

Secondary School Sport SA sports coordinators induction

This handbook isn't intended to be a prescriptive document as all schools are subtly and significantly different. A unique and important aspect of the dynamic nature of our profession is the ability for teachers and educators to be creative and to bring a little of their own personality to the role. This handbook will however raise points, strategies or ideas for your consideration based on an extensive survey of sports coordinators across all South Australian government and non-government schools.

This handbook may also be useful in:

- designing a vibrant, inclusive sporting program to achieve extra-curricula learning outcomes not available in a normal lesson or subject based curriculum
- creating a life-long appreciation of social, physical and psychological health benefits of regular exercise and involvement in sport
- creating a community link with sporting clubs and organisations to facilitate the transition to post-secondary sporting opportunities
- creating a positive environment supported by the majority of members of the school community, including administration, general teaching and support staff, students and parents
- promoting sports participation within your school
- establishing a safe, inclusive sporting environment that meets departmental and school requirements
- negotiating an appropriate time release to enable you to complete the role effectively
- negotiating budgets
- fostering effective and efficient time management.

Job description

Each school will generally have a job and person specification for the role of sports coordinator. These will vary significantly dependent upon the complexity of the sports program. However, the following may be considered a list of tasks, skills and personal attributes necessary to successfully complete the role.

Responsibilities

The sports coordinator will usually:

- be accountable to the HPD coordinator (or alternative line manager), and will be responsible for the planning and delivery of an engaging, safe and inclusive sporting program targeting the students within their school
- promote regular active, enjoyable participation as a lifelong aim in recognition of the social, physical and psychological health benefits
- endeavour to maintain or increase current sports programs and explore opportunities to offer and promote alternative or new programs
- provide opportunities for student leadership in areas such as officiating, scoring, coaching and event managing
- recruit and coordinate team managers and coaches, including arranging all necessary equipment and uniforms and where necessary administrative approval, student consent/payment, transport, officials and venues including any associated payments
- manage the sport budget to ensure an effective and accountable program recognising the principles of social justice and inclusivity
- recognise the principles and concepts of risk management and due diligence to ensure programs meet the department, school and zone requirements.



Special conditions

At times the sports coordinator may need to:

- undertake weekend or out-of-hours supervision of sport teams
- travel to accompany school sport teams
- use their own vehicle to assist with transport of equipment or to travel to a sport venue.

Benefits

- A great opportunity to make a difference in the very broad and diverse environment of a secondary school. To leave a legacy of a vibrant, inclusive sport program with a wide range of sports open to all members of your school community.
- To bring about life-long skills and an appreciation of the social and health benefits of regular, enjoyable physical activity.
- The development of skills and personal attributes that may assist in a career promotion to a middle management role such as learning area coordinator, assistant principal, zone sports convenors or school sport officer within Secondary School Sport SA.

Sport philosophy

Sporting competitions frequently have differing philosophies about winning, participation and inclusivity. However, all sports programs should have as their foundation development of the key components of:

- sportsmanship (including accepting the principles of fair play, winning and losing, accepting the umpires decision)
- team and individual skills and game strategies
- a sense of enjoyment
- social inclusion and equal opportunity
- an appreciation of the life-long benefits of some form of regular exercise.

It is most important that team coaches, managers, students and parents are made aware of the differing philosophies applied to the different sporting programs. Publication of a sporting philosophy for your school may be useful.

The following overviews may also be useful as a guide.

Weekly sport and zone carnivals

Most schools approach their regular weekly sport and zone carnivals (including come 'n' try days), as an entry level competition with enjoyable regular participation and skill or team development considered as more significant than a focus upon winning. Where a zone carnival leads into a knock-out program, a school may enter multiple teams where one has an increased focus on winning (or perhaps field a strong team plus additional teams with less experienced players who are playing more for enjoyment or social reasons). Refer to the example in Appendix 1: Example of a zone sport philosophy.

Secondary School Sport SA knockout sport

In contrast to regular weekly sport, most schools place a greater emphasis in knockout sport on the selection of their strongest team and a greater focus on winning.

Time release for the sports coordinator

As sports programs differ in size and complexity, it is not possible to uniformly apply an appropriate time release to all schools. However, the following suggested strategies may be useful when negotiating an acceptable release from classroom duties.

As most sports coordinators will attest, any time release will generally fall short of what the job will actually demand.

Schools will usually have a pre-determined time release (non-teaching load – usually determined by the admin or timetabling team) that reflects the job and person specifications and complexity of the sports coordinator's position.

Factors that should be considered in the allocation of time release may include:

- size of the school and number of teams and competitions entered by the school including regular weekly sport, carnivals and knockout sport
- whether the position attracts a salary increase
- whether the position has additional assisting staff such as an SSO
- whether there are any weekend or evening competitions
- additional duties such as marking out of playing fields, coordination or leadership of school sports days, washing and sorting of sports uniforms etc.
- number of staff, coaches and team managers that need to be supervised
- size and complexity of the budget
- whether your school acts as a host or base school for a regular competition.

What is reasonable?

The majority of sports coordinators receive an average time release of 1 non-teaching line or 0.2 of a full time position. Additionally, not having a morning home class/group commitment is considered advantageous as this time is often most useful to contact students and ensure travelling teams depart efficiently. Some lessened yard duty commitment is often negotiable.

Strategies for negotiating an increase (or an appropriate time release)

Information supported by data and facts will usually strengthen your position to negotiate with school management successfully.

If you have no time release or vastly inadequate time release, consider:

- negotiating an appropriate time release when first considering or applying for or offered the position. It is much easier to do this prior to timetables being finalised than changing loads once classes have been allocated
- looking at schools of similar size and sports programs within your immediate zone or district and raise this as an agenda item at an appropriate zone meeting to explore what is happening in other schools
- speaking with your zone convenor as they will often be aware of time release for sports coordinators in similar schools
- making a list of all duties expected to be completed to accurately reflect the complexity of the position
- speaking with your predecessor to determine if time allocated in the past has been sufficient
- enlisting the support of your immediate line manager (most likely the H&PD coordinator) as they will usually be part of the school's middle management team or structure
- bringing to the attention of timetablers or appropriate administration if the nature or extent of the sports program changes – for example significant increase in the number of teams or competitions entered, becoming a host school for a regular competition.

If the time release is grossly inadequate, don't be afraid to say so if a reasonable time is not approved. With insufficient time, the teaching of your normal classes may suffer greatly. As a general rule, sports coordinators are not advised to teach very senior classes such as year 12 as frequent time out of school will make it difficult to manage a commitment to this year level.

Resources and equipment

Hopefully your predecessor will have maintained an effective resource file to assist your transition to the role. If not, start one. Generally, there will be resources in some form. However, consider your greatest legacy may well be to leave behind a successful, well documented and maintained sports program that is relatively easy for someone else to continue.

An effective and efficient resource should consist of folders suitably indexed or labelled:

- containing hard copies of all material and computer files
- to make the process of annually updating material easier.

Additional strategies may include speaking with other H&PD staff to determine what has been done in past years and identifying the location of current resources.

Equipment

Ensure that all equipment is suitably identified and labelled (engraved or marked in permanent ink) to reduce incidence of theft or misplaced equipment. Most schools select a better quality of equipment to be used specifically for competing sport teams and keep this equipment separate from general physical education gear.

Establish suitably equipped sets of equipment in appropriate carry bags for various teams that will include all relevant gear, including where necessary:

- score books
- safety gear and protective equipment
- positional bibs for sports such as netball
- a suitably stocked first aid kit.

Important links within your school

No sports coordinator, regardless of experience, can operate effectively and efficiently in a school environment without the assistance and support of key personnel and general teaching staff. Sound communication and interpersonal skills are as vitally necessary as a high level of organisation. The following are key personnel (or groups) you need to establish sound links with.

Administration

It is most important to create a strong, supportive relationship with the principal and appropriate school administration. For example, timetable supervisors and deputies responsible for approval of excursions. Principals are always keen to look to improve the community standing of their school, and sporting success is often a conduit to achieve this.

Strategies to foster positive links include:

- inviting the principal to attend significant sporting events such as knockout or weekly sport grand finals or to share in celebrations of success with the presentation of awards, trophies or certificates to teams and individuals at assemblies
- letting the principal know of successful sporting performances of both individuals and teams
- seeking approval for sporting teams for travel or lesson coverage as early as possible to assist administration with relief coverage and/or approval forms to be signed
- placing known events such as carnivals on the school's calendar to create early awareness and avoid clashes.

School bursar or finance officer and SSOs

School sport involves a great deal of day-to-day administration including:

- collection and payment of monies
- newsletter articles
- daily communication such as bulletins
- last minute details such as "that forgotten umpire cash payment".

School SSO's are essential in the smooth operation of any school and it is beneficial to create a supportive link with your bursar or finance officer and appropriate SSOs. Always take the time to recognise and thank them for their work.

Health and personal development coordinator or line manager

Many schools have shared budget lines between physical education and sport or work closely with the ordering of sporting equipment collectively. As a general rule H&PD coordinators can offer leadership, experience and assistance in fulfilling the role of sports coordinators.

General teaching staff

Successful sporting programs generally cannot be run by sports coordinators (or just PE staff) alone. Your ability to generate overall staff support and attract volunteers and assistance is essential to create a strong supportive sports environment. General staff will be able to assist with volunteering to coach, umpire or manage teams and cover for staff away taking these teams. Always use public forums such as staff meetings to both seek assistance and to publicly thank and recognise the efforts of staff that assist in any way. A small gesture of thanks such as a Freddo frog and a personal thank-you to a staff member for coaching a team, whilst small, is frequently appreciated.

Strategies to attract or increase staff involvement

Be careful not to approach or rely on the same 4 to 5 regulars to look after every sports team. You may well burn out their generosity and be left with no one. However, do recognise staff who have a history or of always successfully coaching a particular team. They often get great enjoyment and satisfaction from this involvement and should always be approached first.

- Seek the support of admin to recognise staff prepared to assist with sports programs with such things as: reduced yard duty load, less likely to be given relief lessons, time counted towards training and development where appropriate.
- Look to identify if any staff have a particular interest or skills in a sport not considered high profile in your school. This may present as an opportunity to introduce a new sport eg. Korfbal, lacrosse.
- Some schools ask that all staff commit to at least 1 extra-curricular duty as part of their overall teaching such as, debating teams, school productions and sports teams.
- Encourage students to show appreciation of staff coaches and managers at the end of a term or season.
- It is reasonable to consider the sports coordinators organisational role is to make the task of general teaching staff supervising a sports team as hassle-free and as enjoyable as possible. This organisation should generally include:

- booking transport
- seeking approval from appropriate admin
- arranging student consent and payment forms
- booking venues if necessary
- organising uniforms and equipment
- arranging umpires and any payment associated
- assisting in training.

Grounds staff, storeman or handyman

Always give ground staff plenty of notice when grounds are required so they can schedule tasks such as watering, mowing and line marking. It is important that genuine recognition of their role and contribution to a successful sport program is conveyed whenever possible.

Storemen or handymen are often invaluable in helping maintain and repair general sporting equipment including storage facilities.

Students, senior classes and establishing a sound sports culture

An active, vibrant sports coordinator will often be able to establish (or continue) a sporting culture within a school student community. Genuine enthusiasm, energy, sound communication and organisational skills will assist this process.

Suggested strategies to create a high sporting profile and sound culture within your school may include:

- celebrating success through regular sports reports, updates and presentation of awards etc at public school community forums such as full school and year level assemblies, staff meetings, school newsletters and bulletins, and local newspapers
- creating a highly visible sports honour board in the gym or school foyer that may include photos of successful teams or individuals and incorporate a trophy cabinet
- promoting up-coming competitions and events on a sports notice board
- creating a sports award or leadership program for students considering factors such as wide sports participation or leadership roles including coaching or umpiring
- working with appropriate senior classes such as VET – sport and recreation, senior physical education, or community studies classes to assist with aspects of the sports program including coaching or training of teams or individuals, umpiring, scoring, setting up of grounds and equipment or running competitions for junior year levels. At times it may be appropriate (if budget constraints allow) to pay some of these students a nominal amount for their services, particularly if completed outside of any subject requirements or normal school hours
- creating an environment of accountability with participating students by:
 - communicating the expectation to honour commitments made to play all games scheduled unless appropriate and timely explanations are offered
 - expecting students to pay for participation or transport cost (or refer to the school's social inclusion or social justice policy and take advantage of available funds to support families and individuals in significant financial difficulty so that students don't miss out) and following up on payment rigorously but sensitively with your school bursar or finance officer
- establishing a culture and expectation of a high standard of behaviour to uphold the reputation of the school by incorporating aspects such as:
 - displaying respect towards umpires and officials
 - behaving and communicating appropriately on-field
 - demonstrating the principle of sportsmanship, appropriate reaction and acceptance of winning and losing
 - dressing, presenting and behaving appropriately

- investigating and dealing with inappropriate behaviour by individuals or teams promptly, firmly and consistently. Appropriate communication and an apology where necessary to opposition schools or officials are also an important part of this process. A useful guide may be found in the Secondary School Sport SA website with policies on swearing, fighting, racial vilification, and codes of behaviour for players, teachers and coaches, parents and spectators.

Important links outside of your school

The following will all be useful at various stages in the successful running of any sports program.

Secondary School Sport SA:

- are able to assist with all knockout sport and advise on most areas of sports management and the running of sports events and programs
- issue a calendar to all schools at the start of each year
- publish online knockout nomination instructions and forms on their website at <https://www.decd.sa.gov.au/teaching/sport/sports-and-competitions/knockout-competitions-secondary-school-sport-sa>
- email schools to let them know that draws, rules etc are available online
- publish knockout draws, rules, latest results (generally updated weekly), state and interstate teams and competition info, and individual sport links including students with disabilities

Zone sports convenors may be able to assist with:

- sporting carnivals and events run within their zone
- general information on issues such as student behaviour and appropriate consequences, time release, rules and regulations, availability of officials and venues

Many other schools sports coordinators are very experienced sports managers with years of experience and are more than happy to pass on information and advice. Attendance at sports coordinator meetings offers opportunities to seek advice and support. Regular communication with other sports coordinators as part of a regular weekly sport program is essential.

Sporting clubs and associations, particularly local clubs in your area are often looking for junior players and create a most important link between school and community sport participation.

Sports promotion

Sports programs benefit immensely from effective promotion. Always look to celebrate and publicly recognise team and individual success. Promotion of up-coming events and competitions will generate interest and discussion amongst students prior to calling for competitors. The following are all appropriate forums to facilitate and achieve this:

- assemblies – year level and full-school
- speaking to individual physical education classes
- school newsletter, website and magazines
- sports notice and honour boards
- community newspaper such as The Messenger
- daily bulletins
- staff meetings and staff training and development.

Sports budgets including student costs and charges

Budgets differ hugely depending on the sports program size, complexity and in many cases the emphasis and profile that each individual school places on school sport.

As a general rule, sports budgets are rarely large enough to meet all requirements of a successful program. However, the following may be useful in managing, maintaining and increasing a budget allocation.

- Have your finance officer create a separate income and expenditure budget line for sport to more accurately monitor finances. Sport budgets incorporated into general HPD budgets can often get lost in general spending. However, most schools have the HPD coordinator as the sport budget line manager so a close relationship needs to be established with this person.
- Always look to spend 100% of your budget allocated as most schools move unspent funds back into general spending at the end of their financial year. You can always purchase consumable sport equipment such as balls etc. and store for later use. It is difficult to argue you need more money or to maintain your present budget if you have funds unspent.
- Consider separate applications to the finance committee and school funding areas (independent from the normal sport budgets) for big-ticket items such as new uniforms. Schools often have a separate budget line for larger capital items.
- Determine at the start of your position what aspects and costs of the program need to be met by your sport budget. For example:
 - are 100% of transport cost to be met by students or are they subsidised?
 - what percentage of participation and transport cost are met by student fees and charges for term or individual events?
 - umpire fees
 - uniforms (is there a uniform hire charge?)
 - what percentage of the budget has been allocated to areas such as equipment, association and affiliation fees?
- Keep accurate data on factors such as participation numbers. If you can demonstrate a significant change to the sport program, such as an increase in the number of teams or individuals participating or the introduction of new competitions, you would be in a stronger position to argue a budget increase.
- Explore alternative sources of funding, including government (local council, state and federal) grants and special project funding. Most schools have a percentage of sport operational costs met by fees paid by students. Consider if this amount has been sufficient in the past and look at a comparison of student fees and charges with similar schools in your zone or area.

Risk management and assessment

Secondary School Sport SA and various zone convenors have developed extensive risk management and assessment documents and templates for sporting events and programs. Contact Secondary School Sport SA for copies.

School approval and student consent forms

This should be considered a most important area of sport risk management.

Schools have clearly defined processes on approval and consent for events such as sport excursions. Student consent forms may also contain aspects of student payment required. Allow sufficient time for consent forms to be signed and returned prior to an event. If possible, do not leave the return of forms to the day of the event – students will forget! Consult with your admin personnel to determine arrangements regarding approval to photograph students in sport teams to be used in publications such as newsletters and school magazines.

Do not allow students to attend or participate in a sports program without a signed parent/guardian consent form. Some schools may allow phone contact to seek approval but as a general rule do not rely on this. Adherence to a policy of no consent – no play will create a culture and acceptance of the importance of this process.

Further information on consent can be found on the DECD intranet at <https://myintranet.learnlink.sa.edu.au/ict/communication-and-online-services/social-media/managing-social-media/consent-for-images-and-student-work>

Transport

Schools with access to their own transport such as a bus need to determine the school guidelines around booking, drivers and costs associated with its use.

There are also bus companies available to transport teams to sports venues. The following may be useful suggestions:

- Shop around to determine what a reasonable price is. There can be a great discrepancy between bus companies for the same journey.
- Speak with other school sports coordinators in your area or zone to determine the reputations of different companies. Some can be unreliable.
- Ensure you allow sufficient travel time when booking to factor in traffic delays, peak hour congestion etc. to enable teams to arrive on time.
- Once you have decided on a reliable service, look to book and re-book with this same company as much as possible. Greater patronage and loyalty by your school may enable you to negotiate a reduced price or call in favours such as the unlikely event of a last minute booking at short notice. Also with a large number of bookings, they are less likely to let you down by arriving late.
- For regular weekly sport, place a booking for the whole term or season as early as possible once the program is known.
- Ensure student behaviour on bus trips is exemplary with active staff supervision. School reputations can be damaged by poor student behaviour on the way to an event. Some companies refuse bookings from specific schools with a record of poor behaviour.
- For small teams or individuals consider:
 - taxis
 - parent or teacher vehicles (with prior approval from admin and appropriate student consent)
 - companies such as Des's Mini Buses have 8, 12, 18 and 21 seat vehicles and charge by journey length/time
 - most larger buses companies apply a flat rate that often doesn't change for very short trips
 - having students meet at the venue (if close to the school) and relying on parents to drop their children off or students may be able to walk
 - public transport (bus or train) if routes and timetables allow
 - students driving their own vehicles (either alone or with other students) is a last resort and must be carefully considered and risk assessed prior to approval. Seek admin advice, school guidelines and approval before considering this alternative.

Student movement

Students are often required to leave or miss lessons to participate in sport events. General teaching staff and SSOs, such as front office personnel, need to know:

- what students are involved, including students who may accompany teams as officials

- departure and return times
- the destination or event venue
- which supervising teachers accompanying the teams.

The method of communicating this will vary from school to school but may include:

- excursion notice boards in an area accessible to all staff (consider an additional copy to front office or reception staff as they will often be asked to field questions)
- daily communication mediums such as a daily bulletin
- the school calendar – updated immediately prior to the event.

If students are required to leave a lesson on a regular basis, for example, weekly afternoon school sport, then consider a form of 'movement pass' or 'out of lesson pass' – refer to Appendix 2: Example of a student movement pass for regular weekly sport.

If this organisational aspect of a sports program is ignored or poorly managed you will often lose the support of general teaching staff and school administration.

Communication

Regular communication is essential to the smooth operation of any sports program. Whether arranging or confirming playing venues, teams competing or last minute changes, it is vitally necessary for you to be able to be contacted and for you to regularly check for emails, faxes and messages.

Emails

Secondary School Sport SA and the vast majority of sports coordinators and zone convenors use email as a regular method of communication. It will be necessary to check and reply to emails at least daily whenever possible.

Mobile phone

Most sports coordinators have a mobile phone provided and paid for by their school. If you do not have a school mobile, consider approaching your administration for support. In addition to assisting in operational communication, it can be justified as a most important safety tool in that:

- it allows emergency contact from a venue to school in the event of delays
- school personnel are able to contact students participation (via the sports coordinator) in the event of a family emergency
- it enables easy contact with transport companies if they haven't arrived on time
- it allows emergency contact with an ambulance or parents in the event of a student injury etc.

Faxes

Faxes have been replaced in part by emails, however they are still used on a semi-regular basis. Ensure that your front office staff forward faxes received to you as soon as possible.

Meetings and training and development

Sports coaches or team manager meetings can be useful at the commencement of a program to convey all necessary information such as programs, team lists etc.

Zone convenors will generally hold a meeting at least once per term for sports coordinators in their area. It is important that you attend these meeting to stay up-to-date with programs and events. If you are unable to attend consider sending a proxy or contact the zone convenor to consider agenda items and input.

Additionally, the majority of zones conduct an annual review (usually in term 4) to evaluate events and programs conducted throughout the school year. These meetings are often attended by Secondary School Sport SA school sport officers, and are a valuable source of information on the operations of Secondary School Sport SA and its programs.

Training and development opportunities in the area of sports management don't come up very often. If they do, and they are relevant to your role and position, you should seriously consider attending. The vast majority of your training and development is likely to occur on the job and hopefully in a mentoring capacity with the previous sports coordinator and your peers.

Useful phone numbers and contact details

All zone convenors publish a list of contact details (email, mobile phone, school phone, fax and postal address) for schools within your zone. Keep this list handy as you will use it frequently. It may be useful to add to this list contact details for:

- Secondary School Sport SA
- school sport officers
- bus companies
- sport facilities and near-by stadiums
- umpires
- any additional numbers used on a regular basis.

Appendix 1: Example of a zone sport philosophy

The zone recognises that the playing of sport by individuals encompasses an enormous range of experience and situations. As a general rule, zone competitions such as carnivals, weekly sport and come and try events cater for entry level competitors where players have never played before or are just grasping the concepts of the game.

Everything should be done to develop what is deemed to be the 'right and proper' way of playing sport including things like:

- fun, enjoyable, regular exercise through sport is paramount to the program and more important than winning.
- the concept of good sportsmanship is to be strongly encouraged, including acceptance and appropriate response to winning and losing.
- coaching, skill development and the teaching how to play are desirable and to be encouraged during the playing of the match.
- less experienced players should not be overlooked in order to win a match.
shaking hands at the end of a match or other similar courtesies.

This is not an exhaustive list but should give the idea of the intent of the competition. The zone program is seen as being in contrast to the Secondary School Sport SA knockout championships where winning is of foremost importance and mass involvement is not considered as such a high priority.

Appendix 2: Example of a student movement pass for regular weekly sport

Out of lesson pass

This pass is necessary for you to leave your afternoon lessons to attend weekly sport. It is to be signed or initialled by your coach and the teacher of the lesson you leave to go to weekly sport. Without this pass, you may not be allowed to participate.

Student name: Home group:

Sport played:.....

Coach:

Date	Week	Coaches initials	Subject left (teachers initials)	Home/away game
	2			H/A
	3			H/A
	4			H/A
	5			H/A
	6			H/A
	7			H/A
	8			H/A
	9			H/A
	10			H/A

Students please note

You must meet with your coach each week (usually at recess or lunch time on Tuesday) to collect your pass, this also confirms your availability for the game on that particular day.

If playing away

Leave your lesson at 2.25pm and assemble in front of student services office.

If playing at home

Leave your lesson at 2.45pm and move to your playing area eg netball courts.

Give your pass to your coach either on the bus or as you arrive at your playing area.

Appendix 3: Example of a parent letter and student expectation

This should be printed on school letter head.

Dear parent/guardian,

Interschool sport

Your child has expressed a desire to play interschool sport for _____ High School. Please complete the accompanying student information and consent form.

All games are played on Tuesday afternoons (3.00 to 4.30 pm) on a school versus school basis. A hire bus will be used to transport teams to away games. Parent or staff transport may also be required on certain occasions.

A fee of \$15 per player for the term applies and must be paid in advance before a student can participate.

Before teams are nominated, there must be:

- a firm commitment from your child. If you sign the consent form, please support your child in this commitment.
- a person(s) to supervise and/or coach the team. Parents or community members are able to coach but a member of staff needs to be in attendance at the games as well.
- adequate numbers of players that have paid.

Parents, staff and students can contribute to maintain the sporting program.

Please read the list of responsibilities of participants on the back of this page.

If you have any questions regarding school sport, speak to the sports coordinator, Mr/Ms _____ during school hours – phone _____.

Yours sincerely,

Mr/Ms. _____
Principal

Mr/Ms _____
Sports Coordinator

Expectations of students participating in the interschool sport program

When you return your nomination form, you are indicating that you definitely wish to play in that sport for the school.

If selected, you are expected to:

- attend all practices called
 - let the coach know before the practice if you are unable to attend – don't ask someone else to let the coach know; do it yourself
- pay your money to Student Services before playing your first game
- not let the coach and your team mates down!
- attend all matches you are chosen to play in
- let the coach know as early as possible if you can't play in a team so that a replacement can be found
- wear the required uniform for matches
- play to the best of your ability for yourself and the team
- enjoy your involvement and aim to improve your skills
- treat your team mates, your coach, umpires and the opposition with respect.
- remember that this is a school activity and normal school rules and expected behaviour still apply whenever and wherever the sport is held
- talk to your coach or the school sports coordinator if you have any problems or suggestions for improvement.

Thanks for participating, we hope that you enjoy it.

Mr/Ms _____
Sports Coordinator

_____ High School