑	26.3 ↓	11.4 ↓
	High-decile (8-10)	57.5	29.4	13.1
<b>A bike (may be shared)</b>	All	55.4	23.4	21.2
	Low-decile (1-3)	45.6 ↓ ↓	30.0 ↑ ↑	24.4
	Medium-decile (4-7)	55.7 ↑	22.4 ↓	21.8
	High-decile (8-10)	59.9 ↑	21.5 ↓	18.6
<b>Other sports equipment at home</b>	All	68.6	20.4	11.0
	Low-decile (1-3)	53.2 ↓ ↓	28.8 ↑ ↑	18.1 ↑ ↑
	Medium-decile (4-7)	71.9 ↑	18.6 ↓	9.5 ↓
	High-decile (8-10)	72.4 ↑	18.2 ↓	9.4 ↓
<b>Sports facilities in local neighbourhood</b>	All	47.5	27.4	25.1
	Low-decile (1-3)	41.3 ↓	32.6	26.2
	Medium-decile (4-7)	46.8	26.7	26.6
	High-decile (8-10)	51.6 ↑	25.8	22.7

Are the following things available to you and do you use them? Response options – no – not available; yes – but I don't use them; yes – and I do use them.

See Notes and Key on opposite page.

**For girls:**

- The two things most often **available and used** by girls who attend low-, medium- and high-decile schools (although not always at similar levels) were:
  - *sports equipment at home (other than a bike)* (60.1%, 69.0%, 72.3%)
  - *places to walk in their local neighbourhood* (45.2%, 55.5%, 63.5%).
- The two things most often **available and not used** by girls who attend low-, medium- and high-decile schools (although not always in the same order or at similar levels) were:
  - *places to ride a bike in their local neighbourhood* (43.1%, 33.4%, 34.3%)
  - *places to run or jog in their local neighbourhood* (41.7%, 36.5%, 35.4%).
- The thing most often **not available** for girls who attend medium- and high-decile schools was *sports facilities in their local neighbourhood* (32.2%, 24.6%). For girls who attend low-decile schools, it was *a bike* (32.3%).

**Table 20. Availability and use of neighbourhood facilities/equipment at home – girls – 10 to 15-year-olds**

		Available and used %	Available, but not used %	No – not available %
<b>Places to walk in local neighbourhood</b>	All	55.8	29.4	14.8
	Low-decile (1-3)	45.2 ↓ ↓	34.2 ↑ ↑	20.6 ↑
	Medium-decile (4-7)	55.5 ↓ ↑	28.9 ↓	15.6 ↑
	High-decile (8-10)	63.5 ↑ ↑	26.8 ↓	9.7 ↓ ↓
<b>Places to run or jog in local neighbourhood</b>	All	50.7	37.2	12.1
	Low-decile (1-3)	41.3 ↓ ↓	41.7	17.0 ↑
	Medium-decile (4-7)	50.9 ↑	36.5	12.6
	High-decile (8-10)	56.3 ↑	35.4	8.3 ↓
<b>Places to ride a bike in local neighbourhood</b>	All	49.4	35.3	15.3
	Low-decile (1-3)	37.6 ↓ ↓	43.1 ↑	19.3
	Medium-decile (4-7)	51.1 ↑	33.4 ↓	15.5
	High-decile (8-10)	53.4 ↑	34.3	12.3
<b>A bike (may be shared)</b>	All	53.7	24.7	21.6
	Low-decile (1-3)	37.8 ↓ ↓	29.9	32.3 ↑ ↑
	Medium-decile (4-7)	54.6 ↑	23.9	21.5 ↑ ↓
	High-decile (8-10)	61.2 ↑	23.4	15.4 ↓ ↓
<b>Other sports equipment at home</b>	All	68.5	19.3	12.2
	Low-decile (1-3)	60.1 ↓ ↓	25.7 ↑	14.2
	Medium-decile (4-7)	69.0 ↑	18.3 ↓	12.7
	High-decile (8-10)	72.3 ↑	17.2	10.5
<b>Sports facilities in local neighbourhood</b>	All	39.2	31.2	29.6
	Low-decile (1-3)	34.0 ↓	36.4 ↑	29.6
	Medium-decile (4-7)	38.2	29.5 ↓	32.2 ↑
	High-decile (8-10)	44.0 ↑	31.5	24.6 ↓

Are the following things available to you and do you use them? Response options – no – not available; yes – but I don't use them; yes – and I do use them.

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

**Notes:**

- 1 Not asked in the Years 1 to 2, 3 to 6 or 11 to 13 survey forms. The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

## Differences

The availability and use of facilities and equipment varies by boys' and girls' socio-economic background, with availability and use generally increasing with decile.

Boys who attend **low-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Both boys who attend medium- and high-decile schools	A bike Other sports equipment at home	A bike Other sports equipment at home	Other sports equipment at home
Boys who attend medium-decile schools	Places to ride a bike in local neighbourhood	Places to ride a bike in local neighbourhood	Places to ride a bike in local neighbourhood
Boys who attend high-decile schools	Places to walk in local neighbourhood Sports facilities in local neighbourhood		Places to run or jog in local neighbourhood

Girls who attend **low-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Both girls who attend medium- and high-decile schools	Places to walk in local neighbourhood Places to run or jog in local neighbourhood Places to ride a bike in local neighbourhood A bike Other sports equipment at home	Places to walk in local neighbourhood A bike Places to ride a bike in local neighbourhood Other sports equipment at home	A bike
Girls who attend medium-decile schools		Sports facilities in local neighbourhood	
Girls who attend high-decile schools	Sports facilities in local neighbourhood	Places to run or jog in local neighbourhood	Places to walk in local neighbourhood

Boys who attend **medium-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Boys who attend low-decile schools	Places to ride a bike in local neighbourhood A bike Other sports equipment at home	Places to ride a bike in local neighbourhood A bike Other sports equipment at home	Places to ride a bike in local neighbourhood Other sports equipment at home

Girls who attend **medium-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Girls who attend low-decile schools	Places to walk in local neighbourhood Places to run or jog in local neighbourhood Places to ride a bike in local neighbourhood A bike Other sports equipment at home	Places to walk in local neighbourhood Places to ride a bike in local neighbourhood A bike Other sports equipment at home Sports facilities in local neighbourhood	A bike
Girls who attend high-decile schools	Places to walk in local neighbourhood		Places to walk in local neighbourhood Sports facilities in local neighbourhood

## Differences

Boys who attend **high-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Boys who attend low-decile schools	Places to walk in local neighbourhood A bike Other sports equipment at home Sports facilities in local neighbourhood	A bike Other sports equipment at home	Places to run or jog in local neighbourhood Other sports equipment at home

Girls who attend **high-decile** schools were significantly **more/less** likely to have said the following about the availability and use of each of the listed facilities and equipment than:

	Available and used	Available, but not used	No – not available
Both girls who attend low- and medium-decile schools	Places to walk in local neighbourhood		Places to walk in local neighbourhood
Girls who attend low-decile schools	Places to run or jog in local neighbourhood Places to ride a bike in local neighbourhood A bike Other sports equipment at home Sports facilities in local neighbourhood	Places to walk in local neighbourhood Places to run or jog in local neighbourhood Places to ride a bike in local neighbourhood A bike Other sports equipment at home	A bike
Girls who attend medium-decile schools			Sports facilities in local neighbourhood



## Availability and use of bike (5 to 12-year-olds)

Parents/caregivers who completed the Years 1 to 2 survey form (for 5 to 7-year-olds) and students who completed the Years 3 to 6 survey form (7 to 12-year-olds) were asked whether their child/they have a bike and whether they use it. The bike may be shared with a brother/sister.

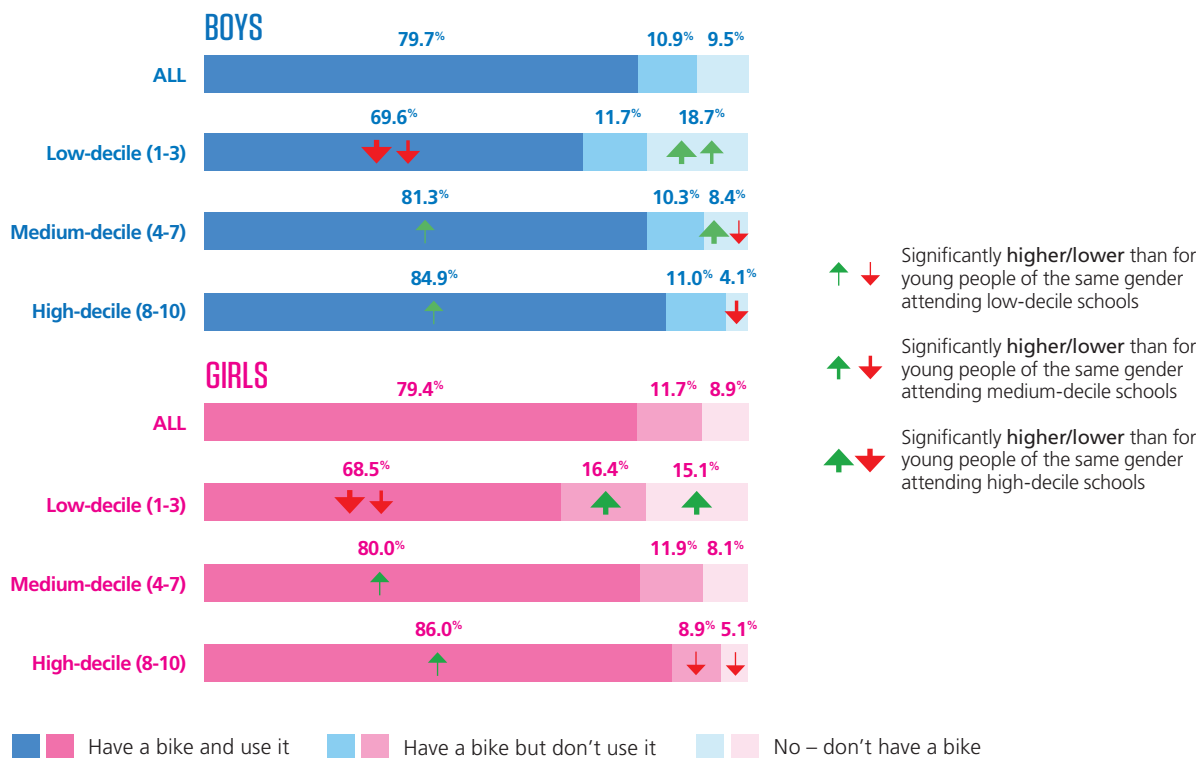
### For boys:

- Between 7 and 8 out of 10 boys (5 to 12 years old) who attend low-, medium- and high-decile schools had a *bike* available and used it (69.6%, 81.3%, 84.9%):
  - availability and use was highest for boys who attended high-decile schools and lowest for boys who attended low-decile schools.

### For girls:

- Between 7 and 9 girls out of 10 (5 to 12 years old) who attend low-, medium- and high-decile schools had a *bike* available and used it (68.5, 80.0%, 86.0%):
  - availability and use was highest for girls who attended high-decile schools and lowest for girls who attended low-decile schools.

Chart 19. Availability and use of bike – 5 to 12-year-olds



*Years 1 to 2 survey form (answered by parents/caregivers) – Does your child have a bike and does he/she use it? He/she may share it with a brother/sister. Response options – No – he/she doesn't have a bike; yes – he/she does have a bike and he/she uses it; yes – he/she does have a bike but he/she doesn't use it.*

*Years 3 to 6 survey form – Do you have a bike and do you use it? You may share it with a brother/sister. Response options – no – I don't have a bike available; yes – I have a bike and I use it; yes – I do have a bike but I don't use it.*

### Notes:

- A similar question was asked in the Years 7 to 10 survey form and is reported on pages 82-84. The question was not asked in the Years 11 to 13 survey form. The students that are reported on in this section are mostly 5 to 10-year-olds, but it includes a small numbers of older students.
- Similar response options for students and parents/caregivers have been combined.



## Differences

### Boys who attend:

- low-decile schools (69.6%) were significantly less likely than boys who attend medium- (81.3%) and high-decile schools (84.9%) to have said they had a *bike* and used it
- low-decile schools (18.7%) were significantly more likely than boys who attend medium- (8.4%) and high-decile (4.1%) schools to have said they don't have a *bike*; compared with boys of other socio-economic backgrounds, boys who attend high-decile schools were significantly less likely to have said this.

### Girls who attend:

- low-decile schools (68.5%) were significantly less likely than girls who attend medium- (80.0%) and high-decile (86.0%) schools to have said they had a *bike* and used it
- low-decile schools (16.4%) were significantly more likely than girls who attend high-decile schools (8.9%) to have said they had a *bike* but didn't use it
- low-decile schools (15.1%) were significantly more likely than girls who attend high-decile (5.1%) schools to have said they don't have a *bike*.



## Views of parents/caregivers (of Years 1-2 students) on sporting and recreational facilities in their neighbourhood

Parents/caregivers who completed the Years 1 to 2 survey form (for 5 to 7-year-olds) were asked if there were enough facilities in their local neighbourhood for their child to do sport and active things (eg, swimming pools, bike parks, netball courts, climbing walls). They could tick "yes", "no" or "don't know".

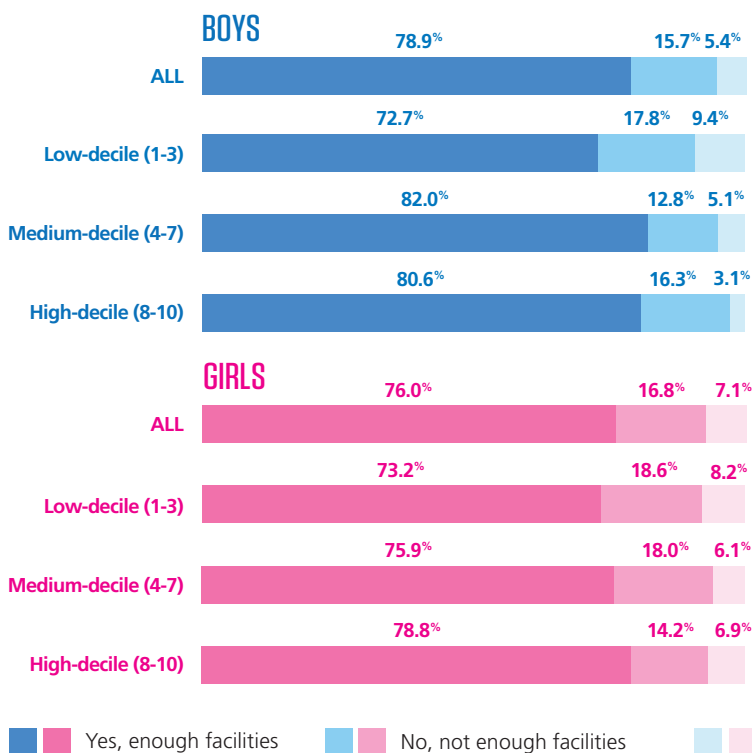
### For boys:

- Between around 7 and 8 out of 10 parents/caregivers of boys (5 to 7 years old) who attend low-, medium- and high-decile schools (72.7%, 82.0%, 80.6%) said there were enough facilities in their local neighbourhood for their child to do sport and active things:
  - this view was more common for parents/caregivers of boys who attend medium-decile schools and less common for parents/caregivers of boys who attend low-decile schools.

### For girls:

- Between around 7 and 8 out of 10 parents/caregivers of girls (5 to 7 years old) who attend low-, medium- and high-decile schools (73.2%, 75.9%, 78.8%) said there were enough facilities in their local neighbourhood for their child to do sport and active things.

Chart 20. Views of parents/caregivers (of Years 1-2 students) on sporting and recreational facilities in their neighbourhood



Years 1 to 2 survey form (answered by parents/caregivers) – Are there enough facilities in your local neighbourhood for your child to do sport and active things?

### Notes:

- This question (or similar) was not asked in the Years 3 to 6, Years 7 to 10 and Years 11 to 13 survey forms. The students that are reported on in this section are mostly 5 to 6-year-olds, but include some 7- and a small number of 8-year-olds.

### Differences

There were no significant differences for parents/caregivers of boys and girls (5 to 7 years old) from different socio-economic backgrounds.



# Appendix 1:

## Profile of students taking part in the Young People's Survey

The table following shows the numbers and proportions of students who were interviewed (ie, the unweighted sample) and the numbers and proportions following the weighting process.

Students characteristics	Unweighted profile		Weighted profile	
	Number	Percentage	Number	Percentage
<b>All students</b>	17,018	100	17,018	100
<b>AGE<sup>1</sup></b>				
<b>Boys</b>	8,213		8,618.7	
5 to 10-year-olds	3,098	38.0%	3,936.0	46.0%
11 to 14-year-olds	3,060	37.5%	2,694.2	31.5%
15 to 18-year-olds	2,002	24.5%	1,933.0	22.6%
<b>Girls</b>	8,739		8,326.2	
5 to 10-year-olds	3,068	35.2%	3,814.2	45.9%
11 to 14-year-olds	3,149	36.1%	2,584.6	31.1%
15 to 18-year-olds	2,499	28.7%	1,904.1	22.9%
<b>ETHNICITY<sup>2</sup></b>				
<b>Boys</b>				
New Zealand European	5,952	72.5%	6,202.7	72.0%
Māori	1,822	22.2%	1,927.5	22.4%
Pacific	1,149	14.0%	1,088.4	12.6%
Asian	753	9.2%	918.4	10.7%
Other ethnicities	112	1.4%	155.3	1.8%
<b>Girls</b>				
New Zealand European	6,302	72.1%	6,120.2	73.5%
Māori	1,964	22.5%	1,855.0	22.3%
Pacific	1,270	14.5%	1,120.2	13.5%
Asian	984	11.3%	886.8	10.7%
Other ethnicities	135	1.5%	145.0	1.7%
<b>SOCIO-ECONOMIC BACKGROUND<sup>3</sup></b>				
<b>Boys</b>				
Low-decile (1-3)	1,835	10.9%	1,800.3	10.7%
Medium-decile (4-7)	3,515	20.9%	3,574.0	21.2%
High-decile (8-10)	2,796	16.6%	3,207.7	19.0%
<b>Girls</b>				
Low-decile (1-3)	2,005	11.9%	1,756.4	10.4%
Medium-decile (4-7)	3,622	21.6%	3,372.4	20.0%
High-decile (8-10)	3,029	18.0%	3,151.3	18.7%

1. A small number of 4-year-olds and 19-year-olds took part in the survey but, for ease of reading, we refer to 5 to 18-year-olds. The sum of the three age categories for boys and girls is less than the respective totals because some students did not provide their age and/or gender.
2. Students could identify with one or more ethnic groups and so the sum of the five categories for boys and girls is greater than the respective totals.
3. For more information on the measure of socio-economic background see page 14. Socio-economic background was not a weighting variable. For some schools, a decile rating was not available and so the sum of the six categories is lower than the respective totals for all students.

# Appendix 2:

## Reader notes

Readers should note the following points when reading the report.

### Note 1: Grouping of activities in the report

For ease of reading, activities have been grouped by the authors in this report. “Team-based sports” are those activities that when played as a sport are played in teams. In contrast, “Other sports” may be done either individually or with a team. “Other recreation activities” tend towards active recreation rather than sport. However, some may be in both categories but have been grouped as recreation activities as they have high recreational participation, eg, mountain biking is a competitive sport but young people are more likely to take part in this activity in a recreational context.

#### Team-based sports:

- Basketball
- Cricket
- Football, soccer, futsal
- Hockey
- Netball
- Rugby
- Rugby league
- Softball, T-Ball
- Touch
- Volleyball, Kiwi volley
- Water polo, Flippa ball

#### Other sports:

- Athletics, track and field
- Badminton
- Bowls (outdoor), bowling
- Combat sports (eg, boxing, wrestling)
- Golf
- Gymnastics, trampoline, aerobics
- Martial arts (eg, karate, judo)
- Motor sports
- Rowing
- Squash
- Swimming
- Table tennis
- Tennis
- Tri(athlon), duathlon
- Other ball sports/games

#### Other recreation activities:

- Adventure racing
- Adventure sports/extreme sports/activities
- Bodyboarding (not surfing)
- Canoeing, kayaking
- Cycling, biking (not mountain biking)
- Dance (eg, ballet, b-boy, b-girl)
- Fishing
- Gym/fitness/exercise/training activities
- Horse riding/equestrian activities
- Hunting and shooting
- Indoor climbing
- Māori activities (eg, kapa haka)
- Mountain biking
- Orienteering
- Pacific activities (eg, kilikiti)
- Roller blading and other wheel sports
- Running, jogging, cross-country
- Sailing, yachting
- Skateboarding
- Skiing
- Snowboarding
- Surfing (not bodyboarding)
- Tramping, bush walks
- Walking for fitness
- Other bike activities
- Other ice/snow sports
- Other sports/activities
- Other water sports (eg, water skiing, canoe polo)

### Note 2: Activities done “this year”

A key question in the survey was the type and frequency of activities done this year. Information was collected in two ways. The first was by asking students how often this year they had done various sports and activities listed in the survey form. The types of sports and activities were customised to the age of the students and, as a result, a different list was used in the forms completed by older and younger students (Years 3 to 6 forms and the Years 7 to 10 / Years 11 to 13 forms).

Asked on all forms	Asked on Years 7-10 and Years 11-13 forms only
Athletics, track and field	Adventure racing
Basketball	Badminton
Bodyboarding	Canoeing, kayaking
Cricket	Golf
Cycling, biking	Indoor climbing
Dance	Mountain biking
Fishing	Orienteering
Football, soccer, futsal	Rowing
Games (eg, four square, tag)	Rugby league
Gymnastics, trampoline, aerobics	Surfing
Hockey	Touch
Māori activities	Triathlon, duathlon
Martial arts	Walking for fitness
Netball	
Pacific activities	
Rugby	
Running, jogging, cross-country	
Sailing, yachting	
Skateboarding	
Skiing	
Snowboarding	
Softball, T-ball	
Swimming	
Table tennis	
Tennis	
Tramping, bush walks	
Volleyball, Kiwi volley	
Water polo, Flippa ball	

A consequence of students of the same age completing different survey forms is that some students of the same age answering the activity questions (Questions 5 and 6 – note that question numbers are those used in the Years 7 to 10 survey form) were responding to different lists, as shown in the table above. Caution must be exercised, therefore, when analysing participation in sport and recreation activities by these students. Reader note 3 provides more information about calculating participation rates.

Students were also asked whether they had done any other sports or active things this year. Students wrote these other sports/activities on the survey form and ticked the relevant box to show how often they had done them. Over 150 activity codes were allocated. The activity codes used went to the finest level of detail, to allow flexibility in future surveys, should participation in these activities grow over time.

Readers should also note that:

- “Other” sports/activities young people wrote down could be reclassified as a listed activity. For example, discus, high jump and hurdles were all coded as athletics.
- Some activities were mentioned by a very small number of young people and these were grouped into “other” categories, rather than being coded separately. For example, the “other snow sports/activities” includes snow sports (unspecified), snow team, snow planet, snow activities, slalom, snow scootering/biking, and snowmobile.
- Further grouping of sports/activities mentioned by small numbers of students was carried out before the responses were analysed (giving 55 sports/activities – see Appendix 3). Young people also wrote down some activities that were not judged to be physically active (for example, computer games) or there was uncertainty if they were sports or “active things” and these were not included in the analysis.
- The grouped activity codes “outdoor pursuit courses/programmes” and “sports tournaments/events”, and the individual codes included in these, were not considered to be sport or recreation *activities* and so were not included in the list of sports/activities that students participate in but were included in the list of sports/activities they were interested in trying/doing more of.

### Note 3: Analysis by age group and survey form

Information in this report comes from all four age-appropriate survey forms used for the Young People’s Survey: for Years 1 to 2, Years 3 to 6, Years 7 to 10 and Years 11 to 13. Most students completed the form that was consistent with their year-level and so young people of the same age. Parents/caregivers of Years 1 and 2 students were asked to complete the survey form on behalf of, and alongside, their children.

However, some of the classes selected for the survey had students of mixed ages (referred to as composite or vertical classes/forms). Students in these mixed-age classes completed the survey form appropriate to the youngest students in the class so that all students could take part in the survey (this mostly meant completing the Years 3 to 6 survey form). As the younger students were taken through this survey form by the survey staff, it was not practical to use more than one survey form when surveying these mixed-age classes.

These circumstances resulted in some 11 to 14-year-old students, and particularly 11-year-olds, completing the survey form designed for younger children (ie, the Years 3 to 6 form rather than the Years 7 to 10 form) which had fewer questions and some different questions.

This means that not all 11 to 14-year-olds answered the same questions. In particular, some of these students only answered questions about the 28 activities listed in the Years 3 to 6 survey form and not the 41 activities in the Years 7 to 10 survey form.

As similar proportions of boys and girls from different backgrounds completed each of the Years 1 to 6 and Years 7 to 13 survey forms, socio-economic background will not be a confounding factor in the results.

### Note 4: Activities children and young people would like to try or do more of

Students were asked to write down the sports and active things they would really like to try or do more of. Their answers were allocated an activity code using the list that was used for Questions 5 and 6, although some additional sports/activities were mentioned by students when answering this question, giving a total of around 200 activity codes.

As with the activities done this year, sports/activities mentioned by a small number of students were grouped before the responses were analysed (50 sport/activity codes were used when analysing this question). The grouped activity codes “outdoor pursuit courses/programmes” and “sports tournaments/events”, and the individual codes included in these, were included in the list of sports/activities students were interested in trying/doing more of, as this question was designed to gauge interest in different types of sports/activities.

#### Note 5: How information on frequency was collected

Different frequency categories were used in the Years 3 to 6 forms and the Years 7 to 10 and Years 11 to 13 forms. This was to match the ability of the students to answer questions, – ie, students completing the Years 3 to 6 forms were given only three frequency categories, while older students were given five categories.

When answers from all the survey forms were analysed, responses have been combined as shown in the table below. This report focuses on 'regular' participation.

Years 7-13 forms	Years 3-6 form	Abbreviated frequencies	Done this year
Not done this year	Not done this year	Not done this year	Not done this year
Once or twice	A few times	A few times	Done this year
Once every 2 weeks or less			
Once a week	Regularly – 1 or more times a week	Regularly	
More than once a week			

#### Note 6: Other points to note about the presentation of results

1. Percentages were rounded to one decimal point. In some cases this rounding results in figures that should sum to 100% summing to just under or over 100.
2. A small number of students did not answer some questions or gave invalid answers (eg, ticking two boxes when only one answer was required). As the number of responses in these categories was very small, these responses have been excluded from the figures shown in the tables and charts in this report. The exception to this is the results in the tables of sports/activities young people want to try or do more of. Students were asked to write in their answers to the question about sports/activities they wanted to try or do more of. The percentage of students who did not answer this question (around 10%) was higher than for the tick-box questions. The level of non-response, therefore, is shown in the relevant tables.



# Appendix 3:

## Combined activity list

Combined activity code	Individual activity codes included
Adventure racing	Adventure racing
Adventure/extreme sports/activities	Abseiling Adventure sports Base jumping Black water rafting Bungee jumping Caving Coasteering Hang gliding/paragliding Mountain climbing Other extreme sports Rock climbing Skydiving White water rafting/rafting Zorbing
Athletics/track & field	Athletics/track & field
Badminton	Badminton
Basketball, Mini-ball (includes shooting hoops)	Basketball, Mini-ball
Bodyboarding (not surfing)	Bodyboarding (not surfing)
Bowls/bowling	Bowls Indoor bowls Petanque Tenpin bowling
Canoeing/kayaking	Canoeing/kayaking White water kayaking
Combat sports	Boxing Fencing Sword fighting Wrestling
Cricket	Cricket
Cycling/biking (not mountain biking)	BMX Cycling/biking (not mountain biking)
Dance (eg, ballet, b-boy, b-girl)	Dance
Fishing	Fishing
Football, soccer, futsal	Football, soccer, futsal

Combined activity code	Individual activity codes included
Games (eg, four square, tag)/play activities	Bat down Dodgeball Flags/capture the flag Force back Forcedown Frisbee Games (eg, four square, tag) Gutterboard Hand games Jumping Kite flying Laser Force/Lazer tag Mini golf Padder tennis Paintball Play exercise equipment Play fighting/fighting Playground/park/play area Scatterball Skipping Sledding/tobogganing Swingball
Golf	Golf
Gymnastics, trampoline, aerobics	Cheerleading Gymnastics, trampoline, aerobics
Gym/fitness/exercise/training activities	Air alert Aqua jogging/walking Cross trainer/treadmill/exercycle Exercise/physical activity unspec Fitness Gym workout Hill training Indoor rowing Jump Jam Pilates Weights Wii Sport/fitness Yoga Zumba

Combined activity code	Individual activity codes included
Hockey	Floorball Hockey
Horse riding/equestrian activities	Equestrian  Hoof ball Horse riding Kidz Kartz/harness racing Polo Rodeo
Hunting and shooting	Hunting Shooting
Indoor climbing	Indoor climbing
Māori activities (eg, kapa haka, waka ama, ki-o-rahi, mau rakau, taiaha)	Māori activities
Martial arts (eg, karate, judo, taekwondo)	Martial arts (eg, karate, judo, taekwondo)
Motor sports	Car racing Dirt bike riding Go karts/Drift karts Motorcross Motorbiking Motorsports unspec Quad biking Trail riding
Mountain biking	Mountain biking
Netball	Netball
Orienteering	Geocaching Orienteering Rogaine
Pacific activities (eg, kilikiti, soke, ura pau, tame, meke)	Pacific activities
Roller blading and other wheel sports	Inline hockey Inline skating Roller blading Roller hockey Scootering Skating
Rowing	Rowing
Rugby	Rugby
Rugby league	Rugby league
Running/jogging/cross-country	Running/jogging/cross-country
Sailing/yachting	Sailing/yachting

Combined activity code	Individual activity codes included
Skateboarding	Longboarding Ripsticking Skateboarding
Skiing	Skiing
Snowboarding	Snowboarding
Softball, T-ball	Longball Mini-pitch Rounders Softball, T-ball
Squash	Squash
Surfing – not bodyboarding	Surfing
Swimming	Swimming
Table tennis	Table tennis
Tennis	Tennis
Touch	Touch Turbo Touch
Tramping, bush walks	Tramping, bush walks
Tri(athlon), duathlon	Tri(athlon), duathlon
Volleyball, Kiwi volley	Beach volleyball Newcombball Volleyball, Kiwi volley
Walking (for fitness)	Walking (for fitness)
Water polo/Flippa ball	Water polo/Flippa ball
Other ball sports/games	AFL/Aussie Rules Ball skills (catch/throw/kick/hit) Baseball Croquet Fastball Gridiron/American Football Handball Korfball Lacrosse Other ball sports/games Sepak takraw Tchoukball
Other bike activities	Other bike activities Unicycling
Other ice/snow sports/activities	Curling Ice hockey Ice skating Other ice sports/activities Other snow sport/activities

Combined activity code	Individual activity codes included
Other sports/activities	Active umpire/ref sport specific Archery Biathlon Blow karts Bowling unspec Darts Free running/Parkour Frisbee golf Kabbadi Marching PE/DEX Pool/Snooker/Billiards Racing unspec Sport unspec Ultimate frisbee Walking (general) Walking the dog/animals
Other water sports	Boating Canoe polo Diving unspecified Dragon boating Jet boating Jet skiing Kite surfing/boarding Knee boarding Other water sports/activities Paddle boarding Scuba diving Ski biscuiting Skimboarding Snorkelling Surf lifesaving Synchronised swimming Underwater hockey Wakeboarding Water skiing Water sports unspec Waveboarding Wind surfing

Combined activity code	Individual activity codes included
Outdoor pursuit courses/ programmes	Brownies/Guides/Pippins Confidence/Obstacle course Cubs/Scouts/Keas Mountain or bush safety Outdoor activities/education unspec Outdoor pursuit courses/ programmes Rock & water programme Ropes/rope courses
Sports tournaments/events	Bike the Bays Country 2 Coast Round the Bays Sports events/tournaments State Ocean Kids Surf 2 city Take a Kid Fishing The Big Coast Ride The Colgate Games The Meridian Kids Bike Jam Weet-Bix Tryathlon

# Appendix 4:

## How time is calculated

Section 3 of the report describes the amount of time young people spent taking part in sport and recreation. Information was collected about the time spent on sport and recreation in different contexts, for example, when taking part in organised sport and recreation and informally, described in the survey forms as “mucking around”.

### What information was collected and how?

To estimate the time spent on sport and recreation in these different contexts, Sport NZ adopted working definitions that were used to develop questions that students and teachers could understand and answer.

Information was collected from students about the time they spent on a normal day (for each day of the week) taking part in sport and recreation:

- at training or practice **with** a coach or taking part in competitions
- doing extra training or practice **without** a coach (like running to get fit) – note that this was only asked of Years 7 to 13 students
- doing sport and active things when “**mucking around**” with friends, family or on their own.

Questions asked about a *normal* day to encourage students to think about what they usually did and not what they did in weeks when there might have been more sports/activities than usual, such as a sports day or inter-school sports competitions. Testing the question wording with students found that they understood *normal* better than words like “usual” or “typical”.

The questions asked about each day of the week to make the questions easy for students to answer. The time for each day was summed to provide an estimate for the week (note that the questions were not designed to provide estimates for the individual days of the week).

Information was also collected about the time spent taking part in *active PE*. The term was used to exclude time students spent getting ready for PE classes and other time spent being inactive, for example, when being taught theory in PE classes.

The information about the time spent on *active PE* was collected in two ways:

- for Years 1 to 10, when PE is compulsory, information was collected from both students (or parents of the Years 1 to 2 children) and from a class teacher/Head of PE or Sport
- for Years 11 to 13, when PE is not compulsory, information was collected from students.

Students (or their parents) in Years 1 to 10 were asked if they had taken part (or would be taking part) in active PE during the current week – “this week”. The estimate of time spent on *active PE* provided by the teachers was only added to the student’s data record if they said “yes”.

*Active PE* was described as active, compulsory PE/Fitness/Sport for Years 1 to 6 students, and active, compulsory PE/Fitness for Years 7 to 13 students. (The survey form completed by teachers of Years 7 to 13 students asked about active, compulsory curriculum sport but this time was not included in the estimates because of potential overlap with the students’ answers about the time spent “at training or practice with a coach or taking part in competitions” and the potential for double counting.)

The questions asked of students and teachers are in the survey forms available at: [www.sportnz.org.nz/yps](http://www.sportnz.org.nz/yps).

Teachers provided estimates of time in minutes, while students responded to categories, for example, about 15 minutes, with the upper category capped at “3 or more hours” to limit the number of response categories. Students’ responses were converted to a single figure by taking the mid-point of each category (note that the “3 or more hours” category was given a value of 150 minutes). The approach taken was a conservative one as there is evidence that young people tend to over-estimate the time they spend on sport, recreation and physical activity. This approach may underestimate time for some students.

### Calculation of time measures

Three main measures were calculated:

1. Time spent taking part in **organised sport** (sport is used here in its broadest sense and includes active recreation) which sums the time spent:
  - a. on *active PE*
  - b. at training or practice with a coach or taking part in competitions.
2. Time spent on sport and recreation when “**mucking around**” with friends, family or on their own.
3. Time spent on sport and recreation when the time spent on organised sport and “mucking around” is combined.

Results are shown in terms of the percentage of students spending:

- 3 or more hours a week
- less than 3 hours a week
- no time.

### Limitations of the approach

Readers should note that the approach for calculating time was designed to provide broad estimates of the time spent on sport and recreation in different contexts and to provide baseline measures from the 2011 survey that could be measured again by subsequent surveys. The approach does not provide precise information of the time spent by young people on sport and recreation. Other methods would be needed to provide precise measures. For this reason, actual amounts of time are not reported. Readers also should note that information about *active PE* was collected to be one component of the working definition of **organised sport** and not to provide a separate estimate of the time spent on *active PE*.

Readers also should note that time spent on sport and recreation was only calculated for a student if all the information required for the calculation was provided. As information was sourced from a number of questions, the number of missing responses for the time estimates was higher than for other questions. The number of missing responses was compounded as the different time estimates were added together. Missing responses formed: 7.2% of the total responses for time spent “mucking around”; 17.0% of the responses for time spent on organised sport; and 19.7% of responses for combined time (note: for all students, estimates of combined time are based on over 14,000 complete responses).

The methodology report has more information about how time was collected and estimated.

### How the time measures relate to Sport NZ's strategic measures for young people

More young people engaging in more sport and recreation is Sport NZ's goal for young New Zealanders. To see if this goal is being achieved, the 2011 YPS provides baseline measures against which progress can be tracked. These baselines have resulted in the targets shown below for 2020. Previously the measure was for organised sport only (in its broadest sense, so including active recreation). However, the survey has shown the important part that informal sport plays for both boys and girls, so an additional measure has been added for informal sport and an overall measure of participation to show the full picture.

Targets for 2020 are:

- 90% of school-aged children take part in 3+ hours of organised and/or informal sport a week, comprising not less than:
  - 60% doing 3+ hours of organised sport (baseline: 56%); and
  - 70% doing 3+ hours of informal sport (baseline 66%).







# Appendix 5:

## Summary table – regular participation in sport and recreation activities

	Sports and active things done "regularly" this year (1 or more times a week)					
	Boys			Girls		
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)
Adventure racing*	↑		↓	↑	↑	↓ ↓
Athletics, track and field				↑	↓	
Badminton*	↑	↓		↑	↓	
Basketball, Mini-ball						
Bodyboarding						
Canoeing, kayaking*						
Cricket	↓	↓	↑ ↑	↑ ↑	↓	↓
Cycling, biking						
Dance (eg, ballet, b-boy, b-girl)	↑ ↑	↓	↓		↓	↑
Fishing				↑ ↑	↓	↓
Football, soccer, futsal	↓	↓	↑ ↑			
Golf*	↓	↑				
Gymnastics, trampoline, aerobics						
Hockey						
Indoor climbing*						
Māori activities (eg, kapa haka)	↑	↑	↓ ↓	↑	↑	↓ ↓
Martial arts (eg, karate, judo)						
Mountain biking*						
Netball	↑ ↑	↓	↓			
Orienteering*						
Pacific activities (eg, kilikiti, soke)	↑ ↑	↓	↓	↑ ↑	↓	↓
Rowing*				↓	↓	↑ ↑
Rugby, Rippa rugby	↑	↑	↓	↑ ↑	↓	↓
Rugby league*	↑ ↑	↓	↓	↑ ↑	↓	↓
Running, jogging, cross-country						
Sailing, yachting						
Skateboarding				↑		↓
Skiing	↓		↑	↓	↓	↑ ↑
Snowboarding						
Softball, T-ball	↑ ↑	↓	↓	↑ ↑	↓	↓
Surfing (not bodyboarding)*						
Swimming		↓	↑		↓	↑
Table tennis	↑		↓			
Tennis	↓		↑	↓	↓	↑ ↑
Touch*	↑ ↑	↓ ↑	↓ ↓	↑ ↑	↓	↓
Tramping, bush walks						
Tri(athlon), duathlon*	↑ ↑	↓	↓			
Volleyball, Kiwi volley	↑ ↑	↓	↓	↑ ↑	↓ ↑	↓ ↓
Walking for fitness*	↑ ↑	↓	↓			
Water polo, Flippa ball						
<b>Games</b>				↑ ↑	↓	↓

See Chart Key on opposite page.

**Chart Key:**

-   Significantly higher/lower than for young people of the same gender attending low-decile schools
-   Significantly higher/lower than for young people of the same gender attending medium-decile schools
-   Significantly higher/lower than for young people of the same gender attending high-decile schools

No symbol = no significant difference between boys/girls of the same socio-economic background

0 = not mentioned by one or more of the groups

**Example**

Girls attending low-decile schools were significantly more likely than girls attending medium-decile schools to have done athletics regularly this year.

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**Notes:**

1. Table shows activities done "once a week" or "more than once a week" this year by students who completed the Years 7 to 13 survey forms, and activities done "regularly – 1 or more times a week" this year by students who completed the Years 1 to 6 survey forms. See Reader note 5 in Appendix 2.
2. Sports/activities marked \* were included in the prompted list in the Years 7 to 13 survey forms but not in the Years 1 to 6 survey forms.

# Appendix 6:

## Summary table – sport and recreation activities young people want to try or do more of

	Sports and active things young people would really like to try or do more of					
	Boys			Girls		
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)
Adventure racing						
Adventure, extreme sports/activities	↓		↑	↓	↑	
Athletics, track and field						
Badminton						
Basketball, Mini-ball				↑	↑	↓
Bodyboarding						
Bowls/bowling				0	0	0
Canoeing, kayaking						
Combat sports (eg, boxing, wrestling)						
Cricket						
Cycling, biking					↓	↑
Dance (eg, ballet, b-boy, b-girl)				↓	↓	↑
Fishing						
Football, soccer, futsal						
Golf						
Gym/fitness/exercise/training activities	↓		↑			
Gymnastics, trampoline, aerobics						
Hockey						
Horse riding/equestrian activities				↓	↓	↑
Hunting and shooting						
Indoor climbing						
Māori activities (eg, kapa haka)	↑	↑	↓	↑	↓	↓
Martial arts (eg, karate, judo)				↓		↑
Motor sports	↓	↓	↑			

Continued following page

### Chart Key:

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools
- ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

No symbol = no significant difference between boys/girls of the same socio-economic background

0 = not mentioned by one or more of the groups

### Example

Girls attending low-decile schools were significantly more likely than girls attending medium- and high-decile schools to want to try or do more basketball.

### Notes:

- 1 Students could write in up to five sports/activities or tick a box to indicate that there were “no/none” activities they were interested in.
- 2 Some activities were mentioned by a small number of students and have been grouped together. None of these activities made it to the top 10s.
- 3 Results above are based on all students, including the 10% of students who did not answer this question.
- 4 The survey took place just before the 2011 Rugby World Cup and this may have influenced young people’s interest in rugby.



	Sports and active things young people would really like to try or do more of					
	Boys			Girls		
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)
Mountain biking						
Netball				↑	↑	↓
Orienteering						
Pacific activities (eg, kilikiti, soke)				↑	↑	↓
Roller blading and other wheel sports						
Rowing				↓	↓	↑
Rugby, Rippa rugby				↑	↑	↓
Rugby league	↑	↑	↓	↑	↑	↓
Running, jogging, cross-country			↓			↑
Sailing, yachting	↓	↑		↓	↓	↑
Skateboarding						
Skiing				↓	↓	↑
Snowboarding						
Softball, T-ball	↑	↓				
Squash						
Surfing (not bodyboarding)	↓	↑		↓	↓	↑
Swimming						
Table tennis						
Tennis		↓				↑
Touch	↑	↑	↓	↑		↓
Tramping, bush walks						
Tri(athlon), duathlon	↑	↓	↓			↑
Volleyball, Kiwi volley						
Walking for fitness	0	0	0	0	0	0
Water polo, Flippa ball						
Other ball sports/games	↑	↓	↓			↑
Other bike activities	0	0	0	0	0	0
Other ice/snow-sports/activities						
Other water sports				↓		↑
Other sports/activities						
Outdoor pursuit courses/programmes						
Sports tournaments/events						
Games		↑		↑		↓
Not interested in any sports/activities			↓	↑	↑	↓

# Appendix 7:

## Summary table – sport and recreation activities organised by school outside of class time (10 to 18 year-olds)

Participation in sports and activities – this year	Organised by school (outside of class time)					
	Boys			Girls		
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)
Adventure racing	↑		↓	↑		↓
Athletics, track and field						
Badminton				↑	↓	
Basketball, Mini-ball	↑ ↑	↓	↓	↑ ↑	↓	↓
Bodyboarding						
Canoeing, kayaking						
Cricket				↑	↓	
Cycling, biking						
Dance (eg, ballet, b-boy, b-girl)	↑ ↑	↓	↓			
Fishing		↑	↓ ↓			
Football, soccer, futsal		↓	↑	↑		↓
Games	↑ ↑	↓	↓	↑		↓
Golf						
Gymnastics, trampoline, aerobics						
Hockey						
Indoor climbing						
Māori activities (eg, kapa haka)		↑	↓ ↓	↑	↑	↓ ↓
Martial arts (eg, karate, judo)	↑ ↑	↓	↓			
Mountain biking						
Netball	↑ ↑	↓ ↑	↓ ↓			
Orienteering						
Pacific activities (eg, kilikiti, soke)	↑ ↑	↓	↓	↑ ↑	↓	↓
Rowing						
Rugby, Rippa rugby	↑ ↑	↓	↓	↑ ↑	↓ ↑	↓ ↓
Rugby league	↑ ↑	↓ ↑	↓ ↓	↑ ↑	↓ ↑	↓ ↓
Running, jogging, cross-country						
Sailing, yachting						
Skateboarding		↑	↓ ↓	↑		↓
Skiing						
Snowboarding						
Softball, T-ball	↑ ↑	↓ ↑	↓ ↓	↑ ↑	↓ ↑	↓ ↓
Surfing (not bodyboarding)						
Swimming		↑	↓ ↓			
Table tennis		↑	↓			
Tennis						
Touch	↑ ↑	↓ ↑	↓ ↓	↑ ↑	↓ ↑	↓ ↓
Tramping, bush walks						
Tri(athlon), duathlon						
Volleyball, Kiwi volley		↑	↓ ↓	↑	↑	↓ ↓
Walking for fitness		↑	↓ ↓	↑ ↑	↓	↓
Water polo, Flippa ball						
Other kinds of sport or active things						
<b>Done at least one of these activities</b>						
Not done any of these activities						

See Chart Key on page 102

# Appendix 8:

## Summary table – sport and recreation activities done in PE/fitness (10 to 18-year-olds)

Participation in sports and activities – this year	Done in PE/Fitness					
	Boys			Girls		
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)
Adventure racing	↑		↓	↑ ↑	↓	↓
Athletics, track and field						
Badminton						
Basketball, Mini-ball						
Bodyboarding	↑		↓			
Canoeing, kayaking						
Cricket						
Cycling, biking						
Dance (eg, ballet, b-boy, b-girl)						
Fishing						
Football, soccer, futsal						
Games						
Golf						
Gymnastics, trampoline, aerobics				↓		↑
Hockey						
Indoor climbing		↑	↓			
Māori activities (eg, kapa haka)	↑	↑	↓ ↓	↑		↓
Martial arts (eg, karate, judo)	↑		↓			
Mountain biking						
Netball						
Orienteering						
Pacific activities (eg, kilikiti, soke)	↑ ↑	↓	↓	↑ ↑	↓	↓
Rowing						
Rugby, Rippa rugby						
Rugby league	↑	↓		↑ ↑	↓ ↑	↓ ↓
Running, jogging, cross-country						
Sailing, yachting						
Skateboarding	↑	↑	↓ ↓			
Skiing						
Snowboarding						
Softball, T-ball						
Surfing (not bodyboarding)	↑		↓			
Swimming						
Table tennis						
Tennis						
Touch	↑	↑	↓ ↓	↑		↓
Tramping, bush walks						
Tri(athlon), duathlon						
Volleyball, Kiwi volley						
Walking for fitness	↑	↑	↓ ↓	↑		↓
Water polo, Flippa ball						
Other kinds of sport or active things						
<b>Done at least one of these activities</b>						
Not done any of these activities						

See Chart Key on page 102

# Appendix 9:

Summary table – participation in sport and recreation activities in informal settings (while “mucking around”) (10 to 18-year-olds)

Participation in sports and activities – this year	Done when “mucking around”								
	Boys			Girls					
	Low (1-3)	Medium (4-7)	High (8-10)	Low (1-3)	Medium (4-7)	High (8-10)			
Adventure racing				↑	↑	↓	↓		
Athletics, track and field									
Badminton									
Basketball, Mini-ball					↑	↑	↓	↓	
Bodyboarding	↓	↓	↑	↑	↓	↓	↑	↑	
Canoeing, kayaking	↓	↓	↑	↑	↓	↓	↑	↑	
Cricket									
Cycling, biking	↓		↑		↓	↓	↑	↑	
Dance (eg, ballet, b-boy, b-girl)	↑	↑	↓					↓	
Fishing				↓		↑	↑		↓
Football, soccer, futsal									
Games									
Golf				↓		↑			
Gymnastics, trampoline, aerobics				↓	↓	↑		↑	
Hockey									
Indoor climbing				↓	↓	↑		↑	
Māori activities (eg, kapa haka)	↑	↑	↓	↑	↓	↓	↓	↓	
Martial arts (eg, karate, judo)		↑	↑	↓	↓				
Mountain biking	↓	↓	↑	↑	↓	↓	↑	↑	
Netball	↑	↑	↓						↓
Orienteering									
Pacific activities (eg, kilikiti, soke)	↑	↑	↓	↓	↑	↑	↓	↓	
Rowing									
Rugby, Rippa rugby		↑		↓	↓	↑	↑	↓	↓
Rugby league	↑	↑	↓	↑	↓	↓	↑	↓	↓
Running, jogging, cross-country			↑		↓	↓	↑	↑	
Sailing, yachting									
Skateboarding							↑		↓
Skiing		↓	↓	↑	↑	↓	↓	↑	↑
Snowboarding					↓			↑	
Softball, T-ball	↑	↑	↓		↓	↑	↑	↓	↓
Surfing (not bodyboarding)				↓	↓	↑		↑	
Swimming				↓	↓	↑		↑	
Table tennis									
Tennis		↓	↓	↑	↑	↓	↓	↑	↑
Touch	↑	↑	↓	↑	↓	↓	↑	↓	↓
Tramping, bush walks					↓	↓	↑	↑	
Tri(athlon), duathlon									
Volleyball, Kiwi volley	↑	↑	↓		↓	↓	↑	↓	↓
Walking for fitness		↑		↓		↓	↓	↑	
Water polo, Flippa ball									
Other kinds of sport or active things									
<b>Done at least one of these activities</b>									
Not done any of these activities									

See Chart Key on page 102

# Appendix 10:

## Extent to which different factors would encourage young people to play sport more often (10 to 15-year-olds)

Would you play sport more often than you do now, if ...?

	BOYS	Yes %	Maybe %	No %	Mean score ranking
<b>You could choose the sports that you played</b>	All	55.7	20.8	23.5	2
	Low-decile (1-3)	61.5	21.7	16.8	2
	Medium-decile (4-7)	57.9	21.2	21.0	2
	High-decile (8-10)	50.0	20.0	30.0	2
<b>Your school offered sports that you like outside of class time</b>	All	57.7	23.8	18.5	3
	Low-decile (1-3)	61.5	24.6	13.9	3
	Medium-decile (4-7)	58.0	24.1	17.9	3
	High-decile (8-10)	55.2	23.0	21.8	3
<b>There were more competitions because you really like winning</b>	All	37.6	29.6	32.8	1
	Low-decile (1-3)	41.0	29.8	29.2	1
	Medium-decile (4-7)	36.9	30.4	32.7	1
	High-decile (8-10)	36.8	28.5	34.8	1
	GIRLS	Yes %	Maybe %	No %	Mean score ranking
<b>You could choose the sports that you played</b>	All	60.1	22.0	17.9	2
	Low-decile (1-3)	65.6	25.0	9.3	3
	Medium-decile (4-7)	61.4	20.7	17.9	2
	High-decile (8-10)	54.0	23.1	23.0	2
<b>Your school offered sports that you like outside of class time</b>	All	57.7	24.6	17.6	3
	Low-decile (1-3)	56.6	26.8	16.6	2
	Medium-decile (4-7)	59.8	22.6	17.5	3
	High-decile (8-10)	54.6	26.7	18.7	3
<b>There were more competitions because you really like winning</b>	All	27.9	30.4	41.7	1
	Low-decile (1-3)	30.8	32.9	36.3	1
	Medium-decile (4-7)	27.7	30.4	41.9	1
	High-decile (8-10)	26.2	29.3	44.5	1

Significantly higher/lower than for young people of the same gender attending low-decile schools

Significantly higher/lower than for young people of the same gender attending medium-decile schools

Significantly higher/lower than for young people of the same gender attending high-decile schools

### Notes:

- Mean rankings are based on the mean response for each factor; where “yes” equals 3, “maybe” equals 2 and “no” equals 1.
- The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.

# Appendix 11:

## Who influences most when choosing what sport and active things to do (10 to 15-year-olds)

Who influences you the most when you choose what sport and active things you do?

	All Boys	Boys attending low-decile (1-3) schools %	Boys attending medium-decile (4-7) schools %	Boys attending high-decile (8-10) schools %
A parent or caregiver	49.1	41.8 ↓	52.1 ↑	49.0
A friend or friends	41.2	39.5	42.9	40.0
A famous sports personality	34.5	33.6	34.4	35.0
A famous sports team	25.1	26.9	24.5	25.0
A brother or sister	24.1	27.0 ↑	26.3 ↑	19.7 ↓↓
A coach or instructor	23.5	15.7 ↓↓	25.6 ↑	24.9 ↑
Someone else	18.9	22.3 ↑	20.4 ↑	15.1 ↓↓
A top player/team at my school or club	12.7	15.3	12.6	11.3
A teacher	7.4	11.1	6.8	6.3
No one influences me	9.7	7.4 ↓	8.2 ↓	13.0 ↑↑
No – I don't do any sport/active things	3.5	5.3	3.3	2.8
	All Girls	Girls attending low-decile (1-3) schools %	Girls attending medium-decile (4-7) schools %	Girls attending high-decile (8-10) schools %
A parent or caregiver	56.4	53.2	58.9	54.0
A friend or friends	53.9	48.7	54.9	55.4
A brother or sister	31.4	38.1 ↑	31.5	27.1 ↓
A coach or instructor	26.2	22.2 ↓	24.7	31.4 ↑
A famous sports personality	21.5	23.5	21.4	20.2
Someone else	18.9	22.2	19.1	16.4
A famous sports team	13.9	16.2	13.1	13.9
A top player/team at my school or club	10.7	11.1	9.6	12.6
A teacher	9.9	13.5 ↑	10.5 ↑	6.6 ↓↓
No one influences me	6.3	7.1	6.5	5.3
No – I don't do any sport/active things	4.3	5.8	4.3	3.3

- ↑ ↓ Significantly higher/lower than for young people of the same gender attending low-decile schools  
 ↑ ↓ Significantly higher/lower than for young people of the same gender attending medium-decile schools  
 ↑ ↓ Significantly higher/lower than for young people of the same gender attending high-decile schools

### Notes:

- The students who answered this question in the Years 7 to 10 survey form were mostly 11 to 14-year-olds, but some 10- and 15-year-olds also answered this question and are reported on here.



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