

# Neighbourhood Play System

# Bishopdale School Te Kura Papakōhatu

OCTOBER 2023



**Bishopdale School**  
TE KURA  PAKAKOHATU



**Te Kāwanatanga o Aotearoa**  
New Zealand Government

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The tamariki, staff and community of  
Bishopdale School Te Kura Papakōhatu.

# Executive Summary

The Sport Canterbury Play Unit has embarked on a new journey in its mahi to grow and strengthen play within the Waitaha Canterbury region, commencing mahi alongside Sport New Zealand Ihi Aotearoa and ARUP to define and develop our region's neighbourhoods through the context of play. This work is called the Neighbourhood Play System.

In 2023, Sport Canterbury completed three Neighbourhood Play Systems, including one at Bishopdale School Te Kura Papakōhatu. The Bishopdale School Te Kura Papakōhatu Neighbourhood Play System project provides a comprehensive analysis of the current state of play of the neighbourhood surrounding Bishopdale School Te Kura Papakōhatu and identifies opportunities for strengthening and enhancing play in the Bishopdale neighbourhood.

Sport New Zealand Ihi Aotearoa and Sport Canterbury believes that if play is embedded in neighbourhoods throughout the motu, this can support wellbeing, people and places and therefore, well-connected communities within the neighbourhood.

A Neighbourhood Play System project involves an in-depth analysis of the current state and quality of play opportunities at the neighbourhood level within an 800m catchment area of a local school. To understand how the various school and urban systems impact the play experiences, particularly that of tamariki, the Sport Canterbury Play Unit and the Healthy Active Learning team drew on their existing relationships with the school and its community, engaging in kōrero and consultation with neighbourhood partners.

The Neighbourhood Play System is a truly locally led approach to play and urban design. It places the key stakeholder – the tamariki – at the centre of the design process. Providing tamariki with the opportunity to share their voice and have us listen to what they were identifying as enablers, barriers, and opportunities for play within their school and neighbourhood was critical to this project. The Neighbourhood Play System also recognises the importance of gathering the voice of the community who live within this neighbourhood, as play is not just for tamariki.

Bishopdale School Te Kura Papakōhatu was identified for a Neighbourhood Play System project based on its existing positive relationship with Sport Canterbury through the Healthy Active Learning initiative. Bishopdale School Te Kura Papakōhatu was part of the Healthy Active Learning Phase Two rollout in Waitaha Canterbury, and has greatly benefitted from the initiative. Bishopdale was also identified by Christchurch City Council, through its Local Play Advocate, as an area needing prioritisation, support, and investment for play and independent mobility.

## Bishopdale School Te Kura Papakōhatu

Bishopdale School Te Kura Papakōhatu is a Years 1–6 state, co-educational contributing school located on Greers Road in the suburb of Bishopdale, Ōtautahi Christchurch. It has a current roll of 160 students, with 33 % of tamariki identifying as Māori, 34 % as European/Pākehā, 13 % as Asian, and the remainder as Pacific Peoples or other ethnicity.

Bishopdale School Te Kura Papakōhatu is a small school compared to other primary schools in the area, catering to families wishing to have their tamariki attend a smaller whānau-centred community school in the heart of a large city. The school is mainly one block divided into classrooms. They have seven flexible learning spaces, which are organised into five junior and two senior classes. Tamariki work collaboratively within these spaces and learning is based around the school values, CARE:

- Caring – Kumano (to tend carefully, foster, attend to, care for, cherish).
- Achievement – Tutuki (reach the farthest limit).
- Responsibility – Haepapa (to be responsible, reliable).
- Enthusiasm – Hauoraora (to be lively, animated, enthusiastic, spirited).

## Play opportunities

Within the school gates, a variety of traditional play opportunities are available to tamariki, including a playground, a school hall, a sandpit, trees for climbing, two large court areas and an extensive field. However, outside the school gates it's a different story.

The opportunities for play effectively stop when tamariki leave the school grounds. Due to a lack of awareness of the available spaces and places in the Bishopdale community, lack of active transport and independent mobility provisions, and bland narrative of play spaces and facilities, play no longer takes place outside of the school gates or the homes of tamariki.

Through kōrero with tamariki, whānau, staff and the community, it is evident that the impact of the COVID-19 pandemic on this neighbourhood is significant. Many feel there is a loss of connection and sense of belonging to the neighbourhood's spaces and places, and little has been done at a community level to reignite these connections.



Through kōrero with the school's principal Jill McArthur and our own onsite observations, this disconnect was evident with whānau waiting outside the school gates in their cars to pick up tamariki after school. By 3.10pm, the school grounds were virtually deserted.

Within an 800–1000m radius of the school, there are a total of six main play spaces and green spaces, including Bishopdale Park and Tralee Reserve. There are also several facilities and organisations to support play, such as the The Kind Foundation (formerly YMCA) Bishopdale Recreation Centre, however these spaces and places currently sit vacated and underutilised.

Bishopdale, as a neighbourhood, has a lot to offer tamariki and their whānau – there simply needs to be more awareness and understanding of what lies on the doorstep of this community for play. Strengthening connections

**“ We have really been struggling to get whānau back onto school grounds after the COVID-19 pandemic. This is their place. Their school. They should feel at home and welcome at any time. We want them to be here. ”**

Jill McArthur, Principal

between people and places within this community will support the growth of play and access to play for tamariki and their whānau and will help to restore the sense of place and belonging that has been lost due to the COVID-19 pandemic.

**“ Rather than playing at the park, a lot of our kids go down to Kmart and play there. At least they're walking there I guess. ”**

Jill McArthur, Principal

## Recognising tamariki

This Neighbourhood Play System report recognises tamariki as valued members of society in their school, their community, and Aotearoa New Zealand. By taking this approach to this project and in our engagement with tamariki, we were able to create relationships built on trust and gained insight into how to improve play in Bishopdale.

From insights and evaluation, we developed a range of short-, medium-, and long-term opportunities to support and grow play at a community level in Bishopdale. These opportunities were developed in line with the Christchurch City Council Long Term Plan, linking opportunities to streams of this framework, which ensures alignment at both a community and council strategic level. Being able to turn these opportunities into action will require partnership and collaboration between the school, local play champions, local community board members, community stakeholders, Christchurch City Council and Sport Canterbury. These partners will also need to commit to continuing to value tamariki voice, otherwise, 10 years from now, this community may find itself in the same position as now.

# Introduction

## Kaupapa/Purpose

The Neighbourhood Play System model has been developed to explore a more sustainable approach to developing and managing a local play system. It reflects the understanding that play is not confined to defined areas and encompasses a wide community system, including driveways, streets, parks, and alleys.

While the model is not intended to be a step-by-step guide, it explains the many steps that need to take place to support the governance, funding, technical design, and monitoring of child-friendly urban environments.

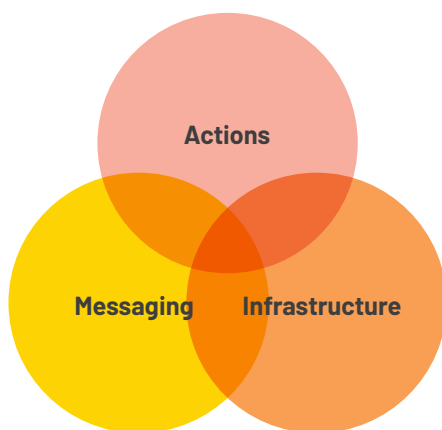
Improving the quality of and access to play systems on a local scale, facilitated by the development of an integrated play strategy, will encourage all tamariki to develop a love for play and being physically active.

The model seeks to fill some of our knowledge gaps around the planning, design, and delivery of informal play systems, to facilitate the activation of places and communities and deliver positive play outcomes.

The model will operate in tandem with activation plans, opportunities, and a kaupapa Māori play model to ensure a holistic approach is taken that reflects and responds to Aotearoa New Zealand's unique cultural, social, and environmental context.

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 Bishopdale School Te Kura Papakōhatu. It includes recommendations that can be implemented by play enablers through integrated actions, messaging, and infrastructure, which promote play and independent active mobility of tamariki (Figure 1).

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



## Actions

Actions are short-term activations, programmes, projects, and events that drive action. These are often at low to no cost, are temporary, and may include Play Streets or the activation of school and community play spaces.

## Messaging

Messaging is about how we shape systems, communities and places for play. This involves council documents, perceptions, and the ongoing impacts and/or context of spaces. We aim to develop and learn from case studies of locally-led approaches into policies, strategies and plans.

## Infrastructure

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 and how we think about and design urban environments to be 'child-friendly'. For example, to address road safety concerns, infrastructure could include installing safe pedestrian crossings with messaging (policies) aimed at reducing 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.



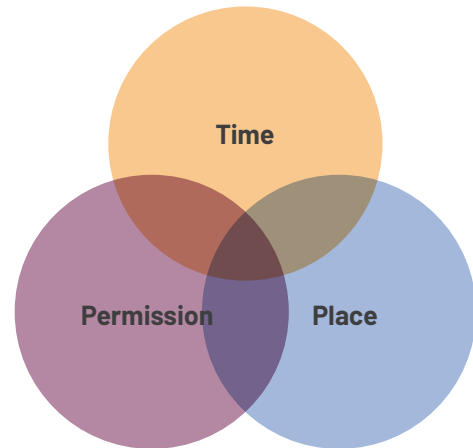
# The significance of play

## What is play?

Play is spontaneous, intrinsically motivated, and self-directed. It is freely chosen with no predetermined outcome. It's fun, accessible, challenging, social, and repeatable. It is usually highly active with elements of challenge and risk that test boundaries in an imaginative way.

Play allows tamariki the space to practice, learn, and develop the skills they need to be active for life, including fundamental movement skills, self-directed creativity and innovation, social and emotional connections, resilience, independence, leadership, and informed risk taking.

Figure 2: Time, space, permission - Sport NZ.



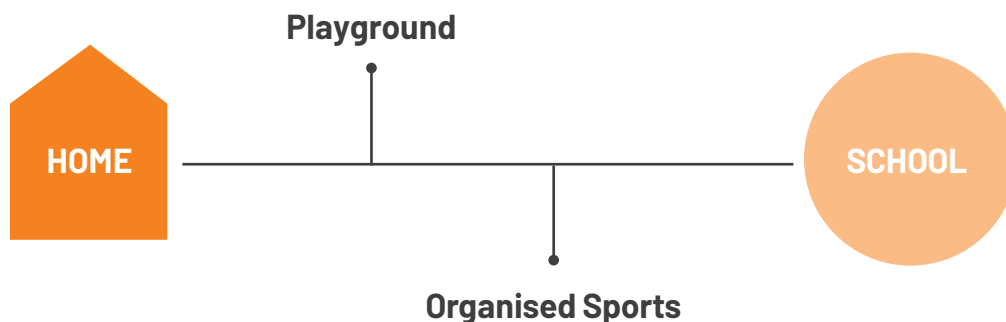
## The right to play

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. Play spaces and play locations have become car-centric destinations, which whānau need to drive tamariki to for play to occur (see Figure 3). For too many tamariki, however, access to these play spaces and play locations is determined by systemic barriers, such as income and postcode.

Figure 3: Car-centric play system - Sport NZ.



## The neighbourhood footprint

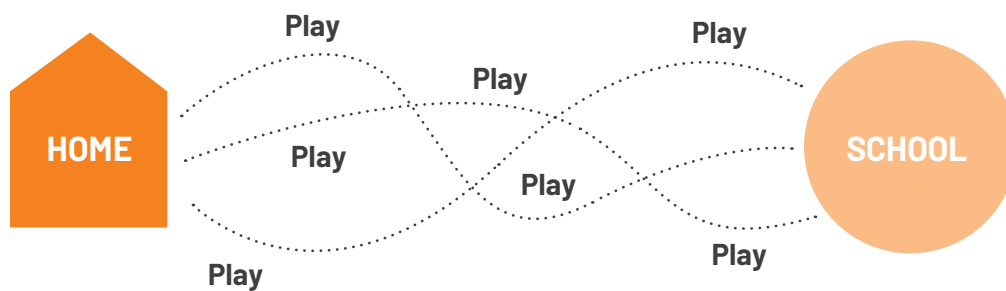
Tamariki and whānau need safe and clean streets, access to green spaces, clean air, things to do, the ability to get around, the freedom to see friends, and somewhere to call home. Each neighbourhood across Ōtautahi has the opportunity to build upon its own cultural, political, socioeconomic, and environmental 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 and more often school grounds are not publicly accessible after hours (with many schools fenced and gated). This dramatically decreases play opportunities.

The neighbourhood footprint surrounding a school is important in creating a liveable and playful city for our tamariki and their whānau. As 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 create a network of opportunities to 'play on the way' and within every community space available helps enable independence and form the foundations of a truly child-friendly city (see Figure 4 below).

Figure 4: Walkable play system – Sport NZ.



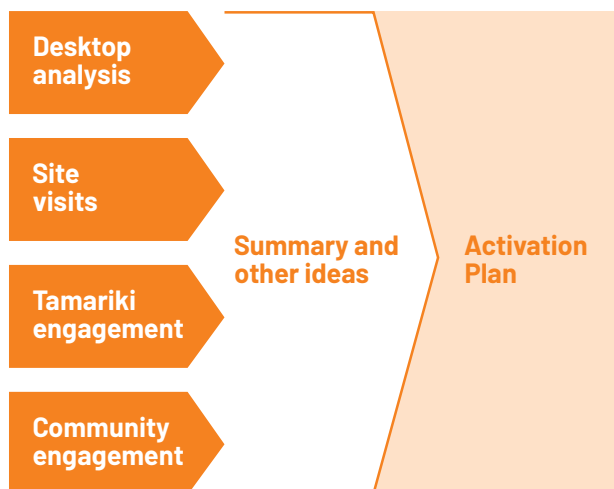


# The Neighbourhood Play System Approach

The Neighbourhood Play System approach provides a blueprint to identify key barriers and opportunities for tamariki to play in their school and surrounding neighbourhood. Key to this approach is to look through the eyes of tamariki and their whānau who live, work, and play in a specific neighbourhood. This can only be achieved by taking the time to build relationships with these community members and being willing to listen to their voice.

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

Figure 5: Neighbourhood Play System approach – Sport NZ.



## Desktop analysis

Sport Canterbury's Play and Active Recreation Coordinator, supported by Sport Canterbury's Regional Play Lead, Christchurch City Council's Local Play Advocate, and Ara Institute of Canterbury third-year intern students conducted a 'desktop analysis', involving data collection on spatial and supporting information to paint a picture of the Bishopdale School Te Kura Papakōhatu catchment. Three levels of scale were investigated, including the school, neighbourhood, and city.

### School scale:

- Student roll data
- Available play assets
- Before school/after school care provision
- Use of outside providers
- Education Review Office report.

### Neighbourhood scale:

- Census data (for example, population demographics), crime data, and deprivation data
- Transport routes (roads, bus routes, cycle paths, pedestrian access ways, pedestrian and/or raised crossings) and other transport information (speeds, crash data, and planned upgrades)
- Purpose-built play areas (parks, reserves, playgrounds) and their official purposes (for example, sports park) and what sports clubs lease and utilise the parks
- Community facilities (including education providers, health, religious, and commercial providers) and their services
- Soft infrastructure (such as toilets, seating, rubbish bins, and drinking fountains)
- Residential catchment for those living more than 500m from a local park or reserve.

### City scale:

- City-wide strategies, policies, and plans
- Christchurch City Council Long Term Plan capital investment and operational renewals
- Large-scale programmes, projects, and business cases
- Political interest, development, and high-level stakeholders working in the area.

## Site visits and observations

- This involved a number of visits to the school before, during and after school times, and mainly during break times, to gain a sense of how students at Bishopdale School Te Kura Papakōhatu liked to play on a day-to-day basis. We were able to gain insight into the kind of play students liked to engage with, whether they played in groups or by themselves, what equipment was the most popular, and overall how play was promoted within the school. We observed the following during these visits:
- The condition and appearance of play spaces and play locations at the school (for example playgrounds, equipment, natural resources).
- Any physical barriers that might reduce access to tamariki for play spaces and play locations.
- How tamariki liked or preferred to play (for example with friends, individually, games, or risky play).
- How play was supported and encouraged at the school by kaiako and support staff.

Site visits within the 800m catchment were also conducted to assess the conditions of the natural and built environment. This included its accessibility, safety, opportunities for play as well as potential barriers to play, and independent mobility for tamariki, their whānau, and the neighbourhood. We observed the following during these visits:

- The condition and appearance of play spaces and facilities (for example, new equipment, broken equipment, or vandalised areas).
- Any physical barriers that might reduce tamariki access to play spaces and opportunities (for example, busy roads, difficulty using footpaths, high-speed areas, uneven pavement, high curbs, bollards, poor street lighting, cycleways or lack of, vandalised areas).
- Amount of protection from environmental hazards (for example, shade and shelter, tree canopy, places to rest).
- If there were any 'bumping zones' for tamariki and whānau to connect on their way to places.

## Community engagement

It was vital to gather the voice of the community throughout this project, specifically around the concerns they have about the neighbourhood for tamariki, the barriers they face to play, and also their hopes and aspirations for making the area surrounding Bishopdale School Te Kura Papakōhatu a playful neighbourhood. Community voice was gathered through the following methods:

- Whānau responses via the Bishopdale School Te Kura Papakōhatu Travel Survey
- Various face-to-face and online hui with community stakeholders and organisations (for example, Kia Kori Waitaha, The Kind Foundation (formerly YMCA) Bishopdale Recreation Centre, and local early childhood centres).

## Surveys

The Bishopdale School Te Kura Papakōhatu Travel Survey via Christchurch City Council Community Travel Advisors was carried out to gather as much community voice as possible.

## Tamariki engagement

To capture the voice of tamariki, it was important to establish relationships with them based on trust. Taking the time to undertake whakawhanaungatanga with tamariki provided a shared sense of connection and purpose, as well as creating a safe and trusted environment for the voices of our youngest stakeholders to be heard. This was essential to capture their perceptions about barriers to and/or opportunities for play they experience in their school and neighbourhood. A workshop with the school's Physical Activity Leaders (PALs) was run and the following questions were posed to the leaders:

- How and where do you like to play at school?
- How and where do you like to play when you're not at school?
- What stops you from playing more?
- Who helps you to play?
- What would a playful neighbourhood look like? Feel like? Sound like?

In this session, tamariki were provided with a range of tools and resources to support how they wanted to articulate their answer best, including pens, paper, Lego, playdough and kōrero. The engagement included these key considerations:

- Ensuring tamariki felt comfortable sharing their thoughts, feelings, and experiences.
- Ensuring all voices were heard and captured.
- Ensuring tamariki were informed about why they were being asked these questions and what kaupapa it was contributing to.

# Current conditions

On a city-wide scale, the kaupapa of play in Ōtautahi Christchurch is driven predominantly by two key groups – Sport Canterbury and Christchurch City Council. Through a combination of plans, strategies, initiatives, projects, and resources, Sport Canterbury and Christchurch City Council advocate for and deliver initiatives to support well people and places through play.

While Christchurch City Council doesn't currently have a play strategy of its own, it is committed to ensuring play is considered, advocated for and invested in throughout the city through various initiatives, plans and projects, such as the Long Term Plan 2021–31.

In early 2022, Christchurch City Council was also a part of the Local Play Workforce Project pilot by Sport New Zealand Ihi Aotearoa, which saw Local Play Advocate roles placed in councils throughout the motu as part of a phased approach, with the intent of increasing and developing the dedicated workforce for play in Aotearoa. The establishment of this role has allowed play to be considered and implemented on a greater scale and deeper level in community projects.

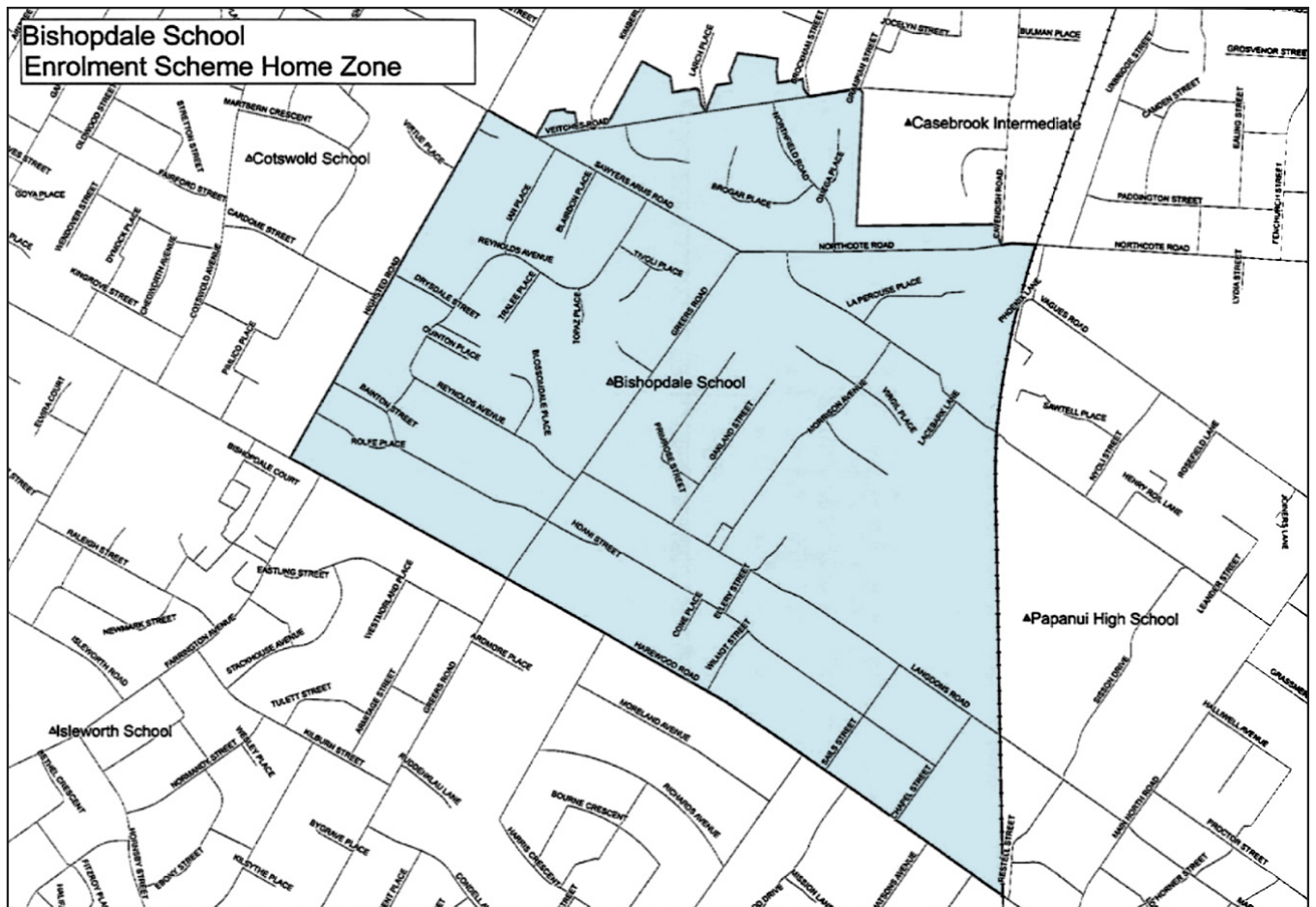


# Bishopdale School Te Kura Papakōhatu and the Bishopdale community

## Bishopdale School Te Kura Papakōhatu

Bishopdale School Te Kura Papakōhatu is in the statistical (Census) area of Bishopdale North, although school students come from a 'home zone' across a few surrounding statistical areas, such as Bishopdale South and Bishopdale West.

Figure 6: Bishopdale School Te Kura Papakōhatu enrolment scheme home zone.



## Spatial development

Bishopdale School Te Kura Papakōhatu is located 10km northwest of central Christchurch and situated on Greers Road. Bishopdale falls under the Harewood Ward, which includes the suburbs of Bishopdale, Harewood, Northwood, the west side of Belfast, and small portions of both Casebrook and Yaldhurst. It is a large geographical area and a major transport hub for Christchurch and the South Island. It also encompasses the Christchurch Airport area. State Highway 1 runs through the middle of the ward, with Christchurch International Airport is located within it. Because of the close proximity to the airport and State Highway 1, the Harewood Ward is also home to many freight and industrial businesses and tourist attractions, such as Orana Park, Willowbank Wildlife Reserve and the International Antarctic Centre.

Bishopdale's resident growth numbers have been slow compared to the national average. Census data for Bishopdale North shows the area is not seeing as much growth as other areas of the city. Resident population grew from 4,035 in 2006 to 4,203 in 2018. A population growth of 168 (4.1%) over a 12-year period compared to the national growth of 16.8% shows this is a slow-growing area.

Currently, 10% of Bishopdale identify as Māori. Māori population in Bishopdale has grown from 246 to 390 over the same 12-year period, representing a 58% increase. Despite this increase, just 1.6% of residents in the area stated they could speak te reo Māori. The median age of the Bishopdale community is 38.6 years old, with 24.9 years old being the median age for Māori residents. The largest increase in ethnic representation comes from the Asian population, increasing from 8.3% to 12.8% within the 12-year span.

57% of homes have some form of ownership, partly or fully owned privately – and 19% of homes are held in a family trust. Around a quarter of residents are renting. Since the Census in 2018, and due to COVID-19, house purchase prices and rental prices have increased. In February 2021, according to the Tenancy Services website, the average market price of a rental property in the suburb of Harewood was \$568, and in the high-deprivation area of Bishopdale it was \$435. As of February 2022, prices have risen in Bishopdale with the average market price of a rental property in the suburb being \$480 per week. This reflects on Bishopdale being one of three suburbs in Christchurch where median house values rose about 32% over the year. Christchurch City Council has 78 social housing units in Bishopdale.

## Community development and support

Members of the Bishopdale community are looking to regenerate Bishopdale with a particular focus on the Bishopdale Mall area, which has an active Business Centre Association.

The Bishopdale Community Trust is the only focused community development/support organisation in the area. This is a strong organisation providing a range of services, with a focus on elderly needs.

The Christchurch City Council-owned Bishopdale Library and Community Centre was closed following the earthquakes in 2010 and 2011, but was replaced with new buildings.

Ōrauwahata: Bishopdale Library and Community Centre is well utilised by the community as a central gathering place to connect.

There are nearly 80 sport and recreation groups, schools, and faith-based organisations spread across the area. There are also many community-owned facilities associated with these organisations, providing numerous places to gather, social connections and healthy activities.

Bishopdale has seen the development of a community project group – supported by Christchurch City Council staff and the Waimāero/Fendalton-Waimairi-Harewood Community Board – looking at ways to regenerate the area. The project group has members from the Business Centre Association, Bishopdale Community Trust, and Enliven Bishopdale Group.

The group has been initially focusing on the Bishopdale Mall and associated spaces. With the support of volunteers and great local sponsorship, to date the group has created a village green area by the mall with seating, activities, a community mural painted by local artist Jake Clark, and additional panel artwork contributed by local schools. The group is now turning its attention to the public toilet block in the mall, which they hope to have redesigned and refreshed by 2024 in partnership with Christchurch City Council and Citycare.

Bishopdale Community Trust is a community organisation that operates a community house called Sundbye House. It operates as a drop-in place, offering activities such as coffee and friendship, card making, games, walking groups, craft group, social housie, community lunch, yoga, and a book and jigsaw library. It also maintains the Bishopdale Directory, which provides local information about activities and groups in the area, and produces the quarterly community newsletter, Bishopdale Bulletin. The Kind Foundation (formerly YMCA) Bishopdale Recreation Centre at the Bishopdale Mall is well utilised, providing recreational opportunities for all ages, including after-school activities for youth and an early learning centre.

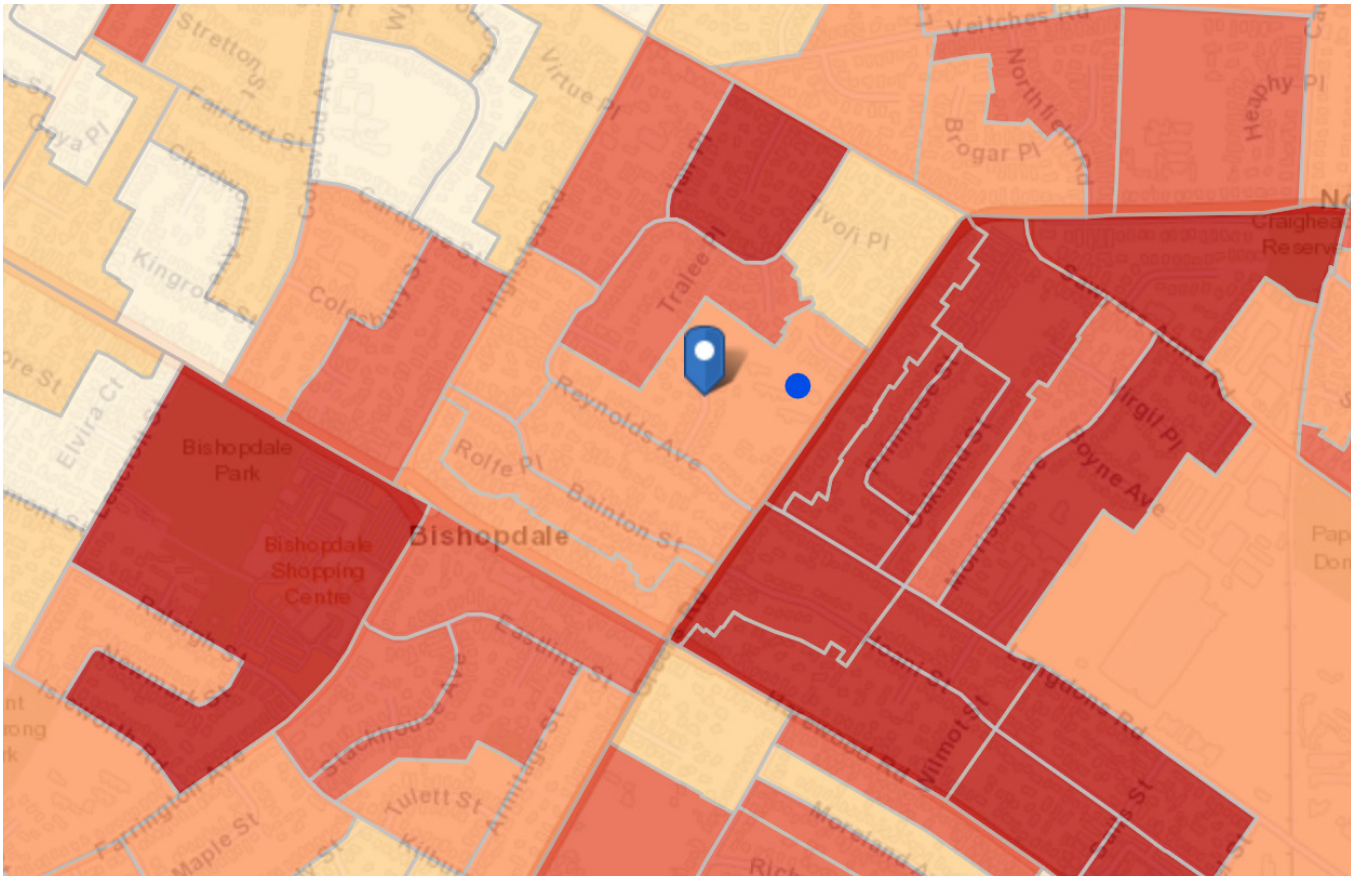
While there are several opportunities, services, and support systems available to the Bishopdale neighbourhood, these are catered predominantly to the older population, and consequently, tamariki and their needs, wants, hopes and aspirations have been forgotten in this neighbourhood.

Figure 7: Bishopdale Village Green Area Mural by local artist Jake Clark.



Environmental Health Intelligence New Zealand monitors deprivation levels across New Zealand communities. Its deprivation tool shows that Bishopdale School Te Kura Papakōhatu's home zone features moderate to high deprivation levels. Most of the zones around the school are within the 'medium decile' (decile 8) to 'most deprived' range (decile 10). Deprivation figures are relevant for the purpose of this report as there is a correlation between deprivation and other factors, such as public health, public safety and transport to school.

Figure 8: Bishopdale deprivation data.



**Statistical area 1 (SA1)**

NZDep2018 decile

- 9-10 most deprived
- 7 - 8
- 5 - 6
- 3 - 4
- 1 - 2 least deprived
- no data

Figure 9: Bishopdale School Te Kura Papakōhatu context map 1.

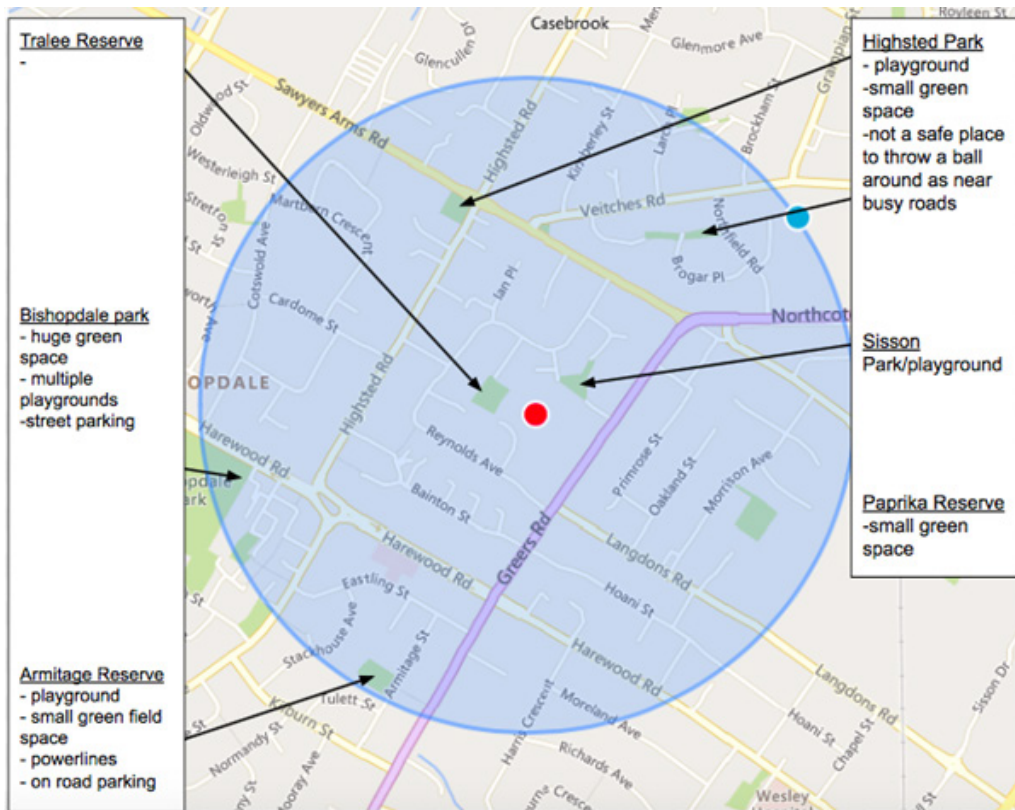


Figure 10: Bishopdale School Te Kura Papakōhatu context map 2.



## Demographics and statistics

### Ōtautahi Christchurch

**12%**

Māori residents

**19.6%**

Residents aged 0-15 years

**52%**

Own or partly own their home

### Bishopdale

**10%**

Māori residents

**18%**

Residents aged 0-15 years

**55%**

Own or partly own their home

### Bishopdale School Te Kura Papakōhatu

**35%**

Māori tamariki

**160**

Tamariki

**518**

Equity rating

(Stats NZ, 2018)



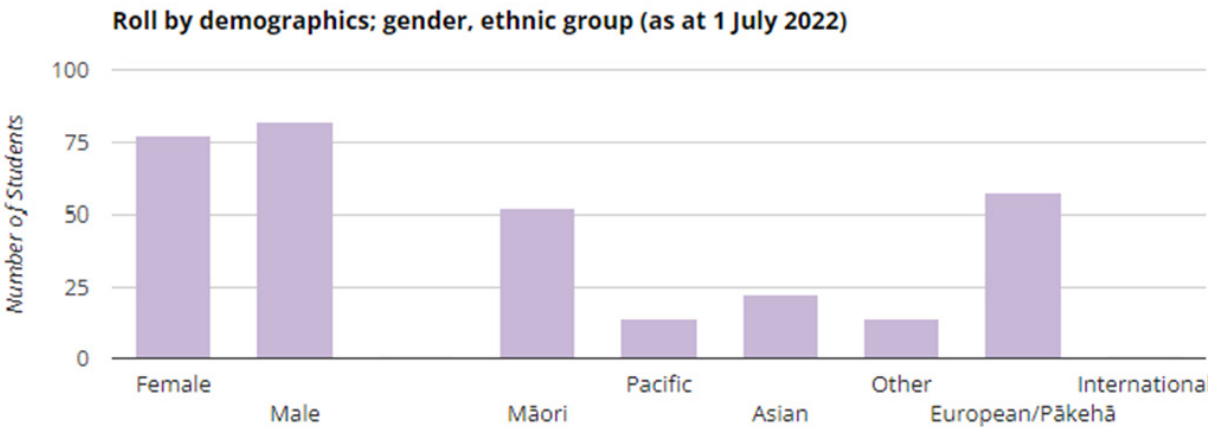
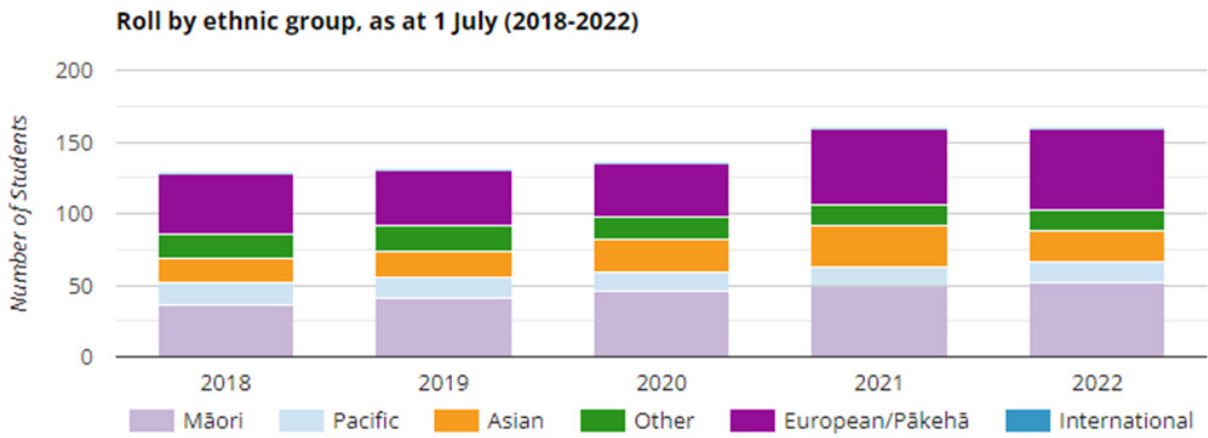
## Ethnicity

	2006 %	2018 %
European	<b>73.6</b>	<b>80.9</b>
Māori	<b>6.2</b>	<b>9.3</b>
Pacific peoples	<b>1.9</b>	<b>3.1</b>
Asian	<b>8.3</b>	<b>12.8</b>
Middle Eastern / Latin American / African	<b>1.0</b>	<b>1.5</b>
Other ethnicity	<b>14.9</b>	<b>1.5</b>

(Stats NZ, 2018)



Figure 11: School roll data



As of the end of July 2022, the total number of students enrolled at Bishopdale School Te Kura Papakōhatu was 159. This number comprised the following ethnic groups:

European/Pākehā	<b>35%</b>
Māori	<b>32%</b>
Asian	<b>13%</b>
Pacific peoples	<b>8%</b>
Other	<b>8%</b>

The majority of Bishopdale residents use private motor vehicles as their predominant transport method. A small 4.9% of residents bike, and 2.5% travel by foot. To get to school, the main forms of transport are as passengers in vehicles (50.8%), traveling by foot (21.9%), and cycling (9.4%).

**“ I would love to bike more, but there are always so many roadworks, plus people duck and dive between side streets to avoid Greers Road and Harewood Road traffic, so it’s just as unsafe down those streets as it is on the main road. ”**

Bishopdale resident

## Traffic volumes

The following maps display the traffic volumes during times when tamariki, whānau, and residents would typically be travelling to school, work, or out in the community:

Figure 12: Traffic data outside Bishopdale School Te Kura Papakōhatu at 9.00am.

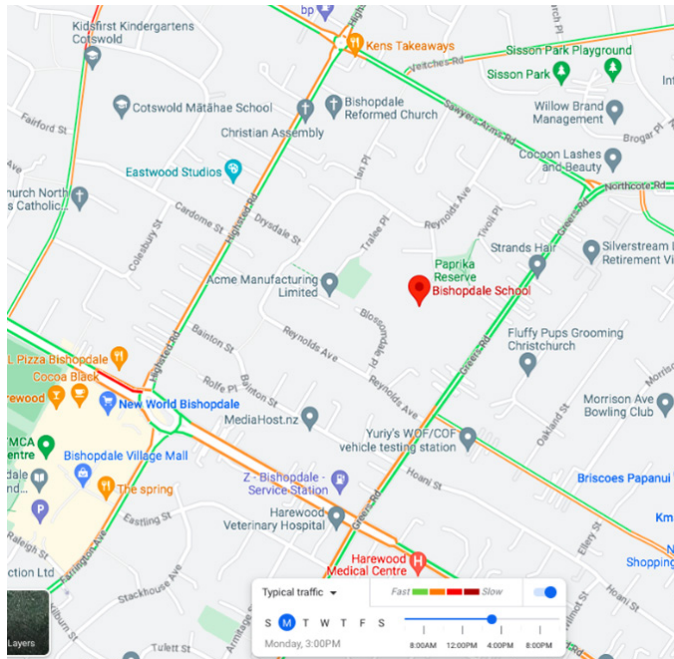
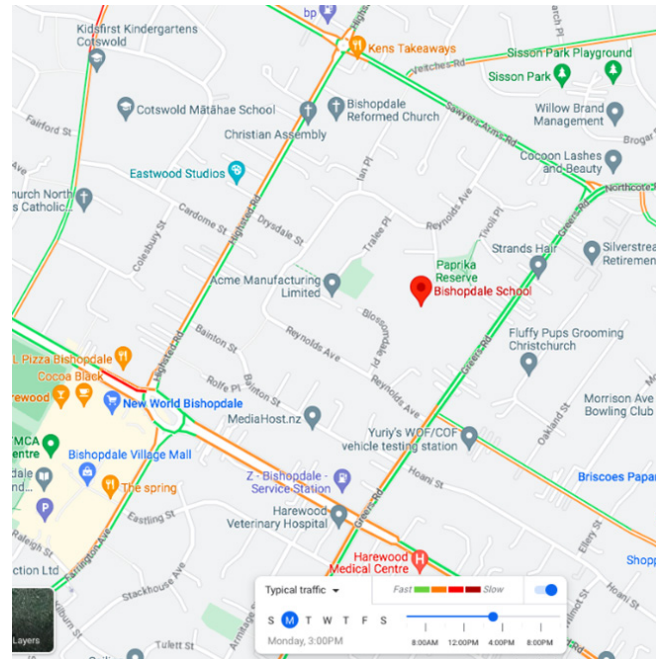


Figure 13: Traffic data outside Bishopdale School Te Kura Papakōhatu at 3.00pm.



## Economic

- The median rent of Bishopdale is \$380 per week.
- 3.3% of Bishopdale residents are unemployed compared to the national average of 5%.
- Median income is \$35,200, compared to the national median of \$31,000.
- 16.7% of households earn over \$70,000.
- 18.3% of residents hold no form of qualification (over 15 years old).
- 14.3% hold a level 7 qualification/bachelor's degree or higher (over 15 years old).
- 88.4% of residents have internet access in their dwellings and 92.7% have access to a mobile phone.

## Health information

- 9.7% are regular smokers – 5.4% males and 4.3% females.
- 5.4% have 'a lot of difficulty' or 'cannot do at all' one or more of the following activities:
  - Walking
  - Seeing
  - Hearing
  - Cognition
  - Self-care
  - Communication.
- 2.4% of under 15-year olds have some of the above activity limitations.

# Relevant plans, policies and projects

## Christchurch City Council Physical Recreation and Sport Strategy

The aim of the Christchurch City Council Physical Recreation and Sport Strategy is to help organisations involved in physical recreation and sport to move in a common direction. The case for increasing participation in physical recreation and sport is compelling. Positive participation in physical recreation and sport means people will be in better health and reduce healthcare costs. It is a key element for human development at all ages and helps to build strong families and communities. Furthermore, it generates economic benefits and very importantly contributes to people's quality of life (Christchurch City Council, 2021).

## Christchurch City Council Strengthening Communities Together Strategy

Strong communities give people a sense of belonging, and encourage them to take part in social, cultural, economic, and political life. This refreshed strategy focuses on impact and outcomes, with more emphasis on collaboration and partnership to address the needs of Ōtautahi Christchurch communities. The strategy contains four pillars that set out Christchurch City Council's commitment to working alongside the community over the next 10 years (Christchurch City Council, 2021).

Figure 14: Te Pou Pillars Christchurch City Council, 2021 Te Haumako; Te Whitingia Strengthening Communities Together Strategy Overview document.



### Te Pou Tuatahi: Te Tāngata Pillar 1: People

Actively promote a culture of equity by valuing diversity and fostering inclusion across communities and generations.

**Objective 1.1:** Develop and enhance relationships with tangata whenua via mana whenua and Te Hononga.

**Objective 1.2:** Build, nurture and strengthen relationships with Pacific communities.

**Objective 1.3:** Continue to build on the relationships and achievements developed with multi-ethnic and multicultural communities through the Multicultural Strategy – Our Future Together.

**Objective 1.4:** Harness the strengths of diverse communities and address issues of social exclusion.

**Objective 1.5:** Support groups involved in providing access to arts, culture, heritage, recreation, and those who care for the environment.

**Objective 1.6:** Facilitate and promote lifelong learning opportunities for all.

**Objective 1.7:** Work with others to reduce loneliness and social isolation, with particular focus on intergenerational approaches.



### Te Pou Tuarua: Te Whenua Pillar 2: Place

Support and help build connections between communities to foster a sense of local identity, shared experience and stewardship.

**Objective 2.1:** Encourage communities to create and sustain a sense of local identity and ownership.

**Objective 2.2:** Work with new and changing communities in both rural and urban areas to build a sense of belonging.

**Objective 2.3:** Support the community activation and kaitiakitanga of public places and spaces.



### Te Pou Tuawhā: Te Takatū Pillar 4: Preparedness

People feel safe in their communities and neighbourhoods and work together to understand, adapt and thrive in the context of change and disruption.

**Objective 4.1:** Work with communities to prepare for and respond to emergencies, and also increase climate resilience and adaptation action.

**Objective 4.2:** Support the capacity of the community and voluntary sector to plan, adapt and respond to risk, disruption and change.

**Objective 4.3:** Support neighbourhood and city-wide initiatives aimed at increasing a sense of neighbourliness.



### Te Pou Tuatoru: Te Mahi Pillar 3: Participation

Residents and groups in the wider community are socially and actively engaged and able to initiate and influence decisions affecting their lives.

**Objective 3.1:** Empower and equip residents and groups to participate in decisions affecting their communities and neighbourhoods.

**Objective 3.2:** Increase general understanding of Council's decision-making processes and support people to have their say. We want more people to get involved in decision-making, and to feel that their views are heard.

**Objective 3.3:** Provide well-informed support and advice to staff and elected members for effective decision-making and community engagement.

**Objective 3.4:** Increase volunteering opportunities across the Council and the wider community and support the organisations providing such opportunities.

## Christchurch City Council Urban Development Strategy

The Greater Christchurch Urban Development Strategy is a plan for managing urban development that protects water, enhances open spaces, improves transport links, creates more liveable centres, and manages population growth in a sustainable way. The strategy provides the primary strategic direction for the Greater Christchurch area, including the location of future housing, development of social and retail activity centres, areas for new employment, and integration with transport networks. It also establishes a basis for all organisations (not just the strategy partners) and the community to work collaboratively to manage growth (Christchurch City Council, 2021).

## Sport Canterbury Healthy Families Ōtautahi team’s Access to Play for Tamariki During and Beyond a Crisis, Phases 1 and 2

The Access to Play for Tamariki During and Beyond a Crisis Phase 1 and 2 resources have been developed by Sport Canterbury and its Healthy Families Ōtautahi team on behalf of Sport New Zealand Ihi Aotearoa to provide a strategic approach to play, particularly in times of crisis. This set of resources, which include reports, frameworks and toolkits, informs the preservation and enhancement of play for tamariki in Aotearoa New Zealand to support positive wellbeing during and beyond a crisis. It is hoped that these resources will help whānau, communities, and organisations (including territorial authorities and central government departments) support the wellbeing and recovery of those affected by, and those providing support through, trauma during and beyond a crisis.

## Sport Canterbury’s theory of change for play

Sport Canterbury believes, “If we support equitable partnerships to protect accessibility to, equity of, and inclusivity of play by amplifying and connecting a range of opportunities at neighbourhood, local government, and regional levels, then this will support participation in more play enablement, and eventually lead to a play-centric region that helps support well people and places.”

## Christchurch City Council Strategic Framework Development Strategy

The strategic framework provides a big-picture view of what Christchurch City Council is trying to achieve for Ōtautahi Christchurch. It provides the foundation for the Long Term Plan, guiding how it works and where funding is allocated. The Local Government Act requires all councils to identify the rationale for their work in the form of community outcomes. These outcomes capture what Christchurch City Council aims to achieve in promoting the wellbeing of people and places in the city of Ōtautahi Christchurch (Christchurch City Council, 2021).

Figure 15: Christchurch City Council Strategic Framework.

### Ōtautahi–Christchurch is a city of opportunity for all

Open to new ideas, new people and new ways of doing things – a city where anything is possible

#### Community Outcomes

Community Outcomes			
<p><b>Resilient communities</b></p> <ul style="list-style-type: none"> <li>Strong sense of community</li> <li>Active participation in civic life</li> <li>Safe and healthy communities</li> <li>Celebration of our identity through arts, culture, heritage, sport and recreation</li> <li>Valuing the voices of all cultures and ages (including children)</li> </ul>	<p><b>Liveable city</b></p> <ul style="list-style-type: none"> <li>Vibrant and thriving city centre</li> <li>Sustainable suburban and rural centres</li> <li>A well connected and accessible city promoting active and public transport</li> <li>Sufficient supply of, and access to, a range of housing</li> <li>21st century garden city we are proud to live in</li> </ul>	<p><b>Healthy environment</b></p> <ul style="list-style-type: none"> <li>Healthy water bodies</li> <li>High quality drinking water</li> <li>Unique landscapes and indigenous biodiversity are valued and stewardship exercised</li> <li>Sustainable use of resources and minimising waste</li> </ul>	<p><b>Prosperous economy</b></p> <ul style="list-style-type: none"> <li>Great place for people, business and investment</li> <li>An inclusive, equitable economy with broad-based prosperity for all</li> <li>A productive, adaptive and resilient economic base</li> <li>Modern and robust city infrastructure and community facilities</li> </ul>

## Sport Canterbury Healthy Streets Framework

Every decision we make about our built environment, however small, is an opportunity to deliver better places for people to live in, and thereby improve their health. The Healthy Streets Framework is a human-centred framework for embedding public health in transport, the public realm and planning. This framework was developed by Lucy Saunders and is based on ten evidence-based healthy streets indicators, each describing an aspect of the human experience of being on streets. These ten indicators must be prioritised and balanced to improve social, economic, and environmental sustainability whenever streets are designed and managed. This approach can be applied to any streets, anywhere in the world. It builds improvements on existing conditions rather than seeking a fixed-end goal. Taking this approach requires incremental changes in all aspects of the decision-making process related to streets and transport. The 10 Healthy Streets Indicators are:

- Everyone feels welcome
- Easy to cross
- Shade and shelter
- Places to stop and rest
- Not too noisy
- People choose to walk and cycle
- People feel safe
- Things to see and do
- People feel relaxed
- Clean air

Sport Canterbury’s Healthy Families Ōtautahi team and Play Unit have been collaborating with Te Mana Ora to explore how the Healthy Streets Framework could be applied to various kaupapa. The Bishopdale School Te Kura Papakōhatu Neighbourhood Play System project was collectively identified as an opportunity to pilot connecting the Healthy Streets Framework and indicators to the Neighbourhood Play System recommendations. We hope that by connecting these two kaupapa, we can align the recommendations of the Neighbourhood Play System to the strategic outcomes of the Christchurch City Council Strategic Framework and other relevant plans and policies (Healthy Streets Framework, 2022).

Figure 16: Healthy Streets Framework.



# Current state of play

## Inside the school gates

Bishopdale School Te Kura Papakōhatu offers very 'traditional' play opportunities for its tamariki. A playground lies at the centre of the school, almost representing the school's heart. Through observations and kōrero with tamariki and staff, it was evident that the playground was the main place of play. The extensive back field is also popular, with student-led games and play a regular sight at break times.

Football was the most popular game by far, with large amounts of tamariki joining into a student-led game. There are two large trees located in the middle of the school, behind the playground, which, during break times, you are almost guaranteed to find at least one tamariki nestled up.

When talking to students in the PALs' play workshop we ran, students said these trees are 'nice, quiet spaces where you can go if you want some to yourself or to think'. It is great that Bishopdale School Te Kura Papakōhatu can offer these spaces to their tamariki to cater to their needs, and at the same time promote engagement with nature.

There is further provision for play through the covered sandpit, basketball hoops, court spaces, and concrete stencils located behind the classrooms. They also have a school garden located at the front entrance of the school, however this currently sits unmaintained and is 'out of bounds' for tamariki.

**“ Rain, hail or shine there is always a group of students out on the back field playing soccer. If we have to close the field because it's too muddy, they'll just come and play on the court area. Nothing stops them. ”**

Jill McArthur, Principal

Figure 17: Bishopdale School Te Kura Papakōhatu Playground.



Figure 18: Bishopdale School Te Kura Papakōhatu basketball hoop.



## Outside the school gates

The Bishopdale neighbourhood features a number of play space assets with six parks and reserves lying within the 1km radius of Bishopdale School Te Kura Papakōhatu. The neighbourhood offers recreation facilities, and community events take place to promote play. However, on a day-to-day basis, play within this neighbourhood is not thriving. Play spaces, green spaces, and reserves are bypassed in favour of local shopping outlets or malls. There is very little connection by the residents to local spaces, or even awareness that they exist. At a community level, very little is done to support play and access to play. The only advocacy that happens for play on a community-wide level is the Celebrate Bishopdale event.

Celebrate Bishopdale is an annual community event established by the Fendalton/Waimairi Community Board in 2013 after local residents wanted to see a fun, family event in the area. The event aims to celebrate living in Bishopdale and to come together as a community. Held at Bishopdale Park on Harewood Road, the event is hugely popular amongst residents of all ages. The event includes opportunities for organisations to promote their services through information displays and to fundraise through food, craft, and market stalls. Children’s activities include face painting, a climbing tower, bouncy castle, baseball, stone carving and ‘Pedalmania’. Aside from this event, the majority of play takes place within Bishopdale School Te Kura Papakōhatu or in the homes of tamariki and their whānau.

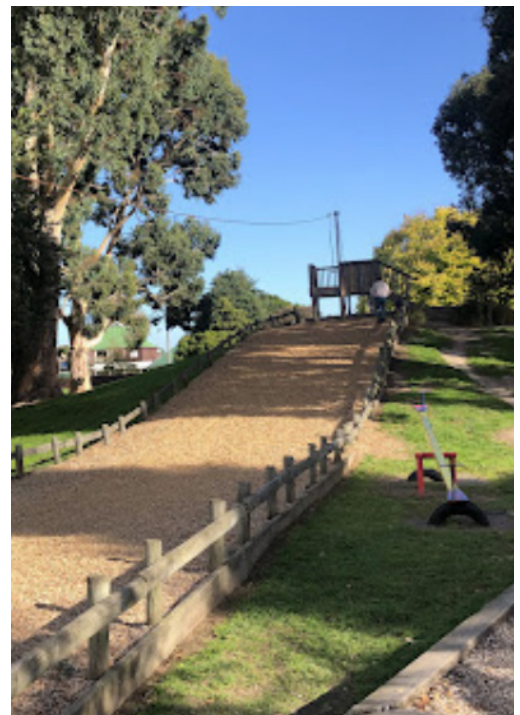
Figure 19: Paprika Reserve entrance.



Figure 20: Tralee Reserve playground.



Figure 21: Bishopdale Park.



## What we heard – tamariki

### Play at school

We asked tamariki how they like to play when they're at school. The most popular ways to play were:

- On the playground
- Football – predominately senior students
- Basketball
- Climbing trees – predominately junior students
- On the back field
- Games on the court and playground – 'Busted!', 'Go Home Stay Home', tag.



### Play outside of school

We asked tamariki to share with us how they liked to play when they weren't at school (before school, after school, or in school holidays). We were interested to see if how they played at school was consistent with how they preferred to play at home, or if there were differences in how they played between the two places. This insight would support our understanding of the enablers and barriers to access to play for the tamariki of Bishopdale School Te Kura Papakōhatu. The most popular ways to play when tamariki weren't at school were:

- In the backyard – trampoline, running around, playhouse, playing with balls and other equipment
- Sport – rugby, netball, football, rugby league, cricket
- Devices – phone, laptop, tablet, Xbox, PlayStation, PC
- Movement – scooter, bike, skateboarding
- Places – Tralee Reserve playground, Paprika Reserve, The Kind Foundation (formerly YMCA) Bishopdale Recreation Centre, Kmart
- Online games – Roblox, TikTok.

**“ In the morning before school we always play a big game of Octopus or Tricky Tag. It’s so fun and good because my mum has to drop me at school early to get to work so it means I have something to do. ”**

**“ I like to play on the playground but only if my friends are because sometimes people are mean and push you out of the way. ”**

**“ Football is the best game ever! I play it every morning tea and lunchtime!” ”**

**“ I like to play in the aisles at Kmart. ”**

**“ The Elephant Park is the best park in Christchurch, I reckon. My friends and I go there all the time. ”**

Student referring to Bishopdale Park on Harewood Road



### Moving around the neighborhood

We asked the tamariki how they usually get to and from school, and why they used the chosen methods. They shared the following:

- Car
- Scooter and/or bike
- Walking

**“ I hate walking. It takes soooo long. ”**

**“ My dad and I scooter to school every morning together, even when it’s raining. That’s when it’s fun because we get to splash through puddles. ”**

### Barriers to play

We asked the tamariki what barriers stood between them and play, so we could understand, through their eyes, what stopped them from playing. The main barriers at school and also at home with whānau were:

- Chores
- Weather
- School
- Adults – parents, teachers, coaches
- Bedtime
- Not having the equipment needed.

**“ We’re not allowed to play by the gardens – the teachers told us not to. ”**

**“ We get pushed off the playground by boys. ”**

**“ When my device goes flat, I don’t know what to do. ”**

### Play enablers

Tamariki shared with us who or what helps them to play, both at school and at home. Tamariki identified:

- Mum
- Dad
- Friends
- Brother
- Swimming pools
- Imagination
- Sugar
- Devices.

**“ My little brother always wants to play with whatever I’m playing with. ”**

**“ Sometimes being bored helps me to play because then my imagination has to think of something fun to do. ”**

## What we heard – whānau and community

We partnered with Christchurch City Council’s Travel Demand team to facilitate the School Travel Survey, an online survey undertaken by the whānau and community of Bishopdale School Te Kura Papakōhatu to help establish key travel modes and travel issues for the school. The survey included questions related to the Sport Canterbury Neighbourhood Play System project.

School travel planning is an internationally recognised process where a school, working with its local city council, determines how it can promote safer and more sustainable travel options for its pupils. School travel plans equip young road users with the skills to become safe and competent on the road. If more children walk and cycle, and appreciate the importance of the road rules, then they are likely to have a better understanding of how they should behave around pedestrians and cyclists if they choose to drive later in life.

43 parents/caregivers responded to the survey.

**“ I’m out there myself most mornings doing traffic control. The amount of traffic, and the speed they travel at, outside our school is so dangerous. It needs to be 30km/h down Greers Road, absolutely. ”**

Jill McArthur, Principal

Figure 22: Christchurch City Council school travel survey.

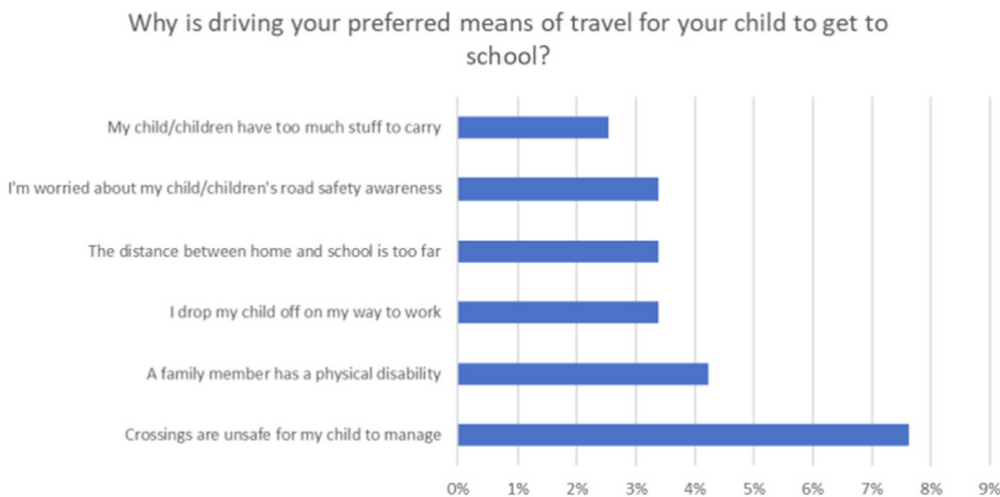
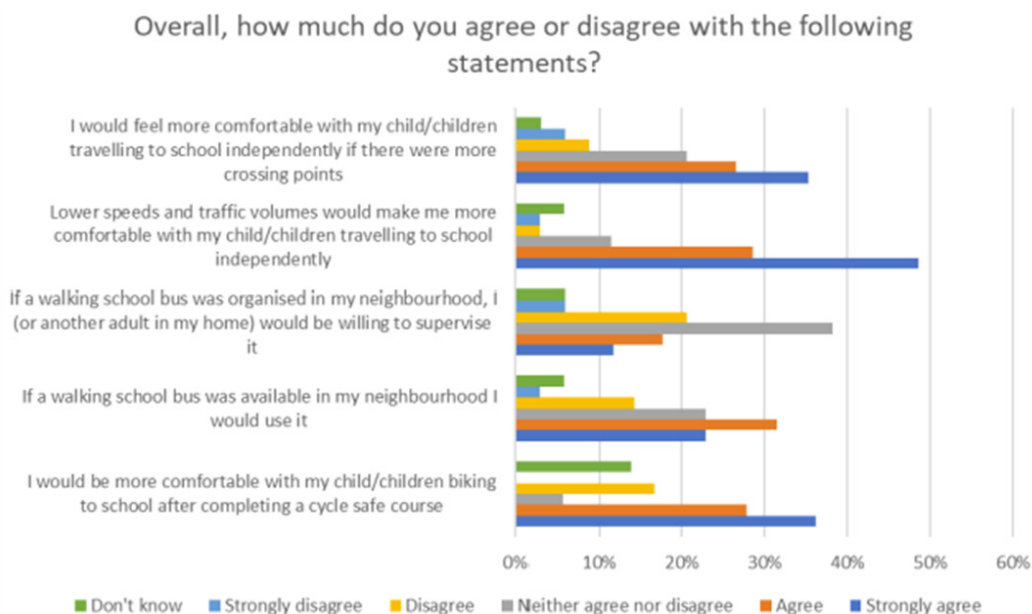


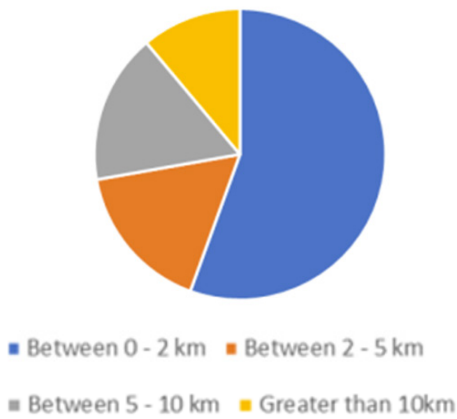
Figure 23: Christchurch City Council school travel survey.



Of the respondents, 77% said they would feel more comfortable with their tamariki travelling to school independently if there were more crossing points and lower traffic volumes/speeds. Of the respondents, 64% indicated they would be more comfortable with their tamariki biking to school after completing a cycle-safe course. Year 6 students at Bishopdale School Te Kura Papakōhatu complete the Christchurch City Council cycle-safe skills training annually. In future, consideration could be given to expand the training to other year levels. The survey found that 54% of people answered they would use a walking school bus if it was available in their area, and 29% of people would be willing to supervise it.

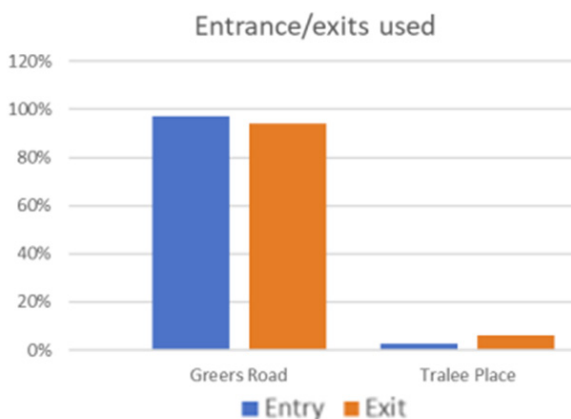
Figure 24: Christchurch City Council school travel survey.

How far do you have to travel to school?



Of the respondents, 56% said they travel under 2km to school each day, with 17% living between 2-5km away. These people are prime candidates for using active modes.

Figure 25: Christchurch City Council school travel survey.



Greers Road is unanimously the preferred entrance/ exit point when entering the school grounds.

Figure 26: Christchurch City Council school travel survey.

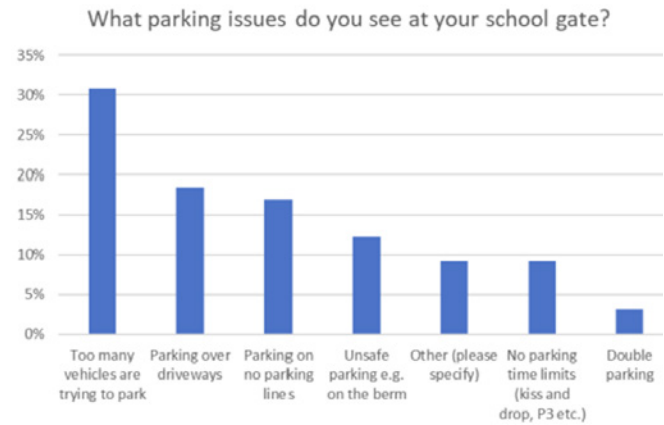


Figure 27: Christchurch City Council school travel survey.



“ There are not many places for a solo mum and child. Some things I can’t do, that is, Tramp World, swimming. It’s quite heartbreaking watching your child bounce or swim alone. Only way around that is to pay for a friend to come. That’s okay when you have the budget for it. ”

Bishopdale School Te Kura Papakōhatu whānau member, Christchurch City Council School Travel Survey

The following questions about the concept of play were included in the survey, with some of the whānau responses:

### What are the barriers for tamariki to playing more in your neighbourhood?

- Crime
- Dangerous driving
- Glass at most playgrounds because of a lack of rubbish bins
- I worry about older children picking on the younger ones
- Lack of trust in the youth who roam the streets
- Many of the things my daughter would like to check out have costs that I can't afford, for example tennis. There are no children around my daughter's age in close vicinity, so she has no one to play with outside of school. Going to parks and pools with mum isn't as much fun as it would be with a friend.
- Neighbourhood crime
- Not leaving the gate at home
- Outdated playground
- Not enough play equipment
- Safety concerns due to the amount of criminal activity
- Speed of cars
- Harassment from older kids that hang out at parks
- The barrier is that the roads are busy, and also main roads
- Traffic is crazy, especially down Langdons Road and Greers Road.

### What would you like to see more of to help improve play in the community?

- After-school recreation
- Cars slowing down
- I would like to see some more family events around. I never see anything advertised.
- More updated play equipment in playgrounds
- Rubbish bins
- Safe areas to cross and play
- There are a lot of parks in Bishopdale, but I never see kids at them. Only the Elephant Park. In Nelson they had a truck that would turn up to the local park every Wednesday and set up volley nets, obstacle courses, netball games, and inside the truck were a couple PlayStations (catering for all). Every Wednesday, that park was full of children engaging and playing with each other. Something like this would be great.

When the Bishopdale School Te Kura Papakōhatu Travel Survey process is completed, the Christchurch City Council Community Travel Advisor will undertake the following actions are completed, to ensure the findings of the survey are followed up:

1. Establish a Bishopdale School Te Kura Papakōhatu Working Group and assign responsibilities to those contributing to the development of the school travel plan.

Sport Canterbury intends that the Healthy Active Learning Community Connector will sit on this working group to support this kaupapa and align the findings of the Neighbourhood Play System report to the action plan moving forward.

The Bishopdale School Te Kura Papakōhatu Working Group will meet to consider the Neighbourhood Play System report data to inform their decision-making and the further development of the school travel plan. The Group will also develop an action plan.

2. Develop a School Student Travel Policy

3. A signed agreement between Bishopdale School Te Kura Papakōhatu and Christchurch City Council to implement the actions in the school travel plan.

### Kia Kori Waitaha



In the wake of ongoing research around the decline of play, the effects of the COVID-19 pandemic, and the challenges families face in keeping kids active, a collective of community groups and sports organisations teamed up to deliver new activities outside of traditional sport and recreation. Kia Kori Waitaha is an initiative aimed at getting our young people active in ways that are fun and specifically designed for them. It results from a collaboration between four sport entities (Canterbury Cricket, Touch Canterbury, Canterbury Hockey, and Squash Canterbury), along with the North West Collective of community trusts, networks, and organisations, which collaborated to face the issue of the lack of physical activity among young people and the gap in opportunities to engage in non-formal sport.

Led by participation activators, this programme is run within schools, during holiday programmes, and through community groups and events to deliver play opportunities.

Specifically, this programme targets those who typically miss out on opportunities to be physically active, whether due to family circumstances, financial barriers or lack of awareness of how to be active. The programme includes a range of activities, such as modified/structured games, relays, free play, and activities such as tug-of-war and swing ball. The goal is to provide something fun for everyone.

The sport entities' connections with a variety of sporting bodies also means they can support children to engage with sporting clubs and organisations in their local area, should they express a desire to.

In 2021, the Kia Kori Waitaha play programme visited 20 schools throughout North West Christchurch – Bishopdale School Te Kura Papakōhatu being one of these. It hosted 18 events, ran six weekly after-school programmes and youth groups, and hosted seven weekly play hub locations, equalling up to 20,400 participants throughout the year.

# What does success look like?

## Access and movement

This aspect of the Neighbourhood Play System blueprint refers to the degree to which tamariki of all ages and abilities, and their whānau, can feel safe and are able to freely access play opportunities in their communities.

### Bishopdale School Te Kura Papakōhatu

Tamariki attending Bishopdale School Te Kura Papakōhatu can journey safely and independently to and from school. Traffic lights on Greers Road provide crossing access to the school during and after hours.

### Bishopdale neighbourhood

Tamariki can freely and safely move and play throughout the neighbourhood, particularly between home and school. Footpaths through the neighbourhood are wide and well maintained. Streets, lighting, and cycling facilities create a connected network of safe streets throughout Bishopdale. Traffic-calming devices, including speed restrictions, encourage motorists to drive slowly on residential streets. Alleyways provide safe and direct connections, encouraging tamariki to explore the neighbourhood and play-on-the-way opportunities throughout the neighbourhood.

### Ōtautahi | Christchurch

Tamariki have enough space to play. There is somewhere for everyone to play. The city's transport network is safe and accessible, connecting tamariki with play opportunities across the city. Signage reflects the culture and diversity of the city, and tamariki and their whānau are empowered to connect to the broader play network through high-quality active and public transport links.

## Built and natural environment

This aspect refers to the degree to which local built and natural environments facilitate a variety of play opportunities suitable for tamariki of all ages and abilities and their whānau.

### Bishopdale School Te Kura Papakōhatu

The built and natural environment at Bishopdale School Te Kura Papakōhatu is inviting and well maintained for all tamariki. The playground is accessible and features a diverse range of play equipment suitable for all ages and abilities. The field, playgrounds, and court spaces are available for adventure play and are age appropriate.

### Bishopdale neighbourhood

Tamariki living in Bishopdale have access to a diverse range of formal and informal play opportunities across the neighbourhood. Playgrounds in the neighbourhood's parks have diverse, high-quality, and well-maintained play equipment. Public spaces are adorned with tamariki artwork, reflecting the neighbourhood's culture and heritage.

### Ōtautahi | Christchurch

There is a diverse range of playgrounds and play-on-the-way infrastructure across Ōtautahi Christchurch, creating a network of play opportunities connected by safe and accessible active transport routes. Art and stories depicted throughout the city reflect the local natural and cultural heritage.

## Awareness and agency

This aspect of the Neighbourhood Play System blueprint refers to the degree to which play is actively supported and encouraged (through time and permission) by tamariki and their whānau, as well as community members and city authorities.

### Bishopdale School Te Kura Papakōhatu

Through the Neighbourhood Play System project, tamariki of all ages are engaged with, encouraging play in the school grounds and when they leave. Play opportunities, including Play Streets and community events, are supported by the school.

### Bishopdale neighbourhood

Community groups champion play in Bishopdale, developing a play-supportive culture and encouraging the community to access and support local play. This is supported by community partners and leaders.

### Ōtautahi | Christchurch

Christchurch City Council is actively championing play throughout the city, working with the community to create play solutions and investing in accessible play infrastructure. A play strategy prioritises play and ensures it is embedded in, and integrated with, other Christchurch City Council plans and strategies.

## Enjoyment

### Bishopdale School Te Kura Papakōhatu

Bishopdale School Te Kura Papakōhatu's playground is accessible with play opportunities provided for tamariki of all ages and abilities. Broken equipment is repaired and upgraded quickly. Tamariki are encouraged to explore a diverse range of play activities within the school grounds.

### Bishopdale neighbourhood

The Bishopdale neighbourhood is a welcoming and inviting place for all tamariki, who feel safe exploring the areas around their homes, schools, and play spaces.

### Ōtautahi | Christchurch

Play spaces across Ōtautahi Christchurch reflect the unique cultures and needs of the community, with the stories of the region woven into its urban fabric. Tamariki have access to accessible and safe playgrounds wherever they live.



# Opportunities

The following opportunities have been identified to increase play in the Bishopdale neighbourhood. We have attempted to link these opportunities with the relevant pillars of the Healthy Streets Framework in the hopes that this will support these opportunities to be brought to life at a local level.

## Review current Bishopdale School Te Kura Papakōhatu play-enabling policies

Through our engagement with tamariki, it was evident that there are inequities within Bishopdale School Te Kura Papakōhatu's play spaces – particularly the playground. Evidence suggests that when tamariki can play in ways that are meaningful to them, and can do this within a safe environment, this supports their cognitive and social development. Exploration should be undertaken into developing a policy that guides tamariki and how they behave in these spaces.

Aligning the school values of Caring, Achieving, Responsibility, and Enthusiasm to this policy will support its implementation on a day-to-day basis, creating a consistent environment between the classroom and the playground. A play policy within the school could also benefit play in the Bishopdale community, guiding how tamariki behave in local neighbourhood play spaces, making these spaces a more accessible, safe, and positive experience for all. This policy can, and should be, modelled by both tamariki and staff at the school.

Opportunities may include but are not limited to:

- Developing playground 'rules'
- Reviewing 'out-of-bounds areas', such as the garden area
- Review how play equipment is managed and made accessible to tamariki during break times
- Encourage whānau and the wider Bishopdale community to use Bishopdale School Te Kura Papakōhatu grounds as a play space outside of school hours (weekends, school holidays, et cetera).

### Relevant pillar of the Healthy Streets Framework:

- **People feel safe**

## Strengthen connections and partnerships with local enablers

Through surveying whānau and engaging in kōrero with tamariki, it was clear that there is a lack of understanding about what lies within the Bishopdale neighbourhood for play. Whānau felt that unless they knew what play opportunities they wanted to engage in, and sought these opportunities out themselves, then they wouldn't know what is out there in their community for play. Strengthening knowledge and understanding about what play opportunities are available to the Bishopdale neighbourhood will help to foster greater connection to both people and place within this community – something that has been identified as 'lost' following the COVID-19 pandemic.

This could be achieved through a 'Welcome to Bishopdale' information pack that is given to tamariki and their whānau when they enrol at Bishopdale School Te Kura Papakōhatu. This could be a booklet or even an app-based platform that lists all play opportunities and facilities that lie within an 800–1000m radius of the school, including parks, reserves, clubs, facilities, programmes, organisations and events. This information could also be provided to local early childhood centres, which would support play at its foundational level.

There is a strong link with a number of units at Christchurch City Council through the Neighbourhood Play System, including but not limited to the Christchurch City Council Play Advocate, the Community Travel Advisor team, and the Parks team. This provides an opportunity to understand, and actualise, various opportunities within this Neighbourhood Play System, which require guidance, collaboration, and approval from and with Christchurch City Council.

Play enablers and partnerships for the Bishopdale community include (but are not limited to):

- The Kind Foundation (formerly YMCA) Bishopdale Recreation Centre
- Ōrauwhata: Bishopdale Library and Community Centre
- Kia Kori Waitaha
- Waka Kotahi
- Christchurch City Council Local Council Play Advocate
- Christchurch City Council Community Travel Advisor
- Christchurch City Council Community Recreation Advisor
- Sport Canterbury Healthy Active Learning Community Connector
- Sport Canterbury Healthy Active Learning Facilitator
- Sport Canterbury Regional Play Lead.

Strengthening these connections and forming partnerships will ensure play, and access to play, is considered and recognised by those who have the ability to advocate for decisions that impact on this kaupapa in the Bishopdale community.

### Relevant pillar of the Healthy Streets Framework:

- **Everyone feels welcome**
- **People feel safe**
- **People feel relaxed**
- **Things to see and do**

## Neighbourhood play trails and increasing play-on-the-way opportunities

Neighbourhood or community play trails are an excellent way to increase access to play, and normalise play, across a neighbourhood. Play trails and play-on-the-way opportunities include such encounters as play stencils, pop-up activations, markings, artwork, murals, and nature play, encouraging people to engage with their environment. Play trails encourage residents to explore their neighbourhood, through the eyes of tamariki, using active transport modes, helping to foster a sense of connection and belonging to places. This helps everyone in the community to recognise tamariki as active citizens in their neighbourhood.

Bishopdale has a multitude of play assets and spaces, however these are currently positioned as destinations for play, instilling the belief that play can only take place within these spaces. Play trails and play-on-the-way opportunities link directly to Christchurch City Council's Enliven Places Programme (formerly Transitional Cities Programme), which looks to transform underutilised sites into vibrant and welcoming spaces.

Opportunities for play trails or play-on-the-way opportunities include (but are not limited to):

- Paprika Reserve Play Trail – beginning at the Topaz Place entrance, through Paprika Reserve onto Paprika Place and finishing at the entrance to Bishopdale School Te Kura Papakōhatu on Greers Road)
- Tralee Reserve Play Trail – beginning at Bishopdale School Te Kura Papakōhatu and ending at Tralee Reserve playground. This play trail would be 850m long, taking roughly 10 minutes to walk, and requires no road crossings. This would encourage tamariki, their whānau, and residents to explore their community in a safe way.
- Explore opportunities to host Play Streets
- Engage with tamariki using co-design to develop play-on-the-way opportunities and the components of a play trail
- Engage with local iwi, mana whenua, and diversity and inclusion groups to ensure the play trail is representative of the cultural narrative of the area, and is also accessible and inclusive for all.

### Relevant pillar of the Healthy Streets Framework:

- **Things to see and do**
- **People choose to walk and cycle**
- **Places to stop and rest**
- **Easy to cross**
- **People feel safe**
- **People feel relaxed**
- **Everyone feels welcome**

## Morrison Reserve

There is the potential for Morrison Reserve to be refreshed and turned into a more utilised play space for the Bishopdale community. Currently, tamariki travel past Morrison Reserve to get to Kmart and other local shops to play there. More activities, equipment, and activations could happen within Morrison Reserve to attract tamariki and their whānau into the space.

Opportunities for improving play at Morrison Reserve include (but are not limited to):

- Play stencils and artwork on paths and surrounding concrete leading into the reserve
- Greetings/welcoming words from a wide range of languages and cultures around the reserve, making it a place where everyone in the community feels welcome
- New, more accessible play equipment, such as a basket swing or fully accessible merry-go-round.

### Relevant pillar of the Healthy Streets Framework:

- **Shade and shelter**
- **Places to stop and rest**
- **People feel safe**
- **Things to see and do**
- **People feel relaxed**
- **Everyone feels welcome**







## Improve independent mobility and active transport modes

Bishopdale School Te Kura Papakōhatu is gridlocked by busy roads, and the majority of whānau expressed major concerns for the safety of all residents, no matter their age or ability, when it comes to using active transport modes. Whānau stated they would encourage their tamariki to use active transport methods if traffic-calming interventions were put in place to protect pedestrians and active transport users.

Opportunities to address safety and accessibility for independent mobility in Bishopdale include (but are not limited to):

- Establishing a Bishopdale School Te Kura Papakōhatu Working Group for Travel Safety in partnership with the Christchurch City Council Community Travel Advisor to support the development and implementation of the School Travel Plan
- Calming motor vehicle speed to 30km/h along Greers Road at all times, beginning from the corners of Greers Road and Sawyers Arms Road, and Greers Road and Harewood Road
- Installing traffic lights at the Greers Road and Langdons Road intersection to allow more spaces for safer road crossing
- Install pedestrian crossings outside Bishopdale Park and Tralee Reserve playground.

### Relevant pillar of the Healthy Streets Framework:

- **Easy to cross**
- **Places to stop and rest**
- **Not too noisy**
- **People choose to walk and cycle**
- **People feel safe**
- **People feel relaxed**

## Increasing tamariki voice in the design and decision-making process on kaupapa that impact them

Tamariki, their whānau, and the wider Bishopdale community need to not only be consulted on projects and issues relevant to their residence in the Bishopdale area but invited to be part of co-design practices to acknowledge and support their needs. Surface-level consultation is likely to fail to truly understand the barriers to play, and access to play, on a day-to-day basis for residents, particularly those marginalised by race, culture, disability, age and other differences.

If residents feel their needs, wants, hopes and aspirations are being considered in relation to their play experiences (and access to these experiences), then this will contribute towards improving a sense of connection and belonging within the Bishopdale neighbourhood, supporting well people and places. Community-led engagement and ongoing participation across different levels of decision-making are crucial in ensuring that any changes respond to the specific, place-based needs of residents. This could be in relation to the following elements:

- Community events
- Pedestrian crossings
- Cycleways
- Removal or trimming of trees to improve lines of sight
- Signs which promote awareness
- General improvements to footpaths.

### Relevant pillar of the Healthy Streets Framework:

- **Everyone feels welcome**
- **Things to see and do**

## Cultural representation within the Bishopdale neighbourhood

Bishopdale has become an incredibly culturally diverse neighbourhood, and it is critical that tamariki (and their whānau) can feel their culture is represented within their neighbourhood – not just at their school or within the confines of their home. When people feel their culture is represented within their community, this can impact positively on their wellbeing through fostering their sense of belonging and connection. The annual Celebrate Bishopdale event is a prime example of when people can see, hear, and feel their culture being represented within their community, there is a positive impact on their wellbeing and sense of belonging within their community. This will then encourage them to engage more with their local neighbourhood, utilising active transport methods.

Bishopdale is encouraged to consider a te ao Māori perspective when considering spaces and places in the neighbourhood through invitation to, and learning from, local iwi and mana whenua. This stems from building and fostering relationships with local iwi and mana whenua.

Opportunities to improve cultural representation within the Bishopdale neighbourhood include (but are not limited to):

- Local iwi, mana whenua, and residents (particularly tamariki and rangatahi) are engaged with, consulted with, and involved in the renewal and future development of playgrounds and play spaces within the Bishopdale area
- Placemaking and place beautification through street art, murals, road markings, and information signs adopt a cultural lens, particularly engaging with local iwi and mana whenua to ensure the cultural history and narrative of the whenua is encapsulated in this.

### Relevant pillar of the Healthy Streets Framework:

- **Everyone feels welcome**
- **People feel safe**
- **Things to see and do**



# Conclusion

Access to quality, enjoyable, and fun play experiences is vital to the wellbeing and development of tamariki. Countless amounts of research has proven the cognitive benefits of play for tamariki from a young age. But play also provides opportunities for physical, mental, emotional, spiritual, and social development, as well as fostering creativity, imagination, and problem solving. When these opportunities are experienced on a consistent basis, the foundations are laid for tamariki to lead productive and fulfilling lives as adults.

Completing a Neighbourhood Play System Report at Bishopdale School Te Kura Papakōhatu allowed us to gain insight into the day-to-day lives of tamariki living in the Bishopdale neighbourhood and we were able to capture a snapshot of the current conditions for time, space, and permission tamariki are afforded for play in their neighbourhood. We heard a range of perspectives and stories about the state of play within this neighbourhood, particularly in relation to the parks, playgrounds, facilities, events, and activations. Some feel Bishopdale provides adequate opportunities for play; others feel more can be done. Overall, tamariki enjoy the play assets within the neighbourhood catchment, however they express a desire for more creative, innovative, and accessible play opportunities that promote imagination, risky play, and connection to the natural environment.

Our sense is that play currently exists within this neighbourhood, however the tamariki of Bishopdale deserve more than play to simply exist. Play should be thriving in this community. They have a multitude of play spaces and facilities that provide the foundations for a playful neighbourhood, however there are opportunities to support play between these spaces and enhance the current experiences of play by applying the lens of accessibility, diversity, and inclusion. The needs of tamariki and how they move about their neighbourhood needs to be considered on a deeper level, and a commitment to listening to the voices of tamariki must take place. This will go a long way to strengthening this community.

What we have proposed in this document is a range of opportunities and considerations based on the insights and suggestions of the tamariki of Bishopdale and their whānau. These opportunities will begin to make the neighbourhood more playable. We hope that this report showcases how placing the voice of the participant at the centre of community development and interventions allows for the true needs of the community to be met, and sustainable outcomes to be reached. If we can identify how to unlock play through community strengths, we become another step closer to ensuring that play is equitable in Aotearoa.





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