

Encouraging Active Schools

2011 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Shared facilities for physical activity

The 2011 Opportunities for Physical Activity at School survey asked schools about the sharing of facilities within the community. In this regard, schools were asked:

- Whether they consult with the municipality and community when they develop new or renovate existing schools;
- Whether they had an agreement with municipalities regarding the shared use of facilities; and,
- About access and fees for use of school facilities.

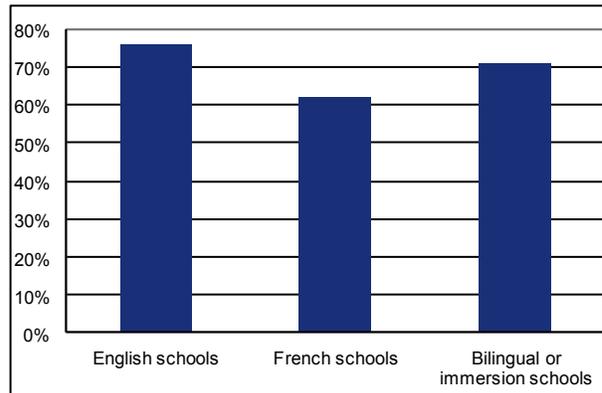
Consultations with developing new or renovating schools

A significant proportion of respondents (56%) did not know whether or not their schools or school boards consult with local community groups, municipal recreation departments and others to ensure that community needs are considered when new schools are built or when others are renovated. Among those that were aware, almost three-quarters of schools (72%) indicate that their school or school board consults with these types of groups in order to ensure that the community needs are considered in the planning and development. A greater proportion of elementary schools indicate that their school or school board consults with other groups when planning or developing schools compared to comprehensive schools (comprised of both elementary and secondary grades). A greater proportion of public schools consult with these other groups in their planning and development compared to other types of schools. Relatively more English schools (76%) consult with other groups compared to French schools (62%). No significant differences exist between schools, however, with respect to the school size, community size, income, location, or region.

Trends – There has been no change in the overall proportion of schools that indicate that they, or their school board, consult with local community groups, municipal recreation departments, or others in order to ensure that the community needs are considered when new schools are build or existing schools are renovated. In 2011, relationships between community consultation and language of the school or school type (i.e., public versus non-public schools) have newly emerged, as these relationships were not significant in 2006.

FIGURE 1

Consultations when developing new or renovating schools by language, 2011

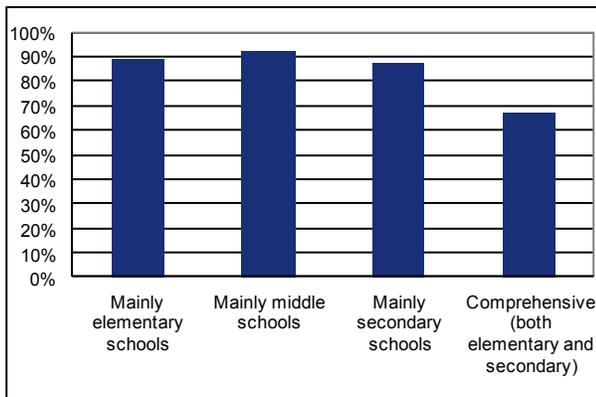


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Agreement for shared use of facilities

The majority (86%) of schools indicate that they have an agreement in place with municipalities regarding the shared use of either the school or municipal facilities for physical activity. The smallest schools (less than 200 students) are least likely to indicate that they have an agreement in place, however, this proportion is still high (79%). Comprehensive schools (schools which are comprised of both elementary and secondary grades) are less likely than primarily elementary schools to indicate that a shared use agreement exists within their school or school board. A greater proportion of public schools indicate that a shared use agreement exists compared to non-public schools. Relatively more schools which with a large proportion of minority populations say that they have shared use facility agreements compared to those schools that have few or none. There are no differences with respect to region, size of the community in which the school is situated, and primary language of the school.

FIGURE 2
Agreements for shared use by school type (grade level), 2011



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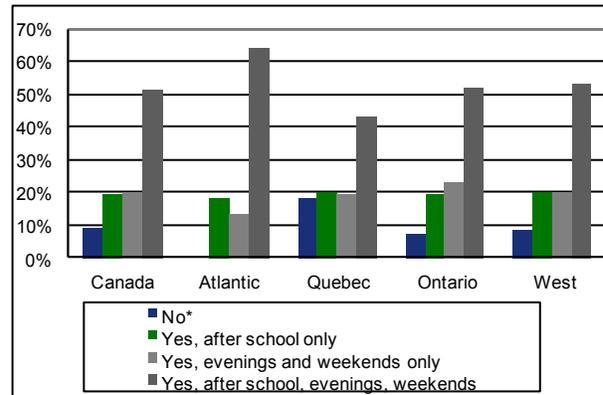
Trends – Generally speaking there have been no differences since 2006 in the proportion of schools that say that an agreement for shared use of facilities exists between the school and municipalities. Relationships over time between a shared use agreement and school type (i.e., public versus non-public schools) have remained consistent over time. There has been some regional variation, however, over time. In 2006, schools in the Atlantic were less likely than the national average to say that a shared use agreement was in place, however, this relationship was not significant in 2011.

Community access to schools

Schools were also asked about community access to school facilities for the purposes of physical activity or sport outside of school hours. Half of schools (51%) indicate that school facilities are available after school, in the evenings or on weekends, 20% indicated evenings and weekends only, a further 19% said after school only, and the remaining 9% reported that the community does not have access to school facilities. Compared to the national average, relatively more schools in Quebec say that there is no access to school facilities and relatively fewer schools in this province say that schools are available after school, evenings, and weekends. On the contrary, a greater proportion of schools in the Atlantic report that they are available to the community after school, in the evening and on weekends.

Larger schools (500 or more students) are more likely than the smallest schools to say that the school facilities are available on evenings and weekends. Schools situated in small communities (between 1,000 and 9,999 residents) were more likely to indicate that they are available for use after school, on evenings, and weekends compared to schools in the largest communities (300,000 or more residents). A greater proportion of suburban schools say that schools are available only on evenings and weekends compared to schools located in rural and inner city settings, whereas a greater proportion of rural schools say that they are available at all times outside of school hours.

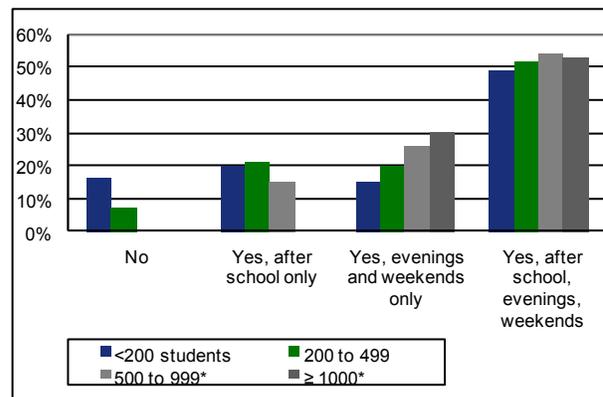
FIGURE 3
Community access to schools by region, 2011



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FIGURE 4
Community access to schools by school population size, 2011



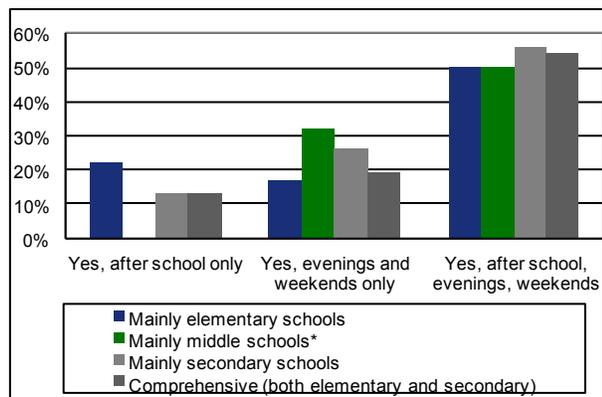
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Compared to secondary schools, a greater proportion of elementary schools indicate that the facilities are available after school to community groups and individuals, whereas relatively more middle and secondary schools indicate evening and weekend use of facilities compared to elementary schools. Relatively more English schools indicated that their facilities were available for use after schools, evenings and weekends, whereas relatively more French schools said that they were not available for use by community groups.

In terms of fees associated with this use, 23% of schools report that no groups have to pay for access, 25% of schools indicate that children and youth groups do not have to pay, however, adult groups do, and a further 52% say that all groups or individuals that use the physical activity and sport facilities at school have to pay fees.

FIGURE 5
Community access to schools by school type (grade level), 2011

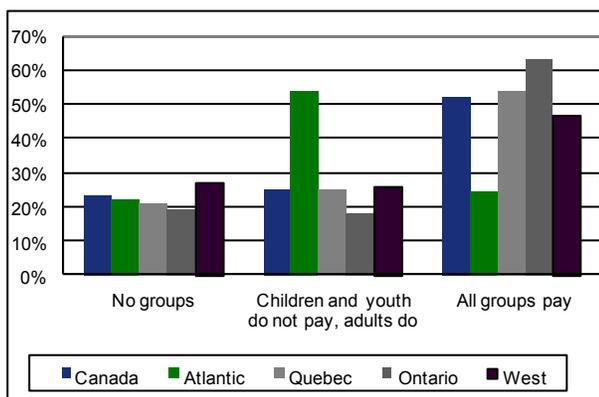


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Compared to the national average, relatively more schools in the Atlantic indicate that children and youth groups do not have to pay for use of the facilities whereas adult groups do, whereas fewer schools say that all groups have to pay. The opposite is true in Ontario, whereby relatively more schools indicate that all groups or individuals have to pay and fewer schools say that only adult groups have to pay fees.

FIGURE 6
Fees to access school facilities by region, 2011

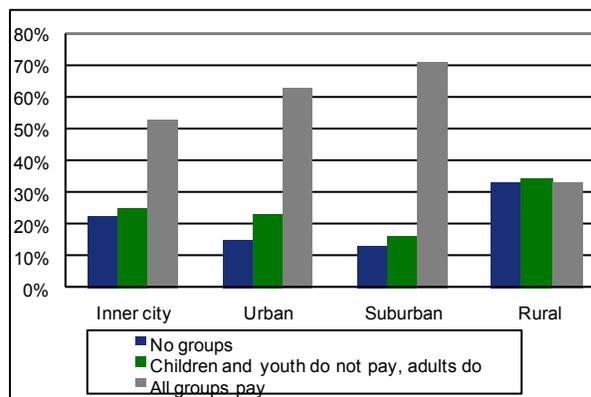


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The proportion of schools that say that no groups have to pay fees for the facilities increases with decreasing student population size, whereby smaller schools are more likely not to charge any fees for the use of their facilities (for example, 11% of schools with 500 to 999 students compared to 39% of schools with less than 200 students). Larger schools are more likely to say that all groups or individuals have to pay when using the facilities compared to smaller schools. There is a general decrease in the proportion of schools indicating that no groups have to pay for use of schools

facilities with increasing community size (48% in communities with fewer than 1,000 residents compared to 14% in communities with more than 300,000 residents), whereas the opposite relationship is true for those indicating that all groups or individuals have to pay. Schools in smaller communities (<10,000 residents) are more likely to report that only adults groups have to pay compared to schools in the largest communities. Rural schools are most likely to say that no groups have to pay for the usage of school facilities, and are more likely than both urban and suburban schools to say that only adults have to pay. On the contrary, suburban schools are more likely than rural and inner city schools to say that all groups have to

FIGURE 7
Fees to access school facilities by school setting, 2011

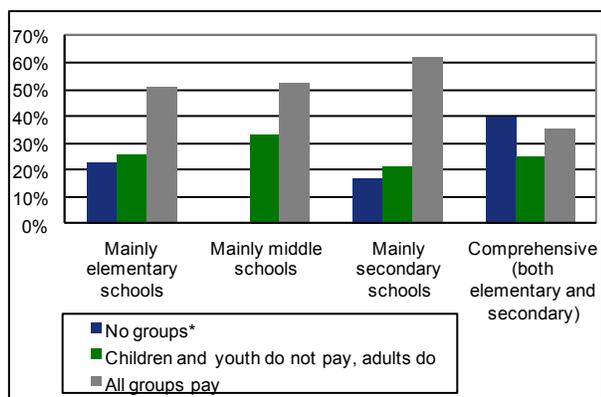


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pay for use, whereas rural schools are the least likely to say this. Comprehensive schools (comprised of both elementary and secondary schools) are most likely to say that no groups have to pay for access, whereas a greater proportion of secondary schools indicate that all groups have to pay compared to elementary or comprehensive schools. Schools with many students high income families are the most likely to say that all groups have to pay for use. Relatively more schools with a small proportion of students from minority populations say that no groups have to pay and are least likely to say that all groups have to pay. Schools with many aboriginal students are most likely to say no groups have to pay and are least likely to indicate that all groups must pay for use.

Trends – Generally, there have been no overall changes since 2006 in the proportion of schools that indicate that the community has access to school facilities for the purposes of physical activity or sport outside of school hours. The relationships between community access and student population size or language that existed in 2006 are still generally consistent in 2011. One difference does appear in the relationship with school type; the difference in community access to schools between public schools and non-public schools that appeared in 2006 is no longer significant in 2011.

FIGURE 8
Fees to access school facilities by school type (grade level), 2011



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