

# Neighbourhood Play System

# Kauri Flats School

JUNE 2024

ACTIVE



Te Kāwanatanga o Aotearoa  
New Zealand Government

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**E mihi kau ana ki ngā tāngata whenua e pupuri ana i te mauri o te whenua mā tātou.  
We acknowledge the people of the land.**



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### With thanks

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# Executive Summary



Ākonga of Kauri Flats engaging in play on te reo hopscotch.

## Fewer than five hours of play a week

Counties Manukau is changing at a rapid pace with the increase in urbanisation having a direct impact on tamariki and how they live their lives. Data shows that tamariki in Counties Manukau are spending significantly less time in their daily lives playing or being physically active, with an average of 4.74 hours dedicated to “play” over a seven-day period.

This statistic was front of mind when developing this Neighbourhood Play System Report for Kauri Flats School in Takanini – a fast growing suburb, with low consideration of play opportunities for tamariki and their whānau.

## A growing community

Over the last 10 years, the population in Takanini has increased by over 60%, from 8,079 in 2013, to over 20,000 in 2023. What used to be a more rural and industrial community, connecting Manurewa and Papakura, is now a thriving hub with new housing developments completed or under construction, and a town centre of its own. Takanini is also representative of the growth in migrant families to Aotearoa, with 43.1% of the population born overseas.

Kauri Flats School is a new school, established to accommodate a swift surge in housing in the area with a lack of existing schools to manage the increasing population. Since its opening in 2017, it has an expanding roll of 500+ ākonga – a much higher growth rate than the anticipated number throughout the planning process.

We have seen through Neighbourhood Play System reports across the country there is a rapid increase in housing development, but a lack of infrastructure to accommodate people moving in. This report suggests that these changes have negatively impacted tamariki and the space, time and permission that exists in the area for play – both inside and outside of the school grounds.

At the time of writing the report, the only access ways to Kauri Flats School and the community itself are from Mill Road (averaging nearly 20,000 vehicles in daily traffic) and Walters Road (averaging nearly 15,000 vehicles in daily traffic). These are both extremely busy roads, making safety a huge concern for parents/caregivers and whānau of tamariki living here. In turn, this limits accessibility to play spaces through active transport (walking, biking, and scootering), with few safety crossings connecting the neighbourhood.



## Just do – make it happen!

Urbanisation, together with the impact of Covid-19, has negatively impacted the hauora (wellbeing) of tamariki and whānau of Kauri Flats School, making hauora a priority across the school. What sets Kauri Flats School apart from others is its innovative ‘can do’ attitude that makes supporting hauora an everyday reality. The philosophy of Kauri Flats: just do – make it happen.

Through gathering insights for this report, we looked at the existing play spaces at school and within a 1km radius of the school. We found opportunities where these could be improved and engaged directly with tamariki at Kauri Flats School to understand how they want play improved – for the hauora of the tamariki and whānau of Kauri Flats.

With an active construction site on its perimeter, and lack of safe access to nearby Bruce Pulman Park, it is not hard to draw a conclusion that tamariki were not front of mind when developing this part of Takanini.

## So, what now?

As a result of all these factors, the tamariki in Kauri Flats are experiencing fewer quality play opportunities than their peers in other suburbs of Auckland and around Aotearoa. Actioning the recommendations of the Kauri Flats School Neighbourhood Play System Report will be critical in being able to give independence back to the tamariki of Kauri Flats School. It will also help us to understand what we, as adult changemakers, can do better when building housing developments at such rapid pace in the future.



Example of unsafe access to Bruce Pulman Park via Kauri Flats subdivision.

Find out more in  
this video story:



A literacy lesson gets ākonga outside and learning through movement at Kauri Flats.

# Introduction

This Neighbourhood Play System report highlights some of the key issues and sets out the current play context at a city, neighbourhood, and school level within and surrounding Kauri Flats School.

It also proposes a set of recommendations that can be implemented by enablers of play through integrated actions, messaging and infrastructure, which promotes play and independent active mobility of tamariki (Figure 1).

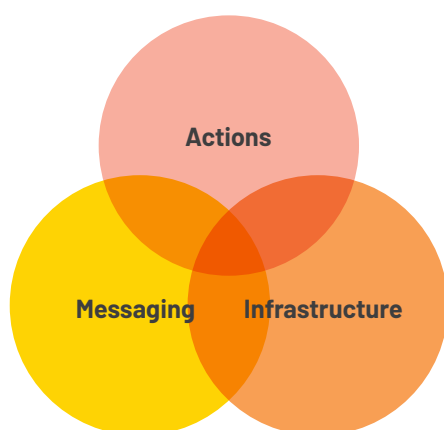


Figure 1: The three domains of work that will sustainably grow play.

- Actions are short-term activations, programmes, projects and events, which drive action. These are often low to no cost, temporary and may include Play Streets or the activation of school and community play spaces.
- Messaging is about how we shape systems, communities, and places for play. This occurs with consideration of council documents, perceptions, and the ongoing impacts/context of spaces. We will usually try to evolve case studies and learnings from locally led approaches into policies, strategies and plans.
- Infrastructure is about the transformation of our public spaces to create playable communities. This recognises the value that play has in the lives of tamariki and whānau, shaping how we consider and design urban environments to be 'child-friendly'.

For example, to address road safety concerns 'Infrastructure' could include installing safe pedestrian crossings along with 'Messaging' (policies) to reduce vehicle speed in the area and 'Actions' to educate tamariki and the community about road safety and the benefits of active and independent mobility for play.

<sup>1</sup> This diagram draws on the work of Australian researcher [Natalie Krysiak](#).

## What is play?

If we think back to our childhood memories, play is spontaneous, tamariki-led, fun, accessible, social and freely chosen with no pre-determined outcome. It is usually highly active with elements of challenge and risk that tests boundaries in an imaginative way. Play allows tamariki the space to practice, learn and develop the skills they need to be active for life. These include fundamental movement skills, self-directed creativity and innovation, social and emotional connections, resilience, independence, leadership and informed risk-taking.

For more information about how we can grow our Aotearoa play system: [Play | Play Development | Sport New Zealand - Ihi Aotearoa](#)

## The right to play?

Children have the right to play and this right is encapsulated in the United Nations Convention on the Rights of the Child - Article 31:

"That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts".

## Play is under threat

The playful upbringing enjoyed by previous generations is no longer as accessible to many tamariki, due to changing social, environmental, technological and economic pressures. Young people need the time, space and permission to play. But with increasingly structured lives and reduced free time, the loss of traditional play spaces such as streets and driveways, heightened fears around safety and risk, and a loss of societal connections means play deprivation is increasingly becoming a national and international concern.

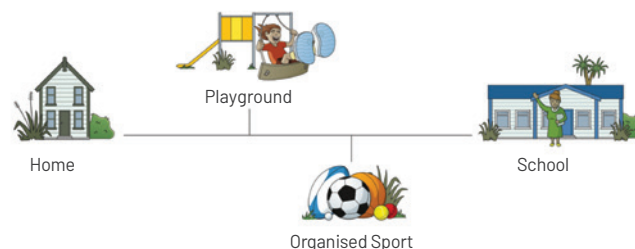


Figure 2: Car-centric play system (tamariki are chauffeured between opportunities and play becomes an activity in the family schedule).<sup>1</sup>

Play spaces and play locations have become car-centric destinations, which require whānau to drive tamariki to for play to occur (see Figure 2). For too many tamariki, however, access to these play spaces and locations are determined by systemic barriers such as income and postcode.



## The neighbourhood footprint

Tamariki and whānau need safe and clean streets, access to green spaces, clean air, things to do, the ability to get around, the freedom to see friends, and somewhere to call home. Each neighbourhood across New Zealand has the opportunity to build upon its own cultural, political, socio-economic and environmental contexts to realise the benefits of play through child-friendly urban planning.

Schools are usually located at the heart of neighbourhoods and communities but more often, school grounds are not publicly accessible after hours (with many schools fenced and gated), therefore dramatically decreasing play opportunities. The neighbourhood footprint surrounding a school is just as important in creating a liveable and playful city for our tamariki and their whānau.

Considering that tamariki spend most of their time at home or at school, these two settings should be used as anchor points for play within the neighbourhood footprint. Providing safe travel routes to enable independence and creating a network of opportunities to play-on-the-way and in every space available helps form the foundations of a truly child-friendly city (see Figure 3).

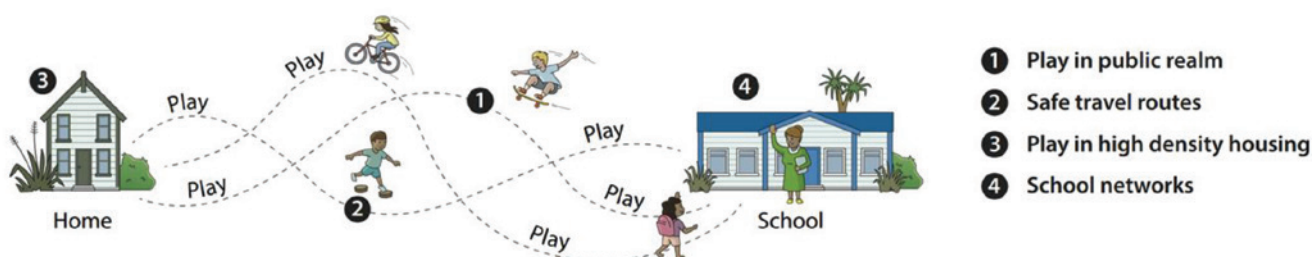


Figure 3: Walkable play system (children have the space, time and permission to play across their neighbourhood).<sup>2</sup>

# The Neighbourhood Play System blueprint

The Neighbourhood Play System provides a blueprint to identify key barriers and opportunities for tamariki to play inside their school and in their surrounding neighbourhood. This is approached through the eyes of tamariki and their whānau who live, work, and play in that community (see Figure 4).

The blueprint seeks to link with local plans and funding opportunities and considers how to embed play elements through school grounds, footpaths, streets, alleyways, greenspaces, waterways, industrial zones, marae, churches, and shops to promote play every day.

## Approach

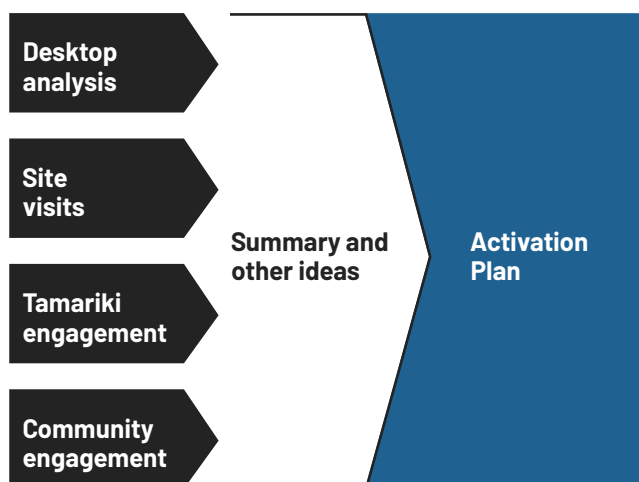


Figure 4: Neighbourhood Play System approach.

<sup>2</sup> This diagram draws on the work of Australian researcher [Natalie Krysiak](#).

## Desktop analysis

The first approach – desktop analysis – was conducted to gain insight into the local context surrounding Kauri Flats School, including the built and natural environments.

Basic details of the school and surrounding area were noted including:

- socioeconomic deprivation profiles
- One Network Road classifications
- play spaces or initiatives within the surrounding area
- Healthy Active Learning and Tū Manawa Active Aotearoa funding history for the school.



Tamariki at Kauri Flats School walking us through Kauri Flats Wetlands on a site visit.

Mapping was also used to identify:

- locations of dedicated play spaces (for example, playgrounds, parks/fields, green space)
- locations of other play locations (for example, community halls, churches)
- details of the following:
  - walkable catchments (for example, footpaths)
  - pedestrian crossings
  - cycle paths
  - main roads
  - traffic speed
  - public transport routes.

## Site visits

Site visits were vital in gaining a first-hand perspective on the natural and built environments of the school and surrounding community. The following aspects were evaluated to identify barriers and enablers to play for the Kauri Flats School tamariki: accessibility, current conditions of existing infrastructure, traffic around the school, and any outstanding hazards that could be minimised or eliminated.

Using a 750m-1km radius of the school, multiple walk arounds were taken both during the day and at specific times when Kauri Flats School students were travelling around the school and surrounding neighbourhood.

The following was observed during the visits:

- The condition and impression of play spaces and play locations both at the school and in the neighbourhood.
- Physical barriers that might reduce accessibility for tamariki to play spaces and play locations (for example, difficulty using footpaths, busy roads, high-speed areas, gated play location, street lighting, vandalised areas, and narrow cycle paths).
- Shade and shelter, coverage from rain, wind, and sun (for example, shading, trees), and seating.
- Whether houses in the area have outdoor spaces for play (for example, front/back yards, berms).
- Where tamariki 'hang out' and the journey they take between play spaces and locations and home (for example, public spaces, play on the street).
- Whether tamariki are by themselves or supervised by adults.

Transect walks around the neighbourhood allowed us to undertake observation-based community improvement opportunities. These have taken place on different occasions, at different times of day and in different weathers.



## Tamariki engagement

Ākonga from a Year 3 and 4 class, Year 5 and 6 class, and Year 7 and 8 class were invited to engage with us as part of the Neighbourhood Play System Report. Each class joined for one hour and took part in three activities to help us identify the state of play from the tamariki point of view, and what they would want to see change in their community.



Tamariki engagement session with CLM Community Sport General Manager, Bernie Tovia.

The classes were a mix of genders, ethnicities, ages and abilities to get a wide perspective on play from differing understandings.

The engagement sessions helped us gain tamariki insight through:

- tamariki drawing maps of their neighbourhood from their home to school and the places that they live, play or travel around
- a snapshot of current state of play through a student survey
- creating art, which demonstrated ways in which tamariki like to play.

The key considerations for the engagement included:

- using differing methods of engagement in the hope every tamariki felt comfortable sharing with at least one type
- using a survey tool that would keep answers anonymous so whānau felt comfortable answering honestly
- ensuring all voices were heard and captured.



Examples of responses from tamariki engagement session. Drawings show (in order) dream play, the current state of play, and the play tamariki see on the way to school.

## Community engagement

Kauri Flats School is part of a diverse community and the preferred method of communication with whānau was via an online survey. The survey, sent to whānau of the tamariki at Kauri Flats School, had an outstanding response rate of 122 individual responses. It helped us to better understand:

- how play was valued for tamariki at Kauri Flats School
- the barriers that adults believed limited access to play
- how tamariki currently play outside of school
- potential changes, seen from an adult point of view.

The school used the HERO app, a digital school and learning management tool, to connect with whānau about the survey and the tamariki engagement sessions. Throughout this play journey, the school also conducted their own whānau nights with various groups of the community, to engage about the importance of play and inform them of the Neighbourhood Play System Report.

# Kauri Flats School – background



Kauri Flats School. (Image source: Synergine <https://www.synergine.com/kauri-flats-school>)

## About the school

Kauri Flats School is built on the site of an old kauri forest, an area once used for gum digging. The wider suburb of Takaanini is named after Ihaka Takaanini, a 19th century Māori chief of the area. Te Ātitai Waiohūa are the mana whenua of the area.

Kauri Flats School is a relatively new co-educational, full primary school (year 1 to 8) with an expanding roll of 500+. It has an average attendance rate of 88%, seeing a remarkable recovery in attendance post-Covid-19 times.

Since opening in 2017, the school has been part of an ongoing construction site however, resulting in a lack of a functional school field, playground and play spaces for their tamariki.

But this hasn't stopped the school from providing as many opportunities for their tamariki as they possibly can. They are not afraid to do things differently and 'think outside the square' to utilise what space they do have.

During Covid-19 restrictions, the school thought beyond socially distanced student desks and provided socially distanced outdoor experiences as well, such as sailing, orienteering, cycling and picnics.

Kauri Flats School is the central hub of its rapidly growing urban community with the school surrounded by high density housing and busy roads. Households are built on small sections and have little to no space for play and recreation, meaning play outside the school environment is limited.

Since its inception, the Kauri Flats school gates have remained open outside of school hours as an invitation to the community. Regular clear communication with the community safeguards the school environment from vandalism ensuring the sustainability of the school facilities.



## Hauora approach

The school's principal Matt Williams and deputy principal Ezra Feau noticed a significant increase in student needs around wellbeing after Covid-19 lockdowns.

**“ We found that kids came back and had no skills. Nothing. They were afraid to walk around and jump on things. Just that lack of risk taking started appearing. Not wanting to get out of their comfort zone. We felt that it was our duty to make sure we provide as many opportunities as possible for our kids to learn and to develop their holistic wellbeing. ”**

Ezra Feau, Deputy Principal

The journey for Kauri Flats School to recreate and enhance hauora in their school has been a long one, having to overcome barriers in innovative ways. Alongside the Health Active Learning team at CLM Community Sport, the school created a localised hauora-based curriculum, based on the model by Sir Mason Durie, Te Whare Tapa Whā (see Figure 5).

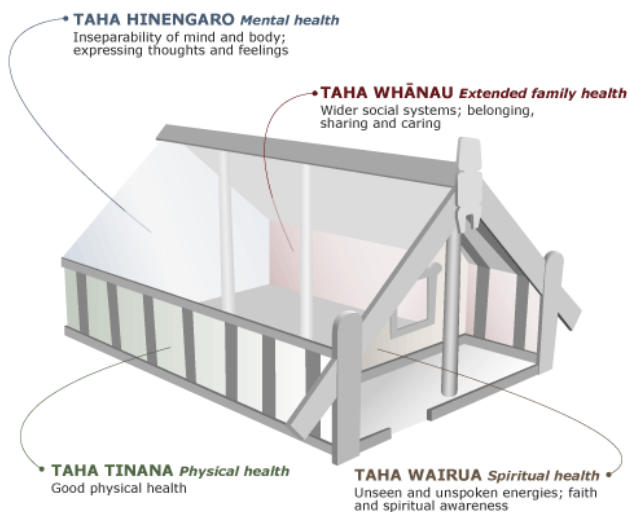


Figure 5 Māori health: Te whare tapa whā model. (Image source: Public health – Te Ara Encyclopaedia of New Zealand)

Kauri Flats School wants to connect tamariki to the world outside their four physical walls to enhance their own four dimensions of hauora (wellbeing):

- Taha hinengaro (mental/emotional wellbeing)
- Taha wairua (spiritual wellbeing)
- Taha tinana (physical wellbeing)
- Taha whānau (family / social wellbeing)

The school focused on enhancing hauora by fully utilising every possible space of the limited school site and construction zone. This school took on the challenge of transforming identified dead zones of the school – muddy corridors and decorative gardens, to create play areas for everyone.

Through partnerships with Youth Search & Rescue (YSAR) and the Kauri Flats Community Outreach Partnership, the school created play spaces in the outdoors. With support from 50 YSAR (Youth Search & Rescue) volunteers and school staff, sensory gardens were completed with colourful scarecrows, log seats, balance challenges, a mud kitchen, wilderness trails and insect hotels, along with paths, a beautiful mural and outdoor storage.



Mud kitchen



Insect hotel

It was evident that there was an appetite for these play opportunities from the joy and smiles of tamariki, who were excited and delighted to explore and enjoy nature. Ākonga are keen to engage and wider whānau are drawn into the school resulting in playful outdoor spaces.

**“ Our hauora sits in everything we do. It’s part of our strategic plan and goals, our annual plan, everything. It’s the embodiment of our school.**

**I think when you have a healthier child, they want to be at school. They love being at school and they realise that they aren’t just here for writing, reading and maths, they are here for everything. That’s the type of environment we are trying to create here. ”**

Matt Williams, Principal

Kauri Flats School is defying national attendance and engagement statistics by showing the importance of prioritising the wellbeing of ākonga at the strategic level. Senior leadership insist the school has not done anything out of the ordinary but does recognise its success in creating a school environment that ākonga want to come to – the result of having courage to take risks.

**“ A lot of attendance is not just on the parents, it’s kids who are disengaged. Why are they disengaged? Well, if they’ve got a learning programme that they want to come to school for they are going to come to school. ”**

Matt Williams, Principal

The localised hauora curriculum meets the communities needs with supportive systems in place such as the HERO app to share the experience with the wider community, developed to ensure shared understanding, create buy-in and longevity. The school also incorporates the tuakana-teina model, which supports ākonga to be leaders, teach, grow and sustain all activities that contribute to a learner’s wellbeing.

**“ Teachers and students feel respected, valued and that they have a voice. ”**

Matt Williams, Principal





# Current conditions

## Demographics

Most of the demographic information for this report has been taken from Census Data for Takanini South, where the vast majority of school students occupy, supported by Sport NZ and Ministry of Education data.

## Population, gender and age

The population of Takanini South is growing quickly. The area had a population of 4,347 at the 2018 Census, an increase of 2,862 people (192%) since the 2013 Census. There were 1,164 households, with 507 households having dependent children. Anecdotally, this steep growth has continued since then.

There is a nearly 50/50 split in male and female population, with a median age of 30.1 years, lower than the national average of 37.

Number of people	Median age	Males	Females
<b>4,347</b>	<b>30.1 years</b>	<b>2,205</b>	<b>2,142</b>

### Number of households

Selected region	<b>476,334</b>
Selected area	<b>1,164</b>

### Household size

One	<b>99</b>
Two	<b>255</b>
Three	<b>273</b>
Four	<b>255</b>
Five	<b>129</b>
Six	<b>90</b>
Seven	<b>33</b>
Eight +	<b>30</b>

### Family composition

Couple with dependent children	<b>429</b>
Couple without children	<b>357</b>
One parent with dependent children	<b>76</b>

### Vehicles per household

None	<b>21</b>
One	<b>228</b>
Two	<b>537</b>
Three	<b>210</b>
Four	<b>90</b>
Five	<b>30</b>

Figure 6: Census Data for Takanini South.

## Ethnicity

The ethnic breakdown of Takanini differs from all of Auckland with a significantly lower percentage of European and much higher percentage of people of Asian descent.

### Ethnic groups for people in Takanini South and Auckland Region, 2018 Census

Category	Takanini South	Auckland Region
European	<b>28.8%</b>	<b>53.5%</b>
Māori	<b>13%</b>	<b>11.5%</b>
Pacific peoples	<b>12.4%</b>	<b>15.5%</b>
Asian	<b>54.8%</b>	<b>28.2%</b>
Middle Eastern /Latin America African	<b>2%</b>	<b>2.3%</b>
Other ethnicity	<b>1.2%</b>	<b>1.1%</b>

Comparing the 2018 census with the 2013 census, we see the ethnic breakdown of Takanini South has changed over time:

	2018	2013
Asian	<b>54.8%</b>	<b>33.1%</b>
European	<b>28.8%</b>	<b>51.1%</b>
Māori	<b>13%</b>	<b>20.8%</b>

In 2018, 45.1% of the population in Takanini South were born in New Zealand and 54.9% were born overseas, compared to the national average of 27.4% born overseas.

The table below shows changes to the school role since 2019 and depicts both the growing ethnic diversity of the school and the explosion of the school role.

### Roll by selected ethnic group, as at 1 July 2019-2023

	2019	2020	2021	2022	2023
Māori	<b>54</b>	<b>50</b>	<b>50</b>	<b>52</b>	<b>55</b>
Pacific	<b>48</b>	<b>52</b>	<b>55</b>	<b>100</b>	<b>110</b>
Asian	<b>54</b>	<b>110</b>	<b>180</b>	<b>245</b>	<b>300</b>
European	<b>48</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>53</b>

Figure 7: Roll by selected ethnic group, Kauri Flats School.

## Employment and income

In the 2018 Census, key employment and income statistics for Takanini South included:

- 3.1% are unemployed (5% national average)
- The median household income was \$40,400 and over 17% of households earn over \$70,000 (national average \$89,000)
- Travel to work:

Travel to work	Takanini South	National Average
Private vehicle	<b>70%</b>	<b>57.8%</b>
Walk or jog	<b>1.2%</b>	<b>5.2%</b>
Bus	<b>1.1%</b>	<b>4.2%</b>
Train	<b>7.2%</b>	<b>2%</b>

## Play in Counties Manukau

Data from the 2022 Active NZ survey shows that tamariki in Counties Manukau are significantly less physically active than the national average in the following areas:

- 88.85% of tamariki were physically active in the last 7 days compared to the highest average of 99.44% in Otago, and 94.24% national average.
- Tamariki spent 4.74 hours playing in the last 7 days compared to the highest average of 9.73 hours in Whanganui, and a national average of 6.94 hours.

### Active NZ Survey: Comparative National Play Data

#### Physically active in the last 7 days (weekly participation):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
Yes	94.34%	93.54%	88.85%

#### Time spent being physically active in the last 7 days (hours):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
(hrs)	11.66	9.55	8.8

#### Time spent in play in last 7 days (hours):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
(hrs)	6.94	5.11	4.74

#### Time spent playing or hanging out with family or friends in last 7 days (hours):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
(hrs)	5.19	3.87	3.43

#### Time spent playing on my own in last 7 days (hours):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
(hrs)	1.75	1.21	1.31

#### Played on a playground in last 7 days:

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
	50.76%	44.03%	44.75%

#### Playing (running around, climbing trees, make-believe):

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
	55.33%	50.09%	47.14%

#### Games (e.g., four square, tag, bull rush, dodgeball) last 7 days:

	All of New Zealand	All of Auckland	Counties Manukau
Unweighted base	1691	425	154
	33.49%	29.03%	22.18%



# Built and physical environment

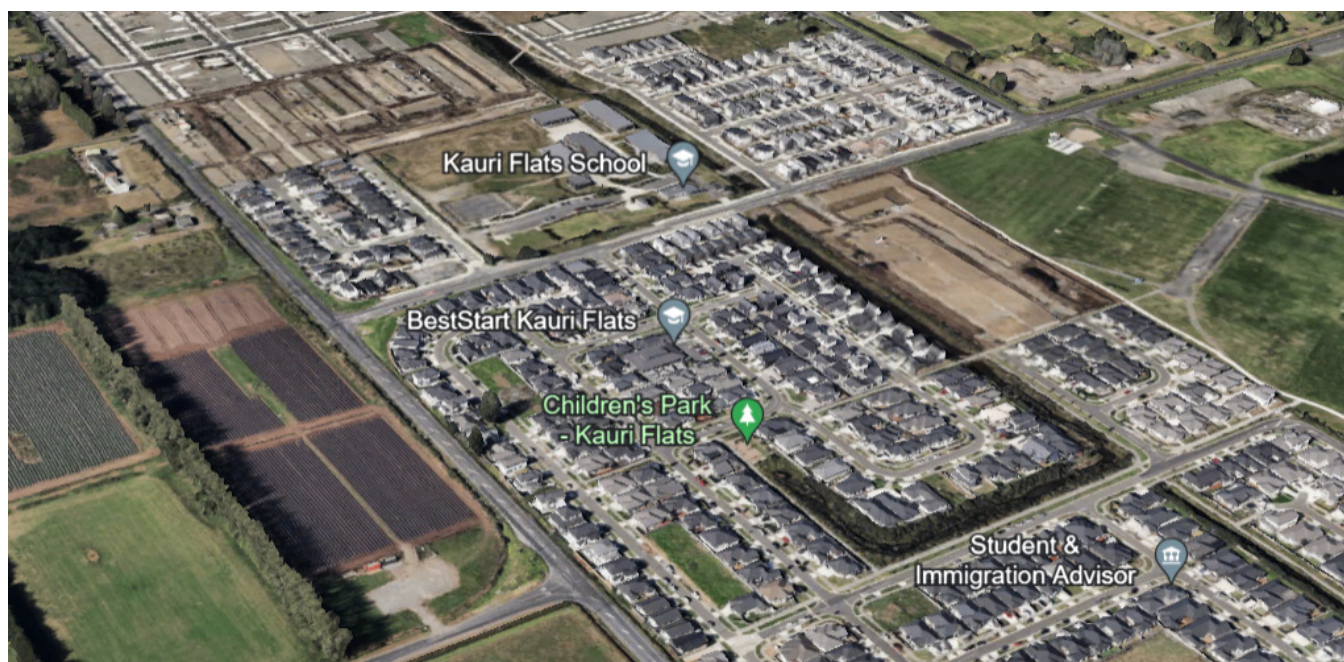


Figure 8: Birds-eye-view from Google of Kauri Flats School showing a lot of construction in this area, in and around the school. The main road on the left of the school is the popular Mill Road route.

Kauri Flats School is located on Walters Road, Papakura in the new and growing Kauri Flats Neighbourhood. The Kauri Flats neighbourhood is on the southern side of Takanini, off the busy arterial road of Mill Road that connects Papakura and Takanini to Manukau City and beyond. There are ongoing plans for the development of the Mill Road/Redoubt Road Corridor by Auckland Council, which have yet to begin.

The school/area is located 3.2km from the Papakura Train Station and 3.4km from the Takanini Train Station. It is located 19.0km from the Auckland Airport, 11.3km from Manukau City Centre and 30km from Auckland CBD.

The new development and school are built on and around the Awakeri Wetlands. The development of residential housing in this area relied on the success of the Takanini Integrated Stormwater Solution, one of New Zealand's largest stormwater projects. Work undertaken by GHD (a technical professional services company) allowed for the development of this area to proceed, and the Awakeri Wetlands are now a large part of the identity of Kauri Flats.

Ākonga and whānau living on the same side of Walters Road as the school can access the school via the school carpark, off Opoka Street, or through the back entrance of the school via the Awakeri Wetlands.

The main entrance to the school is on the busy Walters Road with one set of traffic lights outside the school gates, which connect the housing on the other side of Walters Road to the school.



Ākonga enjoying the Awakeri wetlands.





Narrow traffic light crossing outside of Kauri Flats School.

Bruce Pulman Park is located 350m away from Kauri Flats School, however the accessibility to get to the park and facilities is extremely difficult. After crossing the road at the main traffic lights, tamariki and kaiako need to go through the residential-development alleyways to access the park, as Walters Road does not have a footpath.



Street View showing lack of footpath on Walters Road by Bruce Pulman Park.

The residential neighbourhood of Kauri Flats on both sides of Walters Road is a high-density urban development with smaller streets and lack of on-street parking. However, the wetlands provide ample green space and walkways to enjoy away from the street. Accessway to Bruce Pulman Park is found on the opposite side of the road to the school.



Housing alongside the Awakeri Wetlands and wildlife (pukeko) in the Awakeri Wetlands.



In terms of residential housing stock, the majority of households are on small sites with no back or front yards in most cases, leaving limited spaces for outdoor play.



Birds eye view of homes in Kauri Flats showing high density housing with small outdoor spaces.  
(Image source: Cappella <https://cappella.co.nz/work/kauri-flats-takanini>)

The areas surrounding Kauri Flats are still under construction with more housing being built that will be in zone for Kauri Flats School. The construction fencing doesn't allow for ease of access to the Awakeri Wetlands and other play spaces in the neighbourhood and creates difficulties for tamariki and whānau to play-on-the-way to school. The construction zones and narrow streets result in construction vehicles being parked on the roads surrounding the school during working hours.

All these factors combine to create extremely high daily traffic volumes past the school gates, including a high percentage of heavy vehicles.

At the time of writing, the school itself is also under construction, limiting access to field space, and creating a small footprint for tamariki to play.

There are several dedicated play areas within a 1km catchment of Kauri Flats School, including:

- Bruce Pulman Park
- Pukeroa Reserve
- Leadership Crescent
- Children's Park Kauri Flats.

We see a walkable catchment as 400m, so these parks are not all within a walkable catchment of Kauri Flats, plus have the added barrier of the busy Walters Road with few safe crossings and safe footpaths to connect tamariki to these spaces.



Kauri Flats School Construction Zone.

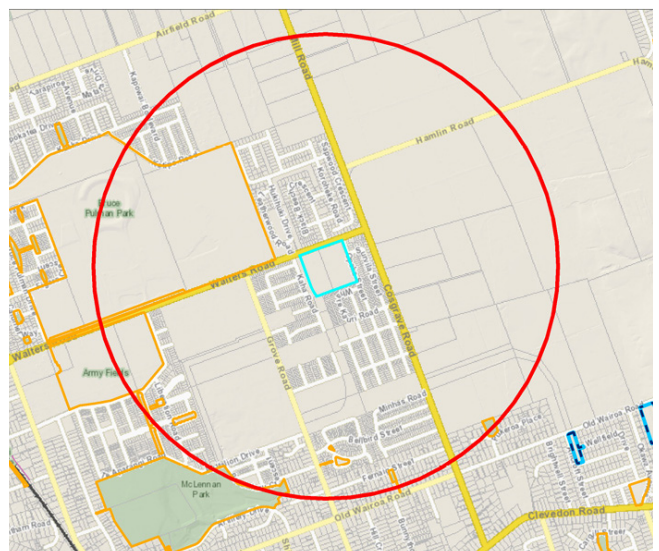


Figure 9: Park assets located in a 1km catchment (outlined in orange).

# Accessibility and transport

## How do people get around?

Kauri Flats is located some way from the nearest supermarkets, shopping centres and community centres, meaning residents need to drive to and from these places.

Current gaps	Where to from here?
<p>The school is located next to a large residential housing area and is across the road from Bruce Pulman Park – one of the largest sport and recreation parks in Auckland – however active transport accessibility is limited along Walters Road.</p> <p>Kauri Flats is isolated in an area where many community centres, libraries and sports clubs are not within walking distance.</p> <p>The school runs alongside the Awakeri Wetlands – a space that is currently under-utilised.</p>	<p>Activate Awakeri Wetlands for play-on-the-way and active transport.</p> <p>Bruce Pulman Park – large open space not currently used.</p>

## Modes of transport getting to/from school

As Kauri Flats School has strict zoning, all tamariki who attend the school live within the zoning area. Because of this, we see some tamariki using active transport to get to and from school, including walking, biking, scootering, and skateboarding.

The school has a 'Wacky Wheels Day' every Wednesday to further encourage the use of active transport. There is also a daily walking school bus along the Awakeri Wetlands. However, on bad-weather days, the transport mode of choice is driving, especially throughout winter.

Current gaps	Where to from here?
<p>School is surrounded by busy main roads which creates safety concerns around kids using modes of active transport to get to school.</p> <p>Storage for wheels very limited, with the school currently under construction with restricted space.</p>	<p>More use of wheels – can the wetlands be utilised? Incorporate wheels with the walking school bus.</p> <p>Road and bike safety.</p> <p>More storage at school for wheels including bikes, scooters and skateboards</p> <p>Review of footpaths, including the lack of them in the area.</p> <p>Extend the time of the traffic light crossing to allow for more tamariki to cross the road.</p>



## Safety concerns

There are currently very few safety measures in place on the surrounding busy streets (Walters and Cosgrove Streets). While parents/caregivers and whānau are happy for tamariki to take the supervised walking school bus, we are unsure how many parents would let their children be unsupervised walking along the stream. There is a lot of construction underway with additional hazards such as large trucks. This will not be a permanent problem, though, once construction is complete.

### Current gaps

One traffic light crossing in the 1km boundary around the school.

Minimal to no existing footpaths for tamariki and whānau to play outside of school and use modes of active transport to get to and from school and other places.

No lighting in the Awakeri Wetlands.

Constant construction zone with multiple building sites both in the school and the surrounding neighbourhood.

Busy main road, 'one way in, one way out' community.

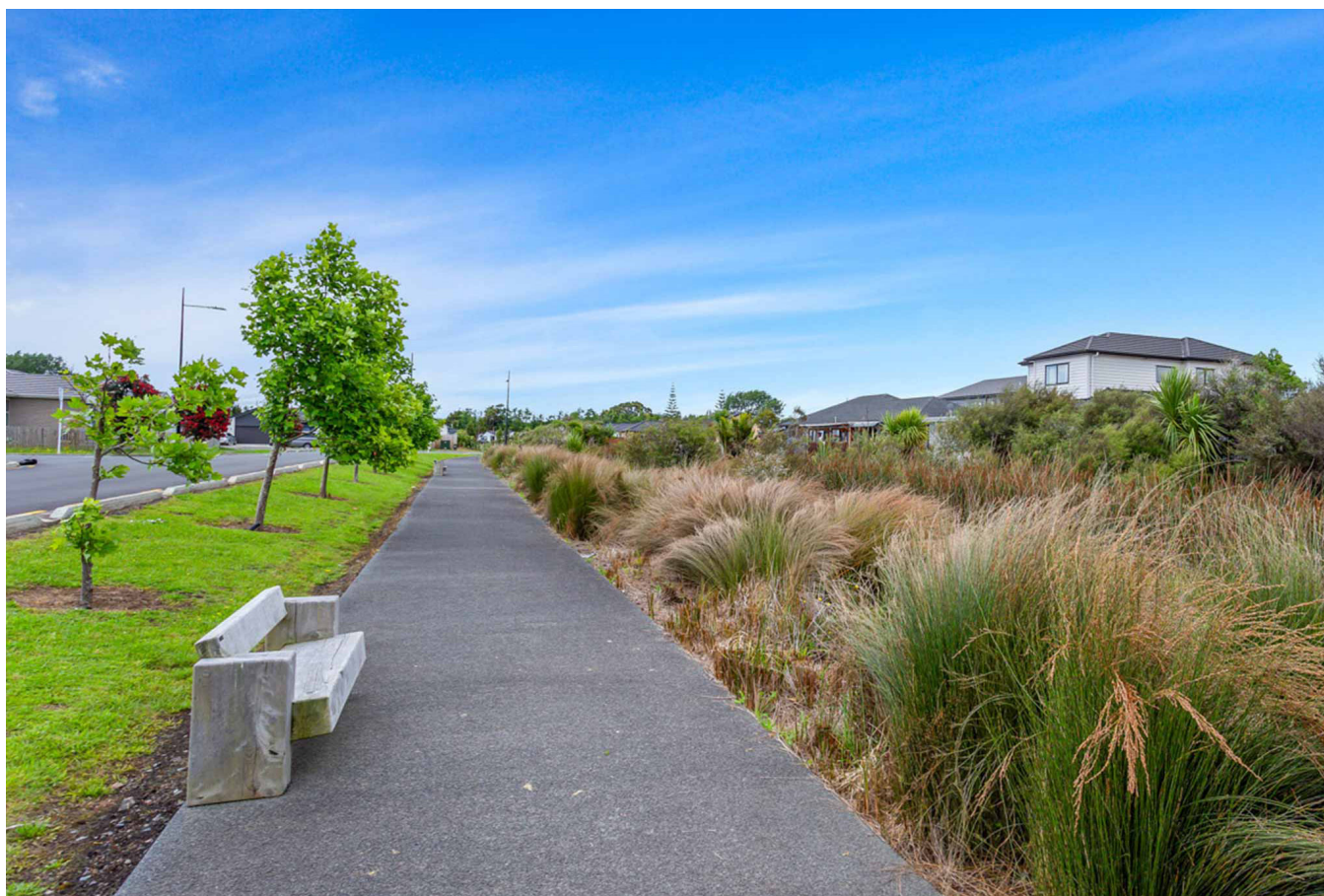
### Where to from here?

Consultation with AT to introduce lower speed areas.

Traffic calming measures.

Lighting in the Awakeri Wetlands.

More use of the Awakeri Wetlands during school time to familiarise tamariki with the environment to hopefully encourage more use outside of school and build knowledge and awareness of the space.



Pathway in the housing opposite the school.



# Play within the school grounds – small space, big ideas

Kauri Flats School has only a small space to work with to incorporate play into its everyday activities. The school currently has over 500 ākonga and is in the midst of a constant construction zone with new buildings underway to make room for the growing school roll. However, with the support of Healthy Active Learning advisor Tracey-Lee Dalton, it has found creative ways to use the small space available to create more play opportunities.

Decorative gardens have been transformed into wilderness trails, small muddy areas converted into mud kitchens and the school carpark is blocked off and repurposed into a scooter and bike-friendly space for ākonga to ride around. With a kete of accessible equipment in every classroom, ākonga can get outside and learn through movement as often as they can.



*Decorative garden turned into a wilderness trail, offering play-on-the-way at Kauri Flats School.*

## Opening the school gates

Play is highly encouraged within the school, and the school makes an effort to provide a diverse range of play opportunities for ākonga. The school gates are always open for tamariki and whānau to enjoy the play spaces outside of school hours, allowing for more community play spaces. However, the school grounds do not get used much in the weekends, which might indicate that whānau travel outside of their neighbourhood to access play opportunities.

## Tamariki engagement with play at school



*Ākonga engaging in loose parts play at break time.*

From observing ākonga during school hours, we know that tamariki at Kauri Flats School embrace play in a wider sense – not just in the playground, but in nature (trees, bushes, and river), and through the various play spaces set up by the school.

The Kauri Flats School learning community creates authentic and personalised learning opportunities for tamariki to dive into daily challenges that stretch and strengthen the four disciplines of their hauora (mental health and emotions, spiritual, and whānau). The school uses students voice, writing and actions as an indicator of hauora, as well as seeing the daily smiles and willingness of tamariki to come to school.



## Space opportunities in the neighbourhood

Due to the small space available within the school grounds, the school leaders have looked for ways to access more space within the neighbourhood. Two particular spaces close by are the Awakeri Wetlands (which the school backs onto) and Bruce Pulman Park (350m from the front gate).

## Awakeri Wetlands

While the school's back gate opens up to the Awakeri Wetlands, they are not easily accessible with some safety concerns, such as stairs and pathways without barriers. The accessibility restrictions particularly affect disabled people, and whānau with young tamariki and pushchairs.

As nature provides much opportunity for play, we would like to see an increased focus on providing play-on-the-way at the wetlands and opening a space for an outdoor classroom – which was included in the Papakura Local Board plans when Kauri Flats School opened.



Ākonga at Kauri Flats School exploring the Awakeri Wetlands.



## Bruce Pulman Park

Bruce Pulman Park offers a lot of potential for play and active recreation opportunities. As a sports ground it includes many open spaces, reserves, rugby parks, an indoor netball/basketball arena, gymnastics centre, and more.

Due to the busyness of Walters Road and lack of footpaths, access to Bruce Pulman Park from the school gates is unsafe and a major issue for the school. Ākonga need to cross at the traffic lights where the road crossing is narrow, not allowing many tamariki to cross at once. They then have to walk through Kauri Flats neighbourhood walkways and an alleyway that connects to Bruce Pulman Park. This is time-consuming and half of one-hour block of school time is spent getting to and from the destination.

The park is right on the doorstep of the school, yet there is no safe way to access. Having safe footpaths and a wider crossing would allow the tamariki of the school to easily access the park during school hours and open up opportunities for them to enjoy active recreation and play as part of their curriculum.



Bruce Pulman Park - sports field.



Bruce Pulman Path - a typical section of the path  
(Images sourced from Auckland Council)

## Tū Manawa Active Aotearoa Tākaro at Kauri Flats School

The school recognised that there was a lack of resources for cultural play. While during Te Wiki o Te Reo Māori and Matariki the school highlights significant Māori games and activities, they want to integrate tākaro Māori into everyday school experiences. They also want to incorporate culturally appropriate activities for play that reflect the makeup of the school.

Through this project funded by Tū Manawa Active Aotearoa, whānau members volunteered to share the games and activities they play, Kauri Flats School saw high numbers of tamariki participating. Tamariki also showed an increased confidence in being able to share their culture and identity, and pride in the play element that they brought to their school.





# Community Play Sufficiency

Play Sufficiency is a concept that promotes the idea that children have the right to play freely and without unnecessary adult intervention. It emphasises the importance of providing children with the time, space, and permission for unstructured play – vital for their healthy development. This section explores how the neighbourhood surrounding Kauri Flats School provides for and supports children’s play experiences.

## Play assets in Kauri Flats

### Bruce Pulman Park



Figure 10: Map of Bruce Pulman Park facilities. Note, Kauri Flats School is located to the right of this map, with the Athletics Centre being the nearest fields. (Image sourced from brucepulmanpark.com)

Bruce Pulman Park is an integrated sport, recreational and leisure community facility, set within 63.5ha of spacious park grounds. It is surrounded by residential housing and has multiple parking facilities, with different pockets of green space located throughout.

The park is open to the public (with open and close gate times) with the following facilities:

- Papakura Netball Centre
- Counties Manukau Gymnastics Centre
- Ardmore Marist Rugby Club
- several sports fields
- stormwater ponds.

### Constraints/Barriers

Limited play facilities available nearby for people to access  
 Large open space with minimal signage.  
 Management of tamariki in large open space difficult for Kaiako.

### Opportunities

Large open space, located between residential housing, connecting neighbourhoods.  
 Three schools located close by: Kauri Flats School, Papakura Normal School and Holy Trinity School.  
 100m from Kauri Flats School.  
 Pathway that connects each sports field and facility could open up to play-on-the-way opportunities.  
 Play activations on the open fields when available.

## Awakeri Wetlands

Located at the back entrance to Kauri Flats School, the Awakeri Wetlands are part of a larger Auckland Council stormwater project (\$100 million investment). Three kilometres of urban wetlands between Walters, Cosgrave and Grove Road that connect into the Grove Road Culvert and Artillery tunnel were developed to filter and clean stormwater, improve water quality in the nearby Manukau Harbour and create a habitat for native birds, lizards and fish species.

Innovative design has seen Takanini, once a flood prone, flat rural land and wetland channel, has been returned to a space that reflects the origins of an ancient kauri repo or swamp. Giant ancient rākau (kauri logs) were uncovered throughout the project and have been left in place.

The environment has been enhanced by planting over 150,000 eco-sourced plants and trees, as well as introducing two previously extinct plant species back to the area. The design elements have derived from the kaupapa of Awakeri, which is based on the core idea of tiwhiri - discovery.

**“ The landscape plan aims to create a synergy between the design of Awakeri and the wider design opportunities in the area to embed meaning, imagery and storytelling, to promote shared experiences and create a layered expression of culture that speaks to the history of the area. ”**

*Quote from Landspekt on Awakeri Wetlands<sup>1</sup>*

Currently a Awakeri Wetlands Placemaking project is underway to make this space a well-used part of the community to connect, learn and play.

**“ Awakeri will provide open spaces where people can meet, an outdoor exercise area for recreation and outdoor classrooms for education. The channel will form a connection between past and future inhabitants of the land. ”**

*Quote from Landspekt on Awakeri Wetlands<sup>1</sup>*



### Constraints/Barriers

Large open space with no barriers or fencing.

No lighting.

Minimal signage.

Entry and exit points are not accessible for all, particularly for disabled people, and whānau with young tamariki and pushchairs. Most entranceways do not have ramps, only stairs.

### Opportunities

Outdoor classroom area.

Large kauri logs that can be utilised as play spaces.

Play-on-the-way activations.

Signage and wayfinding.



## Children's park, Kauri Flats

A playground across the road from Kauri Flats School inside the Kauri Flats subdivision is located within a walking path area, but it is outdated and mainly accessible for those travelling using active transport within the neighbourhood. Due to the busy roads surrounding the subdivision it isn't likely that others outside the neighbourhood will access and utilise the pathways.



### Constraints/Barriers

Minimal to no parking available.  
 No signage or way finding to identify where playground is.  
 Set on a wooden frame, not accessible for those in wheelchairs.  
 Designed for younger tamariki – quite dull in design and basic in equipment.

### Opportunities

Located within the neighbourhood – easy access for residents and line-of-sight for safety.  
 Add shade and picnic tables to encourage people to stay longer.  
 Connected to footpath that runs through the housing.  
 Opportunity to add a basketball hoop to engage older tamariki and rangatahi.  
 Add colour to the space to brighten it up.



## Pukeroa Reserve

Located on a cul-de-sac and surrounded by residential parking, Pukeroa Reserve is a small- to medium-sized open play space with a playground, basketball half-court and open field, and open to the community 24/7.



(Images sourced from places.nz)

### Constraints/Barriers

Under-utilised space.

Not within a walking catchment (~400-700m) from Kauri Flats School – 980m from the school.

Located on a cul-de-sac with limited parking.

Limited accessibility – playground on bark on a wooden barrier and no accessible equipment.

### Opportunities

Open space located in the middle of a neighbourhood,

A lot of natural shade and an open field area, with opportunity for picnic tables to encourage whānau to stay longer.

Located within residential housing – could be used to have neighbourhood play days and activations.



## Leadership Crescent

Leadership Crescent is home to a small-sized open space, open to the community 24/7. Currently maintained and managed by Auckland Council, it includes a playground facility on site (with a swing, slide and climbing tower), parking spaces located around the green space, a footpath connecting the green space to the residential area, and park benches.



### Constraints/Barriers

Limited fixed-play assets available.  
 Located within a small cul-de-sac, with limited parking, designed for immediate neighbours.  
 Located 800m from Kauri Flats School, so not quite within the walking catchment.

### Opportunities

Located within residential housing – could be used to have neighbourhood play days and activations.

## Whānau understanding of play

Ākonga at Kauri Flats School participating in Tamariki Engagement session showing the current play in their neighbourhood.

It's important to understand how people perceive and understand play in their communities, to know where there are opportunities to allow for more time, space and permission for tamariki to play.

Currently, there are no local organisations or groups that champion play in the small Kauri Flats neighbourhood, so the school has taken on the role of creating play opportunities for ākonga and their whānau.

The school hosts whānau days and actively encourages whānau participation. It communicates play activities through their newsletters, Facebook page, the HERO app, and direct email with parents/caregivers and whānau of the ākonga.

Whānau voice told us that over 60% of full-time working parents don't often participate in activities the school promotes unless they are outside of school hours. And, that 80% of the activities that whānau participate in away from school are in sport and recreation.

We see an opportunity to consult with whānau and the wider community about creating more play activities throughout the Kauri Flats neighbourhood.





## Kauri Flats School Community Recreation Programme

The Kauri Flats School Community Recreation Programme was initiated as a response to meet the community need to enhance hauora, with many aspects of community engagement undertaken through the HERO app.

Key to community engagement has been sharing 'little and often' to keep parents/caregivers, whānau and the community informed. The school uses the HERO app to capture ongoing student voice in real time. Hui and other systems also provide ways for community engagement, as well as promoting the hauora curriculum at whānau events.

Kauri Flats School has seen a constant change and shift in the school community over the years. With a diverse roll and many speaking English as their second language, the school is the first point of contact for whānau to learn about Aotearoa. The school has found that those who come from outside Aotearoa have increased levels of risk adversity and heightened uncertainty.

**“ Our board is seeing everything, and they understand the same language that we are using in class and the same importance that we are giving to all the other activities. ”**

Matt Williams, Principal

Communication is key for effective community engagement to build a transparent and trusting relationship with the board and whānau.

**“ The board knew what was going on – videos, pictures that came through, speaking with kids, speaking with the staff. ”**

Matt Williams, Principal

Whānau are a central part of the development of the hauora curriculum. Annual community consultations occur to engage and ensure that everyone has a voice, with dedicated hui for Māori, Pasifika and Indian whānau occur both in-person and online. Cultural games are included at hui, so whānau can have fun together.

**“ They've got a big say in what happens at our school. ”**

Matt Williams, Principal



Vege garden at Kauri Flats School, open to the community.

# Tamariki Engagement Sessions



Ākonga at tamariki engagement sessions and with a Healthy Active Learning Advisor.

Engagement sessions with the ākonga of Kauri Flats School were an integral part of the Neighbourhood Play System Report. These sessions ensure that tamariki voice is front and centre when making recommendations to the neighbourhood.

The sessions involved the tamariki drawing:

- their route from home to school, including what they see on the way
- their favourite play memory
- what they want to see in their neighbourhood and school.

## Exercise 1: How do you get to school?

We asked tamariki to draw their route from home to school and how they travelled, for example, by car, bike, scooter, or walking. We encouraged tamariki to think about what they see on their way, including traffic lights and crossing, road works, other vehicles, green space, or places they could play-on-the-way.

**“My favourite thing is pressing on the traffic button”**

**“I always walk to school but if I am going to be late my mum drops me off”**

**“I like to see the pond because I can stop by to throw 1 – 2 rocks”**

**“I like walking to school because there is no traffic”**





## Exercise 2: Favourite play memory

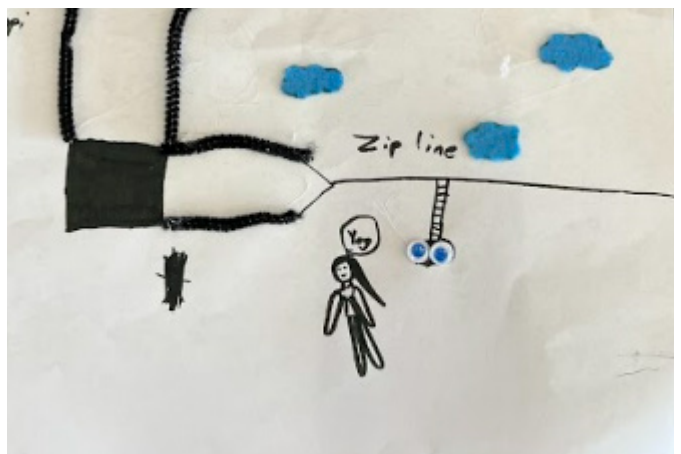
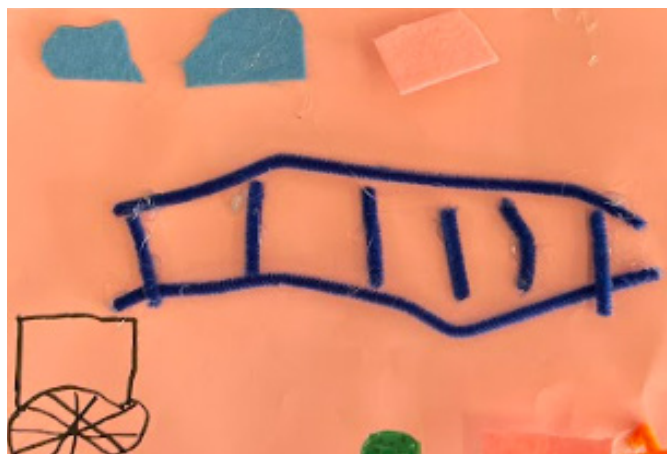
We asked tamariki to draw their favourite play memory, encouraging tamariki to share stories about their favourite ways to play so we could understand what factors contribute to positive play experiences.

**"I like exploring through the bush with my brother. We pretend we are searching for animals."**

**"My favourite thing to do is go to the beach."**

**"I like riding my bike."**

**"Me and my sister play outside in our kitchen and make cakes and cookies."**





### Exercise 3: What do you want to see in your neighbourhood?

We asked tamariki to draw or build what they would like to see in their neighbourhood and school using various craft supplies. We encouraged tamariki to get creative and use their imagination (not just thinking about the traditional playgrounds).

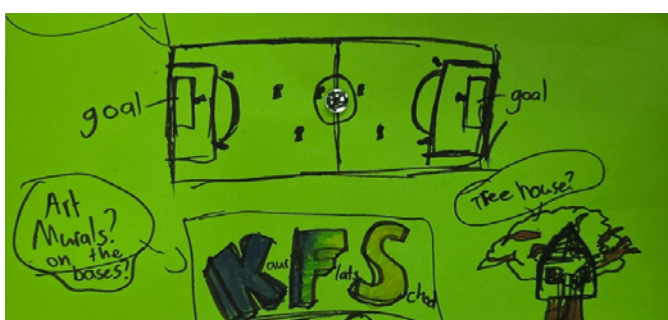
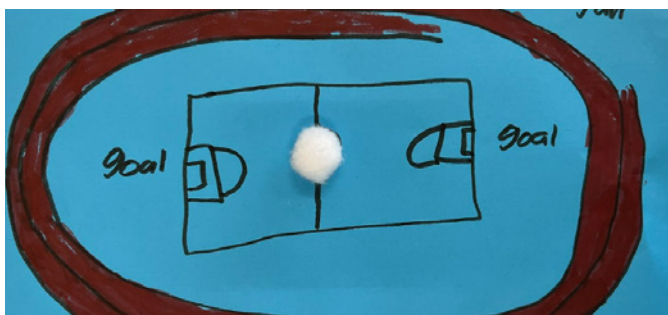
**"I want to be able to ride my bike along the road without worrying about the cars."**

**"I would love to see a big slide."**

**"My friends and I always talk about having a big game of tag, but we don't have enough space at school."**

**"I want to see more signs."**

**"It would be cool to see more colour in our neighbourhood especially on our way to school."**





## Community Engagement Sessions

We sent a community survey to Kauri Flats School whānau to better understand how they view play, allow space, time and permission for play, and what they think would benefit tamariki in their neighbourhood around play. These are some of the findings:

### How close do you live to Kauri Flats School?

Within 500m	<b>42.6%</b>
Within 1km	<b>27.9%</b>
Within 2km	<b>17.2%</b>
Further than 2km	<b>12.3%</b>

### How do you take your child/children to school?

Car	<b>40.2%</b>
Public transport	<b>0%</b>
Walk	<b>41%</b>
Bike/scooter/skate	<b>6.6%</b>
Combination/other	<b>12.3%</b>

When prompted around why people choose to drive tamariki to school, instead of using active transport, some of the responses included:

- they are on the way to or from work
- the weather
- it doesn't feel safe enough for tamariki to walk alone
- the time constraints – of working families
- it's a long commute to work.

A selection of quotes:

**“Convenience, as there is no public transport.”**

**“After Bruce Pulman Park, there is no safe crossing to go other side of the road”**

**“We live three kilometres away from the school and it's easy to drop her off by car before going to work. Also, we don't have a footpath in Airfield Road and Mill Road to make her walk safe. The Bruce Pulman park pathway sometime seems very lonely, or you have someone racing on their dirt bikes, which is very scary. And if we take car, it will only take four minutes to drive, and takes 27 minutes if we walk through the Pulman Park.”**

### How often do you take your child/children to play at local playgrounds?

Daily	<b>16.4%</b>
Weekly	<b>50%</b>
Monthly	<b>19.7%</b>
Yearly	<b>3.3%</b>
Never	<b>4.1%</b>
I don't know where the local playground is	<b>6.6%</b>

### Within your neighbourhood/local community, do you think there are enough play facilities available?

Yes	<b>22.1%</b>
No	<b>73%</b>
Other	<b>4.9%</b>

### Within the school, do you think there are enough play facilities and opportunities available?

Yes	<b>42.6%</b>
No	<b>43.4%</b>
Other	<b>13.9%</b>

Most participants believe that the school provides enough play opportunities, though many don't think the local community does. The sort of improvements participants would like to see to the area, included:

- more playgrounds
- play activations at Bruce Pulman Park
- kid-friendly parks
- more accessible facilities (bike trails, tennis courts, or pools).

**“Would be great to have local playground and swimming pool around the neighbourhood close to Bruce Pullman, especially with the number of kids in the community.”**

**“There are not enough playgrounds near my house. The two that are already there are always so busy that my child doesn't get a chance.”**

**“More play facilities in both school and our neighbourhood such as playgrounds, bike tracks, courts, et cetera.”**

**“Our house does not have a playground within walking distance. I would love to see a playground at the Awakeri Wetlands. I think the school would benefit from having another playground, for varying abilities.”**

**“Well-lit walkway especially in Bruce Pulman Park.”**

# Local Board/Council Plans for Play

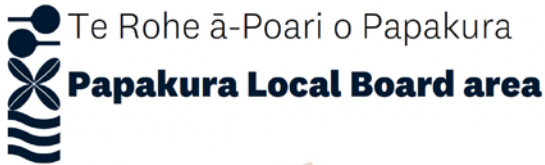


Figure 11: Papakura Local Board Area found in Papakura Local Board Plan.

Papakura is nestled around the inlets and foreshores of the Manukau Harbour, stretching from the Papakura Stream north of Takanini Drury Village in the south. It is largely suburban, but there are also fertile plains and rolling hills leading out to the nearby Hunua Ranges.

The area around Takanini was once a huge wetland and peat bog, and many ancient kauri remain buried there. Papakura’s population has grown much more quickly than the wider Auckland. The 2018 Census statistics show 57,636 people living in the area - a 26% increase from 2013. Over recent years, Papakura has undergone significant residential development, and this is set to continue into the future.

The statistic also shows:

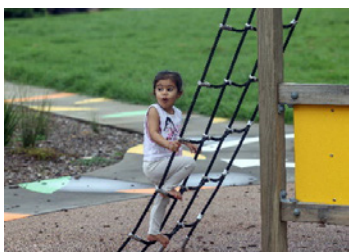
- more than a quarter of Papakura’s residents identified as Māori
- the Pacific population sits at around 17%
- the Asian population has grown significantly and is now about 23%
- almost a quarter of Papakura’s population are children aged 15 years and under.





# He aronga poto i tā mātou mahere

## Our draft plan at a glance



### Our people

Strong partnerships with Māori are continued and Māori aspirations are supported. The diverse community identity and culture in Papakura is celebrated. The safety of the community, their wellbeing, community preparedness and resilience is improved across the local board area.



### Our environment

Continued support of programmes that improve the health of our environment through increasing the tree canopy coverage, improving air and water quality, reducing the threat of pests, and addressing pollution and waste. We want people to have opportunities to enjoy the environment around local parks, our harbour and streams.



### Our community

A community enriched by its diversity, where people feel connected and lead active, healthy lives. We have great parks and places to play and enjoy. We come together at lively events and activities that include people socially, drawing on the strengths of our different cultures. As our population grows and becomes more diverse, our parks, community spaces and facilities need to keep pace with rising demand and changing needs.



### Our places

A well-connected area where it's easy to move around. Our roads are less congested, public transport is convenient and reliable, walkways and cycleways are linked together and safe. It is also important to ensure that the significant growth occurring in the local board area is supported by appropriate infrastructure.



### Our economy

Our local economy thrives, with successful local businesses creating quality jobs for local people. Our commercial centres are great places to work, shop, relax and enjoy. Visitor numbers are increased through the promotion of facilities and services in Papakura.

Figure 12: Papakura Local Board draft plan at a glance.

The Papakura Local Board Plan has five key aspects:

- Our people: supporting people in our diverse communities
- Our environment: protecting our natural environment
- Our community: supporting our community participation with our services and infrastructure
- Our places: supporting growth, development, transport and accessibility
- Our economy: supporting our economic development

The following objectives and key initiatives from the Local Board plan that align with the Kauri Flats Neighbourhood System include:



## Our People

Objectives	Key Initiatives
Building social cohesion and connection in a culturally diverse community	Support our young people to contribute, prosper and thrive  Support age-friendly, active-ageing and intergenerational initiatives through play opportunities

## Our Places

Objectives	Key Initiatives
Papakura’s cycleways and walkways provide safe, connected, alternative routes  To improve all road user safety	Continue to progress wayfinding opportunities on existing walking and cycle pathways  Intersection and road safety improvements

## Our Community

Objectives	Key Initiatives
Papakura’s open spaces and recreation facilities are fit for purpose and well used	Maintain support for developments at Bruce Pulman Park  Progressively upgrade existing parks, sport and recreation facilities to improve the overall standard and meet the needs of all age groups  Encourage active recreation and play in open spaces

## Our Economy

Objectives	Key Initiatives
To encourage thriving business communities in the local board area  Regular local cultural and arts experiences in Papakura	Support placemaking opportunities including those offered by playful and playable elements in town centres  Support people to express and share their culture through play

## Find out more

Find out more in the full [Papakura Local Board Plan 2023](#)



# Recommendations

## Short term (within six months)

What	How
Connection and accessibility to local assets including Bruce Pulman Park and the Awakeri Wetlands.	Specifically the wetlands outdoor classroom that was called out in the original plans, but hasn't since formally happened.
Play advocacy workshops with community stakeholders.	Workshops to discuss play and encourage those in the community to share and reflect on their personal play story to break down barriers and draw the community together.
Establish a kaitiaki group to drive and implement the recommendations from the report.	Hosting community events centred around play at both the school and local spaces to provide an opportunity to celebrate play and enhance the understanding of play in the community.
Promoting usage of the grounds/access to local community providers, rather than 'free range'.	Share on the school website, Facebook page and HERO app the facilities and resources available within the school to utilise outside of school hours.
Pop up play events alongside Auckland Council.	Hold events in partnership with Auckland Council that leverage play as a reason to unite. This also presents opportunities for local businesses.



# Recommendations

## Medium term (six months to one year)

What	How
<p>Active modes of travel – address social variables including perception and travel attitudes, which limit active modes of transport.</p>	<p>Present the report to the Papakura Local Board, Bruce Pulman Park and other relevant stakeholders to bring awareness to the current state of Conversations with Auckland Transport and Travelwise coordinators to address safety concerns and look for solutions.</p> <p>Education within the school on safer travel throughout the area and what this can look like, for example, Bikes in Schools programme.</p> <p>Further research needs to be done to understand whether safety is the only reason that active travel modes are not used more frequently</p> <p>Clear vegetation and tidy pathways so they are accessible for active modes going to and from places.</p>
<p>Wayfinding and signage for tamariki and the local community to connect and orientate themselves in the neighbourhood.</p>	<p>Signposting and wayfinding which reflects pūrākau.</p> <p>Play and wayfinding stencils could be added to pathways to enhance play journeys.</p> <p>Implement signage and methods of wayfinding that directs the community towards the school and local reserves.</p>
<p>Maintenance of Awakeri Wetlands to improve usage and accessibility for the community. General improvement to the upkeep and maintenance of the local park.</p>	<p>Regular upkeep, vegetation trimming and maintenance to enable use of pathways and play interactions along the pathways.</p> <p>Connection with organisations like Auckland Council.</p>





# Recommendations

## Long term (one year plus )

What	How
Road safety and physical severance – address social and built environment factors including traffic calming interventions and safer street speeds to benefit pedestrians and cyclists.	Tactical conversations with key stakeholders including Auckland Transport regarding future developments in the area and how we retro fit our environments to promote more safe mobility.
Community play trails – improve links between the neighbourhood, Awakeri Wetlands, Bruce Pulman Park and housing developments.	<p>The school is amongst a large park and sport facility, the wetlands and many houses that would benefit from connection to encourage exploration of the community.</p> <p>Implement play trails between Bruce Pulman Park and the school and Awakeri Wetlands, the school and surrounding housing.</p>
The future of the built environment. Tactical conversations need to take place about future developments to promote safe mobility.	<p>Ongoing advocacy for more diverse and interesting play assets.</p> <p>Pop up activations on under-used reserve and green spaces</p> <p>Play ‘nudges’ like swings in trees, painted footpaths, and musical instruments.</p>



# Conclusion

Play is fundamental to the quality of enjoyment tamariki have in their daily lives and vital in developing their skills, abilities, and resilience so they can go forward and lead productive and fulfilling lives as adults.

During the process of this Neighbourhood Play System report, we saw the full view of the day-to-day lives of the tamariki at Kauri Flats School and how they are afforded the time, space, and permission for play.

Through connecting with the tamariki it was obvious that they are eager and excited to play. We also saw that the educators at Kauri Flats School truly understand the role that play can have and are already making great efforts to ensure that tamariki have accessible opportunities to play within the school grounds.

However, when we look outside of the school and in the broader neighbourhood, accessibility to play dramatically changes. The space and environments don't support play experiences, yet the blueprint is there to make these opportunities a reality.

The Awakeri Wetlands and Bruce Pulman Park are right on the doorstep of this community. It feels as if an opportunity was overlooked during the Awakeri Wetlands project to engage with the community of Kauri Flats to understand how they could utilise this space. There is a lot of potential for this space to be a placemaking opportunity for tamariki and the wider community to thrive.

Bruce Pulman Park is a first-class sporting facility with grounds and centres spread throughout, and with lots of areas

that are not used at all, there are many potential opportunities for play activations. The recently constructed walkways with the sole purpose of connecting are dull. These could be enhanced to provide interesting, vibrant walkways with play-on-the-way initiatives to captivate people of all ages and maximise the use of this space.

With little to no outdoor spaces, tamariki in Kauri Flats are limited in their opportunities to play at home. And parents/ caregivers and whānau see the busy roads that connect housing to the school as unsafe for tamariki to roam around the neighbourhood.

We found it obvious there is ample opportunity to do better for the tamariki of Kauri Flats. This includes making community grounds fit for play and educating whānau and the community about the benefits of play.

This report highlights what happens when development outpaces our ability to consider the broader needs of community and hapori. Sadly, this is a trend that we see mirrored across Counties Manukau.

If we can put plans in place to have tamariki voice front and centre when building new housing developments, we can get it right from the beginning.

Unfortunately, we can't start again with Kauri Flats, but if the report's recommendations are implemented, the tamariki of Kauri Flats School and the surrounding neighbourhood could live in an environment that promotes and supports their overall hauora.







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