

Neighbourhood Play System

Haeata Community Campus

OCTOBER 2023



Te Kāwanatanga o Aotearoa
New Zealand Government

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The tamariki, staff and community of Haeata
Community Campus.

Executive Summary

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

The Haeata Community Campus Neighbourhood Play System project provides a comprehensive analysis of the current state of play of the neighbourhood surrounding Haeata Community Campus and identifies opportunities for strengthening and enhancing play in the Aranui 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 play experiences, particularly that of tamariki, the Sport Canterbury Play team and 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 – 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. It also recognises the importance of gathering the voice of the community that live within this neighbourhood, as play is not just for tamariki.

Haeata Community Campus was identified for a Neighbourhood Play System project based on its existing positive relationship with Sport Canterbury through the Healthy Active Learning initiative. Haeata Community Campus was part of the Healthy Active Learning Phase Two rollout in Waitaha Canterbury, and greatly benefitted from the initiative. Aranui was also identified by Christchurch City Council – through its Local Play Advocate – as areas needing prioritisation, support, and investment for play and independent mobility.

Haeata Community Campus make up and learning approach

Haeata Community Campus is a Year 1-13 state, co-educational, composite school located in Aranui, Christchurch. It has a current roll of 650 ākonga, with over 57 percent identifying as Māori. The remaining ākonga population comprises a diverse range, including Pasifika, Asian, European/Pākehā and International ākonga.

The campus is comprised of four hāpori, which is the base for ākonga and kaimahi learning:

- Hikuwai (the source of the river) Years 1-8
- Kōmanawa (a steady flowing river) Years 1-11 reo rua (bilingual) programme
- Kōrepo (a shallow lagoon) Years 9 and 10
- Ihutai (the estuary or river mouth) Years 11-13.

Kōmanawa is campus's bilingual provision for whānau who want their tamariki to experience learning through a Te Ao Māori worldview. Kōmanawa is committed to the cultural narrative gifted to the campus by local iwi and seeks to ensure tamariki access their own connections to their own iwi and communities. The philosophy is centred on ākonga being supported to achieve in a highly personalised way that is responsive to their needs and interests and is underpinned by kaupapa Māori values. Kōmanawa is underpinned by the curriculum document Te Marautanga o Aotearoa, and kaiako speak between 50-80 percent te reo Māori in class.

Figure 1: Waharoa – Gateway or main entrance way / Kaiwhakairo/Carver: Riki Manuel



Culture – the heart of Haeata Community Campus

Culture is at the heart of Haeata Community Campus, and te reo Māori and tikanga Māori are valued and emphasised throughout the campus. In conjunction with Ngāi Tūāhuriri and the cultural narrative gifted to the schools in the east of Ōtautahi Christchurch by Mahaanui Mātauraka, Haeata Community Campus worked alongside mana whenua facilitator Corban Te Aika to name particular buildings in the school.

Extensive research and wānanga took place to ensure the mana of the Māori cultural history was upheld, and that the naming was aligned to the nature of the buildings, learning, and philosophy. The naming of buildings and spaces followed the narrative of the local Māori history including the environment, tupuna and species that traditionally lived in Aranui and its surroundings. The school's vision is 'extraordinary learning, wellbeing, and community engagement'. Its mission is to have a safe, inclusive community where learning is meaningful and personal. The vision and the mission are underpinned by the school's values of success, service, manaakitanga/kindness, alofa/love, and hanga whare/self-determination.

Lack of play in the community

While play and culture are thriving and rich inside the gates of the campus, it's a different story beyond the gates. Aranui is a small community located on the east side of Ōtautahi Christchurch, with a long history filled with adversity. It's a community of hope that is looking to change the stigma that surrounds it.

By collaborating with students, teachers, community members, and local businesses, those who call Aranui home are determined to come up with solutions and initiatives to help grow play in the community.

There is a strong sense of pride amongst the Aranui community. Tamariki, rangatahi and their whānau are proud to be from the east, but they feel their neighbourhood spaces and places don't allow this sense of pride to flourish. Local parks, reserves, and play spaces are poorly maintained, vandalised, and mistreated regularly. Tamariki strongly expressed their feelings of unsafety and reluctance to engage with these spaces. There is great concern from tamariki, rangatahi, kaiako, whānau, and residents about the lack of play at a community level in Aranui.

Partnership and collaboration

This Neighbourhood Play System report recognises tamariki as valued members of society in their school, their community and Aotearoa New Zealand. By applying this view to this project and in our engagement with tamariki, we were able to build relationships built on trust and identify a range of short-, medium- and long-term opportunities to support and grow play in Aranui. Being able to turn these opportunities into action requires partnership and collaboration between the school, local play champions, local community board members, community stakeholders, Christchurch City Council and Sport Canterbury. It will also require a commitment by these partners to continue to value the voice of tamariki going forward, otherwise, in ten years, this community may find itself in the exact same position as it is today.

The significance of play

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 actions that need to take place to support the governance, funding, technical design, and monitoring of child-friendly urban environments.

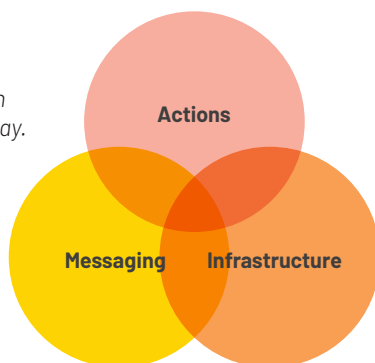
Improving the quality of and access to play systems on a local scale, facilitated through the development of an integrated play strategy, will encourage all tamariki to develop a love of play and being physically active.

The model seeks to fill some of our knowledge gaps around planning, designing and delivering 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 Haeata Community Campus. It 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 2).

Figure 2: The three key elements of work which will sustainably grow play.



Actions

Actions are short-term activations, programmes, projects, and events, which 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.

What is play?

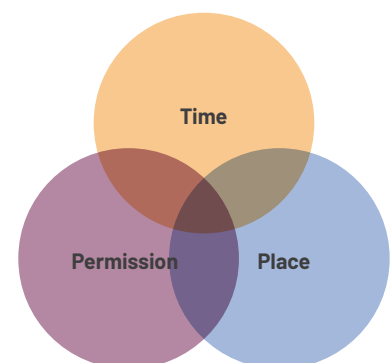
Play is spontaneous, intrinsically motivated, and self-directed. It is freely chosen with no predetermined outcome. It's fun, accessible, challenging, social, and repeatable. It is usually highly active with elements of challenge and risk that test boundaries in an imaginative way.

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.

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".

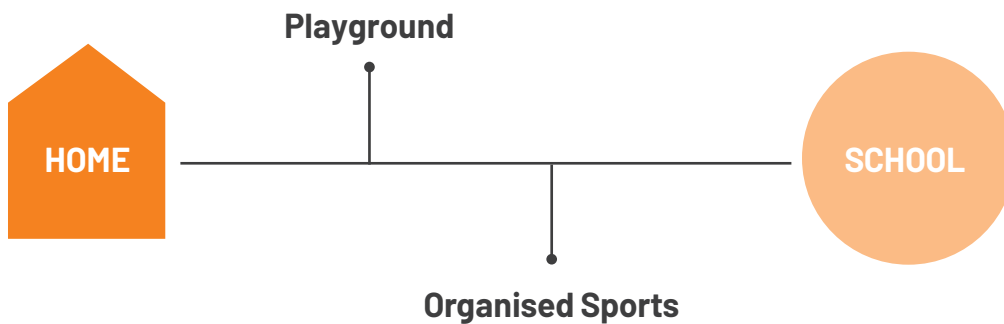
Figure 3: Time, space, permission – Sport NZ.



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 pressure. 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, meaning whānau need to drive tamariki to specific locations for play to occur (see Figure 4 below). For too many tamariki, however, access to these play spaces and play locations is determined by systemic barriers, such as income and postcode.

Figure 4: Car-centric play system.



The neighbourhood footprint

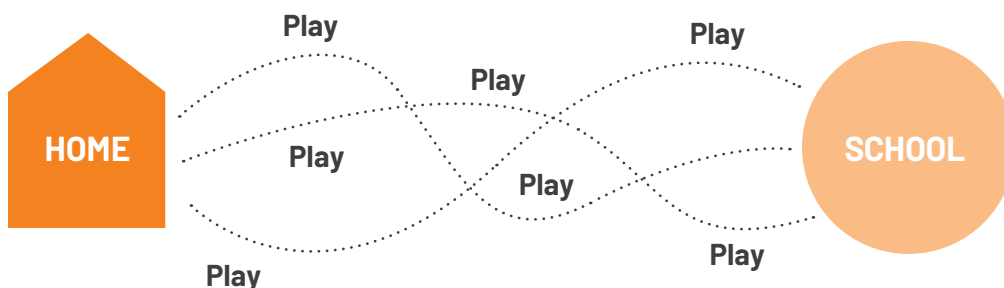
Tamariki and whānau need safe and clean streets, access to green spaces, clean air, things to do, the ability to get around, the freedom to see friends, and somewhere to call home. Each neighbourhood across Ōtautahi has the opportunity to build upon its own cultural, political, socioeconomic, and environmental 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 5 below).

Figure 5: 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.

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 Haeata Community Campus catchment. Three levels of scale were investigated, including the school, neighbourhood and city.

School scale:

- student roll data
- available play assets
- before/after school care provisions
- 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
- Community strategies, policies, plans, and visions.

City scale:

- City-wide strategies, policies, and plans
- 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 hours to gain a sense of how ākonga at Haeata Community Campus liked to play on a day-to-day basis. The visits during school hours happened mainly during break times.

We were able to gain insight into the kind of play that ākonga liked to engage with, such as whether they played in groups or by themselves, the most popular equipment 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 tamariki access to play spaces and play locations.
- How tamariki liked or preferred to play (for example with friends, individually, types of 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 site accessibility, safety and opportunities for play, and potential barriers to play and independent mobility for tamariki, their whānau and the community. The following was observed during these visits:

- The condition and appearance of play spaces and facilities (for example, new equipment, broken equipment, 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 a lack of cycleways, 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.

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 in capturing their perceptions about barriers and/or opportunities they experience in their school and neighbourhood.

We ran a workshop with the school's physical activity leaders 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? What would it feel like? What would it 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 key considerations for this engagement included:

- 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 of mahi it was contributing to.

Surveys

A range of surveys were carried out to gather as much community voice as possible, including:

- Haeata Community Campus School Travel Survey via Christchurch City Council Community travel advisors
- Aranui Community Survey via the Aranui Community Trust Incorporated Society Facebook page.

Community engagement

Aranui is a tight-knit community, proud to be from Aranui. 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 Aranui a playful neighbourhood.

Insights were gathered through two key formats: a community survey administered through the Aranui Community Trust Incorporated Society Facebook page and the Youth Inclusion Programme Aranui – Youth Voice, completed by Aranui Community Trust Incorporated Society in collaboration with Oranga Tamariki in 2017. This provided a unique opportunity to compare the insights of each community engagement piece and identify if the narrative about the barriers, enablers, and hopes and aspirations for play in Aranui had changed within this time, or whether it remained the same.

Many hui with various Aranui Community Trust Incorporated Society staff members took place to gain an understanding of the Aranui community through their lived experiences, and ensuring the opportunities we identify align to their mission as they are our greatest partner in this kaupapa.

Figure 6: School roll data 2.



Haeata Community Campus

Figure 7: Haeata catchment map 1.

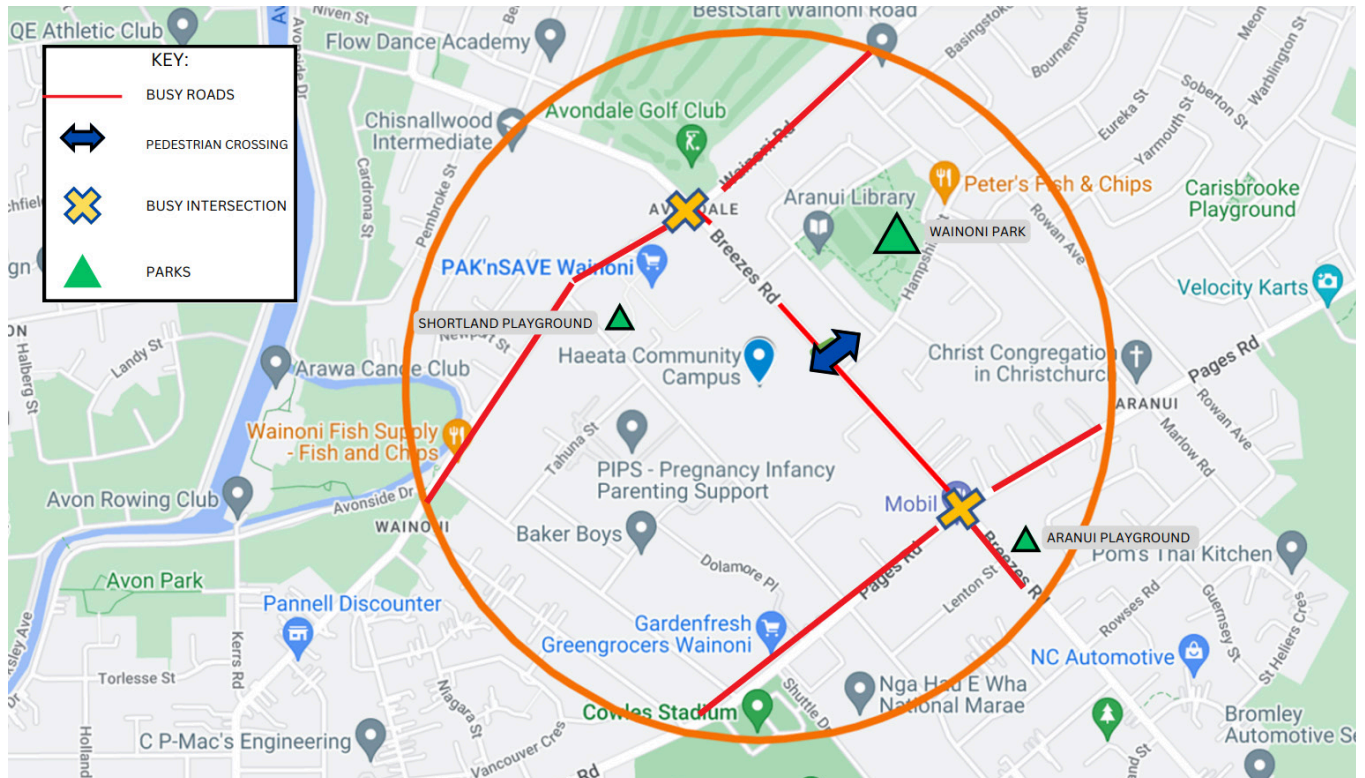


Figure 8 : Aranui deprivation map.

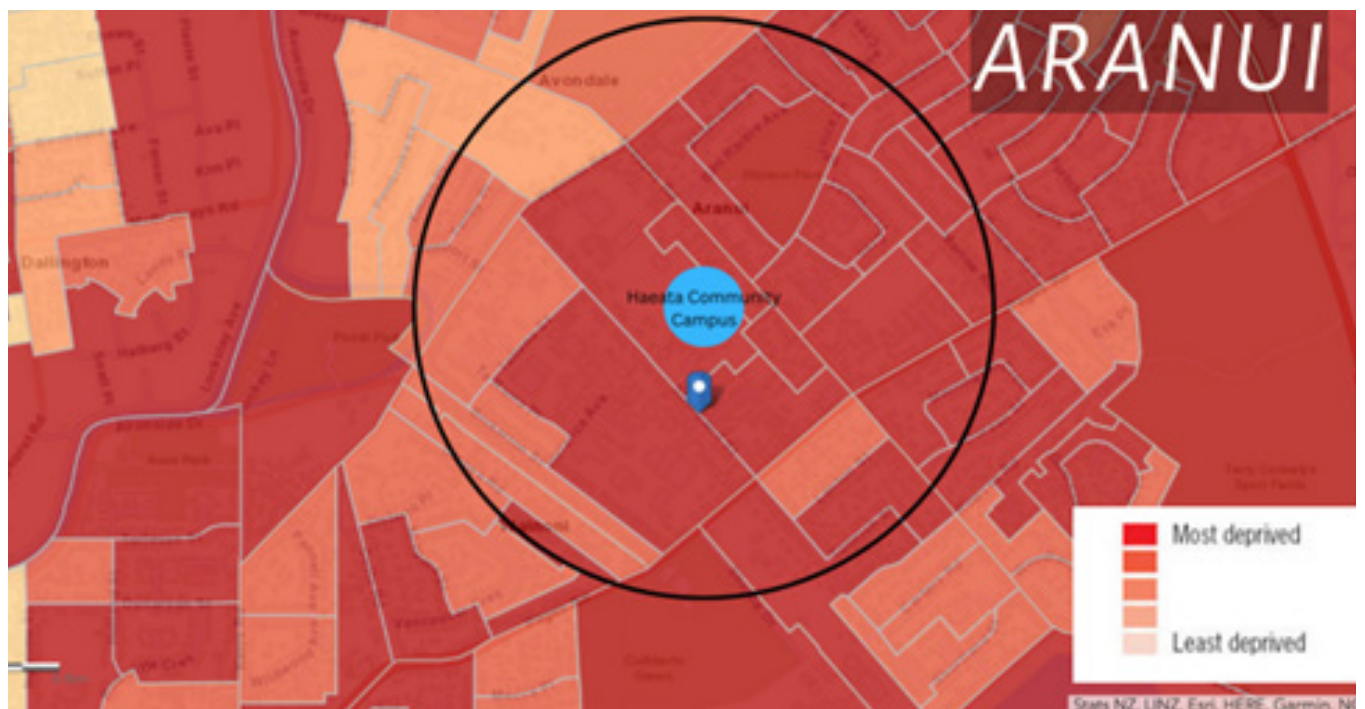


Figure 9: Aranui mural 1.

The 800m radius around Haeata Community Campus lies within the suburb of Aranui.

Aranui was hit hard by the Canterbury earthquakes of 4 September 2010 and 22 February 2011. As part of the Government’s Education Renewal Plan for Christchurch, the Ministry of Education announced final decisions for five schools in Aranui and Avondale in September 2013. The outcome was to establish a new community campus on the old Aranui High School site, for years 1–13 schooling.

Aranui High School, Aranui School, Avondale School, and Wainoni School would close on 27 January 2017 and the students from those schools would become part of the new Haeata Community Campus. While schools were initially divided about whether it was a positive or negative venture, the new campus opened at the start of 2017.

During the last two years, the new principal Peggy Burrows has embedded cultural changes to ensure a warm and welcoming experience for ākonga, and the feeling amongst locals is to move towards a more hopeful future for young people.

Haeata Community Campus is strongly connected to the other nearby schools, local community agencies and services, other Christchurch City Council facilities and Kainga Ora, which all work together to support each other. The strong and developing school networks are a critical part of hearing the voice of local tamariki.

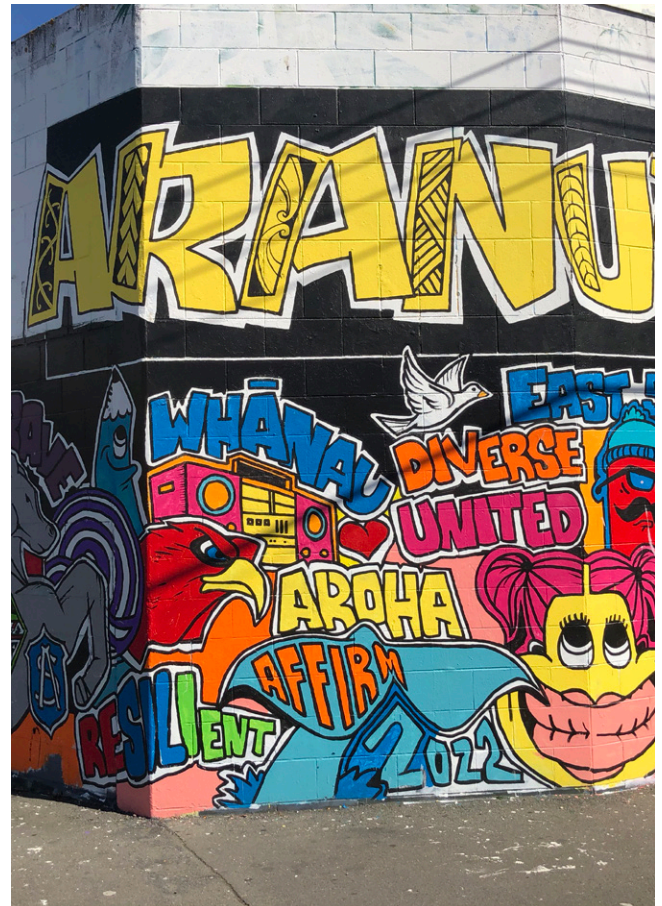


Figure 10: School gates.



Current conditions: Roslyn and Terrace End

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 their 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 a Local Play Advocate role placed in several councils throughout the motu with the intent of increasing and developing the dedicated workforce for play in Aotearoa. Establishing this role at Christchurch City Council has allowed play to be considered and implemented on a greater scale and deeper level in community projects, such as the Haeata Connections by Christchurch City Council and Waka Kotahi.

Demographics, statistics and makeup

The Aranui community falls within the Christchurch City Council Waitai Coastal-Burwood-Linwood Ward profile. According to 2018 Census data, Aranui had a population of 4,200 people, of which predominantly identified as NZ European (66.1%). A total of 29.9% identified as Māori, 17.6% as Pacific peoples, and 3.7% as Asian.

Aranui is located approximately eight kilometres from the central business district.

The average age of someone living in this area is 30 years old. More than one third of the population in the Aranui area are under 25 years old, with 8% under five years old. This is high compared with regional data of 6% for Canterbury.

A larger proportion of residents have no qualification compared to other areas of the region.

7.5% of the Aranui population speak te reo Māori, which is three times higher than the Ōtautahi average of 2.1%. Nearly 10% of the Aranui community speak Samoan, which is nine times higher than the average across Ōtautahi.

This data provides a deeper understanding of the cultural narrative and whakapapa of the Aranui community, which can, and should, support community initiatives that align with this, creating more consistent environments, particularly for tamariki as they navigate their neighbourhood between school and home life.

Overall, Aranui is generally a lower socioeconomic area, with a large number of state housing units in Aranui. In the Aranui-Wainoni area, the number of rented dwellings has grown significantly compared to the data gathered in the 2013 census. The biggest landlord is Kāinga Ora, which owns 835 houses.

Access to bus services is limited for the Aranui community and continues to be a key barrier due to the lower number of vehicles per household than the Christchurch average. Aranui has many vulnerable residents who often use the public bus system to get to health and social support appointments.

Traffic intensity on roads due to repairs, demolition trucks, and earthquake damage has caused a decrease in recreational biking, walking and running, and the number of cyclists commuting. Numbers are increasing again, slowly, but ongoing traffic diversions, road works and reoccurring potholes affect the quality of the activity. Roads and footpaths are in variable states of repair and use, particularly in red zones where maintenance programmes have been reduced.

Figure 11: Wainoni Park.



For many residents there is a strong sense of community and belonging in Aranui. The experience of recovering from and moving forward after the Canterbury earthquakes has been varied and oftentimes stressful. Many residents identify with the residential red zone being a place where they belong, and there is hope and excitement alongside trepidation about the plans for this space in the future.

Local shops, recreation, pharmacy, community organisations and a doctor can all be found on Hampshire Street in Aranui. There is another block of shops on the corner of Breezes Road and Pages Road, a small set of shops on Wainoni Road and Bickerton Street and a Pak'nSave on Wainoni Road. Infrastructure rebuild is the main disruption to businesses, with detours and road works across the area.

There are many churches and community services and agencies operating in Aranui. This reflects and supports the high-deprivation levels in the area and the needs of the community. Aranui has more than 40 non-government organisations and 17 faith-based organisations operating within it. At the time of the earthquakes, these organisations provided a strong basis for community support, and they continue to do so. The Aranui Community Hub, established

after the February 2011 earthquake, continues to meet every three weeks to network, provide support and collaborate on how they can work to better support the area. Aranui Community Trust Incorporated Society is a key group supporting Aranui renewal and development. It coordinates these meetings and has been involved in supporting many initiatives in the area.

Spatial development

The suburb of Aranui is located on the eastern side of Ōtakaro (Avon River) on nearly entirely flat land. It is boarded by New Brighton Beach in the east and Christchurch Central City in the west. The northern end of the catchment holds Ōtakaro and State Highway 74. The southern end holds the majority of the area's reserves and playgrounds, boarding Bexley Park. Haeata Community Campus itself is boarded by Shortland Street to the south, Wainoni Road to the west, Pages Road to the east, and Breezes Road to the north. Wainoni Road and Breezes Road are notoriously busy roads, and Shortland Street has become a common place for cars ducking and diving through at high speeds to avoid traffic on Wainoni Road and Breezes Road.

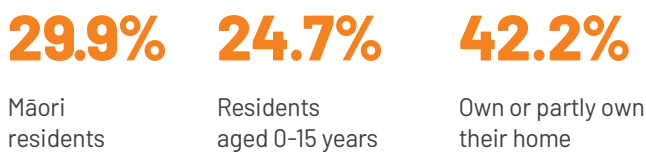
The majority of residential housing stock in Aranui was constructed between 1960–1969, with a mixture of weatherboard and brick, single-story housing. A significant proportion of these houses are owned by Kāinga Ora. In Ōtautahi Christchurch, Aranui has the highest number of government-owned housing, with nearly double that of the second highest suburb, Shirley West. While nearly all the land within the general Aranui area has been zoned green by the Canterbury Earthquake Recovery Authority, houses within the area have suffered significant damage.

This damage, alongside the pre-existing social problems and stigma, has raised concerns over the suitability of the area for future residential development, largely in the areas close to the Avon River. The damage has also reinforced the use of motor vehicles for transport, as the footpaths and crossings remain in poor condition.

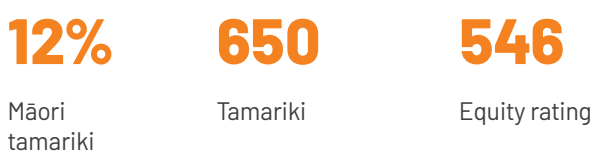
Ōtautahi Christchurch



Aranui



Haeata Community Campus



“ I would go to school on my scooter, but there’s a lot of bumps and holes, so I can’t ride properly. ”

Ākongā

There is a lack of infrastructure and systems in place to protect pedestrians from traffic danger. The road outside the Hampshire Street shops is notorious for cars parking illegally in the middle of the median strip, reducing visibility for pedestrians and causing a number of minor to moderate motor vehicle incidents. As part of the Haeata Connections project by Christchurch City Council and Waka Kotahi, there are plans in place to install bollards within the median strip to prevent cars from parking here.

“ It’s only a matter of time before someone gets hit out there. ”

Aranui Community Trust Incorporated Society staff member referencing the Hampshire Street road situation

Figure 12: Illegal parking outside Hampshire Streets shops.

Figure 13: Dangerous parking outside Hampshire Street shops reducing visibility.



Youth Inclusion Programme Aranui – Youth Voice

In 2017, Aranui Community Trust Incorporated Society and Oranga Tamariki partnered to complete a piece of mahi dedicated to tamariki and rangatahi voice in Aranui. The purpose behind the programme was to ensure tamariki and rangatahi felt they were recognised as key members of the Aranui community, and that their voice was heard and valued in the community. Aranui Community Trust Incorporated Society and other community organisations were also wanting to explore how they could reduce some of the unwanted social behaviours that youth have been engaging in (for example, vandalism, arson, or fights) in their community. The following infographic details a summary of the findings of the programme:

Figure 14: Aranui Community Trust Incorporated Society Youth Inclusion Programme Image 1.

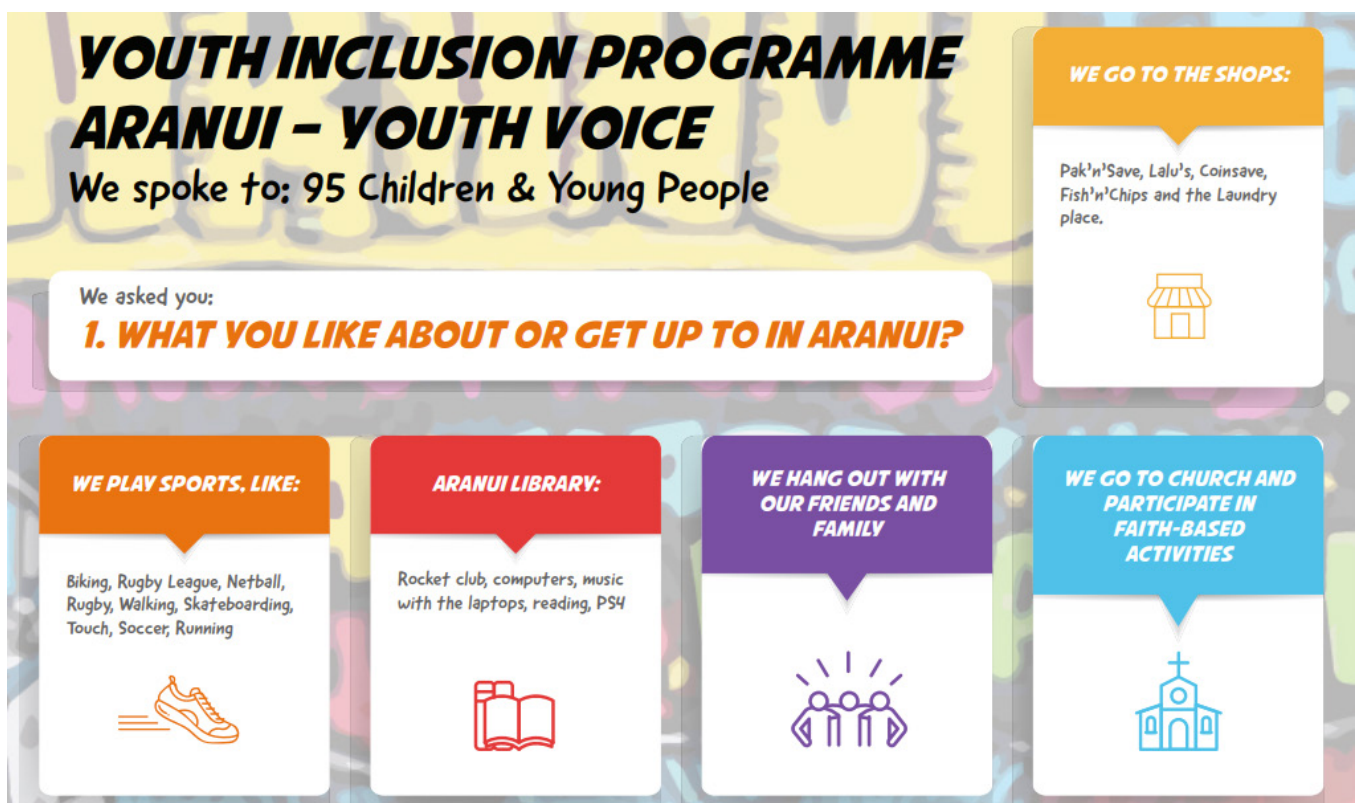


Figure 15: Aranui Community Trust Incorporated Society Youth Inclusion Programme Image 2.

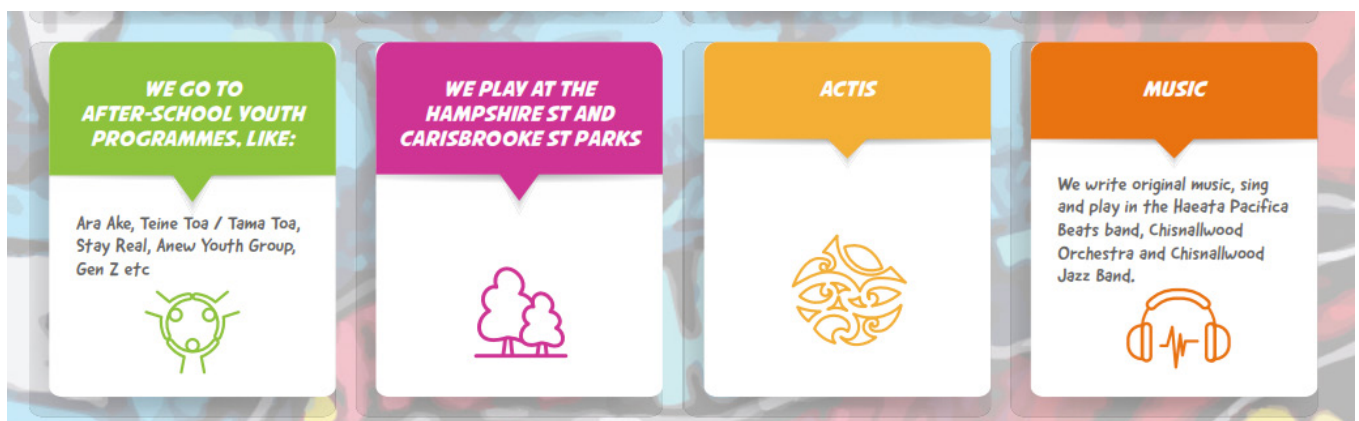


Figure 16: Aranui Community Trust Incorporated Society Youth Inclusion Programme Image 3.

We asked you:

2. WHAT WOULD YOU LIKE TO SEE IN ARANUI FOR YOUNG PEOPLE?

MORE SPORTS EVENTS & SKATE RAMPS:

- Chances to play rugby, league, netball, flag, basketball, soccer and skating ramps
- Amazing Race and Ninja Warrior games
- Touch, Volleyball and basketball tournaments at Hampshire park with food and prizes
- Lots of fun stuff

ARTS, LANGUAGE, CULTURE AND IDENTITY EVENTS.



- Have "AFFIRM" but like all year round.
- Learning from Kaumatua about our Whakapapa and Māori language.
- Art classes
- Pacific Cultural, language and dance activities so we can learn about who we are

SAFETY AND COMMUNITY CONNECTION EVENTS:

- More signage, lighting and a ban on cigarettes and alcohol at the parks
- Community BBQ's so we can get to know each other
- Night Markets
- Regular and fun community events
- Programmes for special needs kids

YOUTH-LED EVENTS

- Designing and leading youth sports, arts and leadership events
- Organising clean-ups in the community
- Getting together so we can agree on some rules for the community

Whilst the Youth Inclusion Programme Aranui was completed six years ago, the findings of the programme remain highly relevant to the Neighbourhood Play System project as they show that not much has changed since this mahi was completed in relation to what tamariki, rangatahi, and their whānau are wanting for the Aranui community.

Observations

Inside the school gates:

- Haeata Community Campus is a relatively new school so the play spaces and equipment for ākonga are modern and extensive. In total, the school has three playgrounds (Ōtakaro being the central playground), a scooter and bike track, multiple half basketball courts, pavement markings for games, and indoor facilities, including a gymnasium, auditorium and open-plan learning spaces.
- While the playgrounds were popular play spaces, tamariki and kaiako did not express a sense of connection or satisfaction with the playground equipment or opportunities for play. Through kōrero with staff, we learnt that when the campus was being built they were never consulted about what playground equipment was installed. If consulted, staff would have ensured the cultural narrative and history of the area was represented and weaved throughout the playground, supporting tākaro Māori to thrive at Haeata Community Campus.
- Ākonga preferred either games or unstructured have-a-go play opportunities, which typically involved engaging with their friends, peers or teachers – whanaungatanga was a central reason why tamariki played.

In the neighbourhood:

- Local parks and facilities are in poor condition – broken glass, graffiti, arson, and illegal substances are common sights in these spaces.
- Inadequate road safety provisions – lack of pedestrian crossings, courtesy crossings, and/or traffic lights for tamariki and their whānau to cross at to access play spaces and facilities.
- Lack of cultural narrative and connection weaved throughout play spaces and facilities.

“

A lot of people and organisations [that] come to Aranui chuck money at us to ‘help’ because we’re a ‘high-deprivation community’, but then they bugger off and we never see them again. What these whānau need is for people to actually listen to what they’re saying, and a long-term commitment from these people to support them. ”

Jamie Roberts, A-Town Boxing Gym

Figure 17: Shortland Playground.



Aranui Community Trust Incorporated Society

Aranui Community Trust Incorporated Society has been supporting the Aranui community for over 20 years. It works with, and for, the people of Aranui and the surrounding areas to help them thrive and succeed. Its many focuses include promoting health, education, and sport, and it aims to make Aranui a “hands up” not a “hand out” community. It achieves this by focusing on supporting people to become local leaders and use their own voice. Aranui Community Trust Incorporated Society staff support different needs of the community:

- Partnership Community Workers aim to break down the barrier between the community and healthcare.
- The Early Childhood Education Coordinator supports families to enrol in local preschools.
- The Community Connectedness Coordinator creates events where the community can meet and chat over shared kai.
- The Sport Coordinator ensures there are programmes for tamariki and rangatahi to be involved in.
- The Heartlands Service supports community members to access both government and non-government services.

Aranui is lucky to have the only walk-in Heartlands Service provider in Christchurch City. At its heart, Aranui Community Trust Incorporated Society is a safe place for the Aranui community to go and ask questions, find support, and learn.

Aranui Community Trust Incorporated Society provided us with its strategic plan to further our understanding of the Aranui community and support a connection between the opportunities we identify to improve and strengthen play in Aranui, with the mahi it does within the community.

Aranui Community Trust Incorporated Society strategic plan

Tā Mātou Moemoeā – Our Vision

Kia tū ihi ai, Te hāpori o Aranui. Kia tū tangata ai tātou katoa Aranui, a proud community of hope and opportunity where people stand tall.

Kaupapa – Our Mission

Kia mahi tahi ai, te hāpori, kia puāwaitia, ā Aranui
Our community, working together, for an awesome Aranui.

Ngā Uara – Our Values

- Whanaungatanga – Relationships
- Rangatiratanga – Leadership
- Kotahitanga – Unity
- Manaakitanga – Caring for others

Whāinga – Our Goals

- Increased number of health and wellbeing services available locally to the Aranui community that meet their needs.
- Increased number of educational and learning opportunities available locally to the Aranui community that meet their needs.
- Aranui’s physical infrastructure (including community facilities, schools, roads, and below-ground infrastructure and housing) is the best and meets the needs of the Aranui community.
- Increasing participation in Aranui community-led activities by a broad and diverse cross section of the community, and more people are celebrated for their success and achievements across the community.
- Increase in local leadership.
- Policies, procedures, and processes are fit for purpose and sustainable. Partners and stakeholders commit long-time support to Aranui Community Trust Incorporated Society and Aranui.

“ Aranui Community Trust Incorporated Society understands that there can be many barriers that prevent people from accessing necessities. Therefore, Aranui Community Trust Incorporated Society has a mission to work together with the community to provide access and opportunity. ”

Cheyenne Thompson, Aranui Community Trust Incorporated Society Sports Coordinator

Haeata Community Campus

Aranui Community Trust Incorporated Society has a strong relationship with its local schools, including Haeata Community Campus. There are links to both health and sport between the two. The Partnership Community Workers are available to support tamariki and rangatahi to access health and wellbeing services.

Play is a major connection between Haeata Community Campus and Aranui Community Trust Incorporated Society. There have been many events run by Aranui Community Trust Incorporated Society that the campus is and has been involved with. These include winter and summer sports festivals, have-a-go days, year 3/4 sport cluster, Ki-o-Rahi, Brekkie-on-the-Go, Back-to-School BBQ, the After School Play Hub, and AFFIRM – Aranui Family Festival. Aranui Community Trust Incorporated Society values the relationships that have been created with both staff and students.

Community

Aranui Community Trust Incorporated Society prides itself in being trusted by the community. They often see whānau that need help but who will not ask for it. Over the years, Aranui Community Trust Incorporated Society has built up trust within the community and provides a safe place for community members to be vulnerable and find the help they need. The Trust often brings in external providers that offer their services in a local environment. There are many events that they host to connect with the community – the main one being community BBQs that happen once per month.

These BBQs allow the community to connect with each other. As kai is very important to their community, they provide free kai tables every fortnight, thanks to the Canterbury Food Bank.

Another connection event is the Under 5s Play Day run by the Early Childhood Education Coordinator. This is an event that invites local parents, as well as preschools and kindergartens, to join in on a fun day. There are games, the AKO playgroup, pony parties, a petting zoo, and more. All the events run by Aranui Community Trust Incorporated Society are free of charge and held locally, or with transport available to remove any barriers.

“ Aranui Community Trust Incorporated Society created the After School Play Hub to be a safe place for parents to send their children after school. It is a registered programme, held locally at the community centre. Every session has a planned activity, as well as free play time for kids to explore, choose their activities, and to just be kids. ”

Cheyenne Thompson, Aranui Community Trust Incorporated Society Sports Coordinator

Figure 18: Aranui Playground.



Relevant plans, policies, and projects

Haeata Connections

Waka Kotahi introduced its Innovating Streets for People pilot programme in 2020–21 to accelerate projects aimed at creating safer, healthier, and more people-friendly streets. The types of street-change projects it supported during the trial included cycleways, parklets, low-traffic streets, community spaces and safer school crossings. Waka Kotahi is now building on the most successful aspects of its trial by supporting councils across the country to make public spaces more vibrant and safer for people biking, walking, and scootering.

Haeata Connections is centred around the Haeata Community Campus and community in Aranui, eastern Christchurch. Currently there are safety issues, both transport and personal, impacting people's ability to travel sustainably and safely. This is especially true for the students of Haeata. This project aims to deliver community-led initiatives that open the streets to people with a focus on local ownership and delivery.

Christchurch City Council Physical Recreation and Sport Strategy

The aim of the Physical Recreation and Sport Strategy is to help organisations involved in physical recreation and sport to move in a common direction. There is a compelling case for increasing participation in physical recreation and sport. Positive participation in physical recreation and sport means people will be in better health and reduce healthcare costs. It is a key element in 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 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.

Figure 19: 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.

Greater Christchurch Urban Development Strategy

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.

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

The Play for Tamariki During and Beyond a Crisis resources were developed by Sport Canterbury’s Healthy Families Ōtautahi team on behalf of Sport New Zealand Ihi Aotearoa. The resources, which include reports, frameworks and toolkits, provide a strategic approach to play, particularly in times of crisis. They also inform 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 provide whānau, communities and organisations (including Territorial Authorities and central government departments) ways of supporting 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

Sport Canterbury believes, “If we support equitable partnerships to protect accessibility, equity, and inclusivity to 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

Figure 20: 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			
<p>Resilient communities</p> <ul style="list-style-type: none"> Strong sense of community Active participation in civic life Safe and healthy communities Celebration of our identity through arts, culture, heritage, sport and recreation Valuing the voices of all cultures and ages (including children) 	<p>Liveable city</p> <ul style="list-style-type: none"> Vibrant and thriving city centre Sustainable suburban and rural centres A well connected and accessible city promoting active and public transport Sufficient supply of, and access to, a range of housing 21st century garden city we are proud to live in 	<p>Healthy environment</p> <ul style="list-style-type: none"> Healthy water bodies High quality drinking water Unique landscapes and indigenous biodiversity are valued and stewardship exercised Sustainable use of resources and minimising waste 	<p>Prosperous economy</p> <ul style="list-style-type: none"> Great place for people, business and investment An inclusive, equitable economy with broad-based prosperity for all A productive, adaptive and resilient economic base Modern and robust city infrastructure and community facilities

The Christchurch City Council Strategic Framework provides a big-picture view of what the 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 it allocates funding. 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 Christchurch.

Resilient communities

Ethnicity breakdowns within the Aranui area show that the proportion of the population identifying as Māori, Pasifika, and Asian has grown. Connections and access to bureaucratic systems are supported by local community groups and services with high-level advocacy available. The schools within the ward area are a vital connection for families if, and when, challenges arise.

Post the COVID-19 and Omicron response, the increase in unemployment within the Aranui community is evident, in particular for women. This, coupled with the current cost of living environment, continues to highlight issues around social isolation, adequate income, increasing housing costs and food security. It is evident through engaging with community organisations that staff and community resilience is being tested among often-stretched resources and workloads.

Liveable city

Access to Residential Red Zone/Ōtākaro Avon River Corridor has provided residents with an opportunity to connect with green spaces, to recreate and interact with the natural environment. Included in this space is a large area called 'East x East' in Burwood East, which offers the community opportunities to use a disc golf course, a pump track, a learn-to-ride track, and a radio-controlled car track. The community can also interact with a native garden and other outdoor activities. However, this is difficult to access for members of the Aranui community, given that statistics show the number of residents in Aranui who have access to a private motor vehicle is lower than the Christchurch average. The lack of public transport connections provides a further barrier to accessing these spaces.

Healthy environment

Climate change issues are very real for this community as they have a strong connection to both river and land. The conditions of the roads and footpaths are seen as being poor, and more work needs to be done to support independent mobility for this community.

Figure 21: Haeata Community campus junior playground.



What we heard

Tamariki

Throughout the Haeata Community Campus Neighbourhood Play System project, we engaged in various forms of kōrero with tamariki, which provided us with insights into how they experience play in their home, school, and neighbourhood environments. Hearing how tamariki perceive play in these environments helps to inform our understanding of what the true barriers to and enablers of play are within that neighbourhood, and thus support us to develop opportunities that meet the needs of supporting well people and places through play.

Play at school

Tamariki shared with us how they like to play when they're at school. The most popular ways to play at school were:

- Playing on Ōtakaro (middle playground named after the Avon River – a key natural landmark within this community)
- Playing on the bike and scooter track
- Facilities and spaces – basketball court, netball court, tennis court, gymnasium
- Board and card games – UNO!, Snakes and Ladders, GO Fish!
- Structured games – Octopus, All-in-Tag, Wink Murderer, Hide and Seek, Handball
- Digital games – CoolMathGames, Crazy Eights, Roblox, Pokémon GO.

“ We like to go down and play at the back field because teachers can't see us. ”

“ I wish Ōtakaro had swings – they're my favourite thing to play on when I go to the park. ”

“ I like going fast over the bumps on the bike track – it makes my tummy feel funny. ”

Play outside of school

We heard how tamariki play when they're not at school. We asked them to tell us what they get up to before school, after school, on the weekends and during school holidays. They shared the following with us:

- Digital and social media play – PlayStation, iPad, phone, Nintendo, PC, laptop, TV, TikTok, Instagram, Snapchat
- Playing in the backyard – playing on the trampoline, playing with balls and equipment
- Playing with siblings, friends, and whānau
- Quiet time – relaxing, reading, napping.

“ Device time is my favourite time. I don't really like doing other things. When I'm on my device I can just relax and be chill. ”

“ When we have a playdate we watch TikTok dances and then video ourselves doing the dances. ”

“ My parents are too busy to play with me and my brother, so we just have to play by ourselves. ”

“ I play on my trampoline sometimes, but then I get bored and come inside. Then I just go on my PC and play games. ”

Exploring the Aranui neighbourhood

Tamariki shared with us how they move about in the Aranui neighbourhood and what they experience when they engage with these spaces and places:

- Parks and green spaces – Wainoni Park
- Community groups – Aranui Community Trust Incorporated Society, Aranui Christian Centre, Aranui Library.

“ I like going to Wainoni Park but there’s always broken glass there. ”

“ I go to the after-school play hub with Cheyenne at Aranui Community Trust Incorporated Society. She does fun activities with us like making slime and discos. ”

“ We go to PAK’nSAVE and get food and then chill at the park. ”

Exploring the Aranui neighbourhood

Tamariki shared how they get around their neighbourhood, focusing heavily on how they get to and from school. We heard the following from them:

- Scooter
- Bike
- Car
- Walk.

“ My mum doesn’t like me walking to the park because the shops always have cars going past them and parking in places where they’re not supposed to, so she’s scared I’ll get hurt. ”

“ My mum drops me off at Tahuna Street in the morning and then I ride my scooter to school from there with my friend. ”

“ I used to go to the library after school, but then some kids started being silly and now we’re not allowed to be there without an adult or older sibling. ”

Figure 22: ACTIS After Schol Play Hub logo.



Barriers to play

We asked tamariki what stops them from playing more to help us understand more about the barriers to them playing through their eyes. They shared the following:

- Chores or work
- Homework
- Not having the right equipment
- Technology
- Tiredness
- Not having someone to play with.

“ Sometimes I have too many ideas in my head and then I never know which one to pick. ”

“ I don’t really go outside unless my device goes flat. ”

“ I have to make sure my room is tidy before I’m allowed to play. ”

Playful neighbourhood

Playful neighbourhood

The tamariki were asked to describe what a playful neighbourhood would look like, feel like, and sound like to them.

Look like:

- “Lots of children.”
- “Nice dogs.”
- “Basket swing.”
- “Trees to climb.”
- “Swimming pool and water slide.”
- “No cars.”

Feel like:

- “Happy.”
- “Exciting, like there’s always something to do.”
- “Warm and sunny.”
- “Safe to cross the road.”
- “Lots of space.”
- “Clean and tidy.”

Sound like:

- “Lots of laughter.”
- “People having fun.”
- “No noisy cars or trucks.”
- “Music playing on the street.”

Whānau and community

While the voice of tamariki is the focal point of this project, it was also important for us to provide the opportunity for whānau of tamariki and the wider Aranui community to have their voices heard about the barriers, needs, wants, hopes and aspirations for play in their neighbourhood. We utilised various formats of engagement to collect this voice, including whānau and community surveys and kōrero. We heard the following:

How do you and your whānau like to play in the Aranui neighbourhood?

- “My kids absolutely love the library and the playground by PAK’nSAVE.”
- “They like to just do their own thing – play a game of basketball or even kick the footy around.”
- “I have noticed that most of the tamariki like to play together in groups, big games, lots of people involved. They don’t mind if adults join in as long as the game is played fairly.”
- “It’s hard to really say. I understand it’s sports, but I don’t think there is enough of it around keeping our tamariki off the streets.”

Where do you and your whānau like to play in Aranui?

- “There’s not a lot that I know of – we usually go to Woodham Park or play at Whītau School after hours.”
- “I often see tamariki from the neighbourhood at Wainoni Park. It’s not a park my family visit too often despite it being down the road – there is just often so much glass there on the playground and skatepark bit. We are on Lyndhurst Crescent and have some children who play out on footpaths, et cetera, on bikes and scooters, and my son enjoys drawing with chalk out there.”
- “Unfortunately, they don’t – the park is such a beautiful area but all the glass, et cetera, puts me off taking them and I am unsure of other areas unless at our friend’s house.”
- “Hampshire Park, the big field, the basketball court, or the community centre. They also love to jump into any events that pop up in the area.”
- “They don’t play outside the shops, we don’t see kids playing out in the park or the reserve – not within the last five years that I’ve lived here, unless it’s an event happening, like a free sports event.”

What stops you and your whānau from playing in the neighbourhood?

- “Safety. Knowing your kids can go down to the park without worrying about someone else interfering in their playing. The broken glass, alcohol bottle from adults or even young teenagers.”
- “A lot of parks are full of rubbish and don’t look inviting.”
- “I won’t walk the streets here due to roaming dogs and the people loitering. I feel it’s very unsafe.”
- “Unfortunately, some people ruin the experience to play and utilise the community freely by being intimidating and [we don’t feel] safe to do so. As I mentioned, the glass at the park I always see as a hazard.”
- “Not enough choice. Same old stuff. Safety concerns.”
- “Nothing stops us – we try to get out into the community as much as we can.”
- “Bullying!”
- “Not much kids’ activities, just a park with a basketball hoop.”
- “We are busy with work and spend less time as a whānau.”
- “Whānau commitments and outside sports commitments. Other than that, our whānau happily enjoy being active and playing together anywhere in Aranui.”
- “Many games have a hands-on feel to them.”
- “I just have work and my girl is too young at the moment to be engaged but we still support the kaupapa.”
- “The state of the park is dismal – glass, rubbish. Only a small court for basketball. And unfortunately, the volleyball net is always wrecked.”
- “Unclean (rubbish, glass). Some of the tamariki and even adults can be quite nasty/rude. The language can sometimes be very inappropriate, especially for younger tamariki and no shade/covered areas or BBQs for family picnics, et cetera. And, also tamariki throwing and breaking glass bottles and lighting fires.”
- “All the kids who hang around particularly by the shops. Just bad behaviour.”
- “Aranui was the place I grew up in – it’s changed heaps over the years but for the good. The tamariki in the Aranui community are the future.”

Are play opportunities and spaces accessible for you and your whānau?

- “They are, but just doesn’t always feel safe.”
- “Not as many as I’d like. I cannot send her to the park alone and I have nowhere to teach her to ride her bike in case someone takes it from us.”
- “Definitely, but another playground in the area would be so good for the community children.”
- “Heaps. I see them all the time but then I see the troublemakers and don’t want my kids around that behaviour”.
- “No, not really – the park isn’t wheelchair accessible and there isn’t anything people with disabilities or wheelchair users can play on.”



What are your hopes and aspirations for play in the Aranui community?

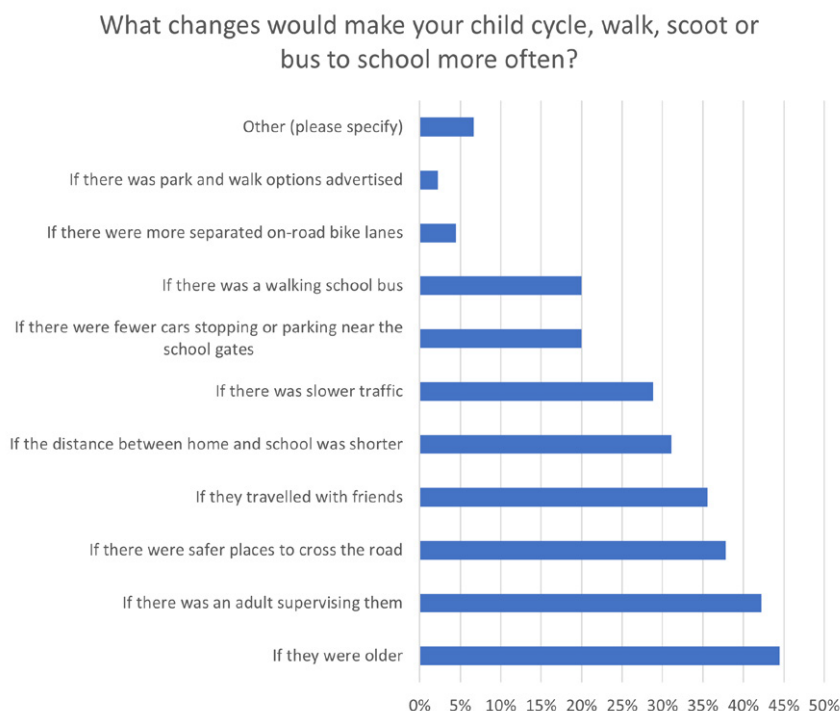
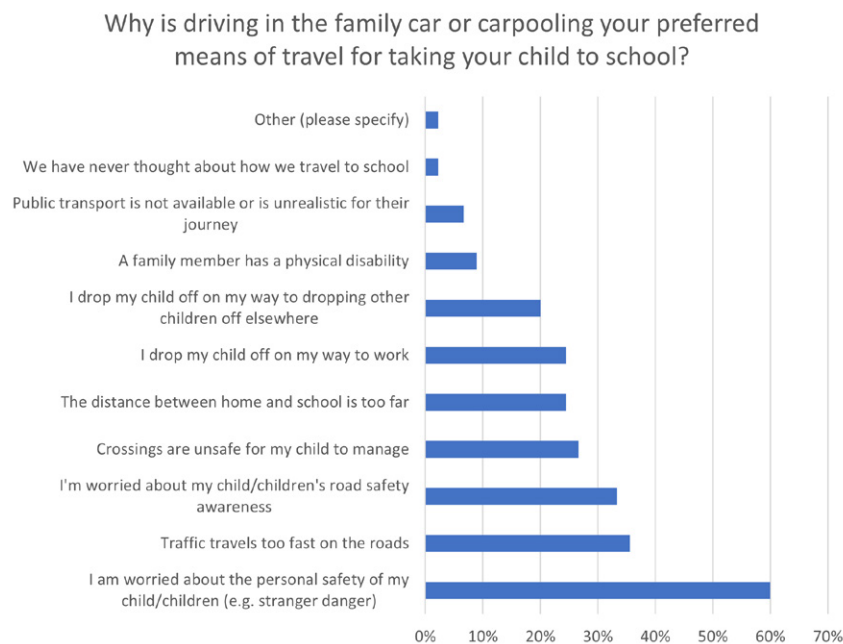
- That all children can enjoy a safe and accessible space to play and grow.”
- “We would love to see Aranui have their own sports club. I would happily volunteer as a member to help this become reality.”
- “A cleaner and safer space, outdoor gym like Burwood Park, outdoor kids pool.”
- “A safer community for the children, maybe a skateboard ramp or something for the children who have scooters, et cetera.”
- “Provide diversity of community games.”
- “Better maintenance of the grounds.”
- “Making the park more family oriented by putting in BBQs so families can celebrate milestones and birthdays.”
- “Have a local movie night.”
- “That there be more things than just playgrounds and parks.”
- “To be tailored for all types of play – sensory play, too, if that is possible? Maybe events for different ages at a time.”
- “More lighting at courts as children seem to play late in the park.”
- “That the community of Aranui continues to be a safe environment for our younger generation. And that the citizens within our community are supporting positive momentum in our community along with empowering all whānau and wider whānau to become more involved in the production and progression of our fine community.”
- “Always having play opportunities available in the community.”

Christchurch City Council School Travel Survey

We partnered with Christchurch City Council Travel Demand Team to facilitate the School Travel Survey. This was an online travel survey for Haeata Community Campus to help establish key travel modes and travel issues for the school.

School travel planning is an internationally recognised process whereby a school, working in conjunction 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. There were 258 total responses, consisting of tamariki, kaiako, and whānau.

Figure 23: Christchurch City Council school travel survey



Statements from the community

Whānau were asked to rate how safe they felt about their tamariki traveling to and from school when walking, scooting, and cycling. The rating scale was as we follows:

- 1 star = very unsafe
- 10 stars = very safe

They were also asked to explain why they gave this rating. The average rating was 3 stars, indicating this community feels incredibly unsafe when it comes to using active transport modes within their neighbourhood. The following comments are from whānau members explaining why they felt unsafe using active transport modes in Aranui:

“ It’s not even safe for adults. ”

“ Cars drive extremely fast down Hampshire Street. There’s always congestion at the shops due to people parking on the median strip. ”

“ Too many cars speed. Not enough crossings. Too many street parks blocking moving traffic view. ”

“ I, myself, have almost been hit on the zebra crossing on Breezes Road down past Chisnallwood, then the next place for us to cross would be the Breezes Road, Wainoni Road lights. On that corner you can’t even put a pram safely there, so I fear for my daughter’s safety when crossing at those lights alone. Also, the creeps that are in this area make it unsafe for our young to be able to get themselves to school. ”

“ With what has been happening, I felt it’s not safe for my children to be walking, scooting, or cycling to school by themselves. ”

“ I saw an adult hit by a car– she was riding past the school and got hit by someone driving into the driveway of school. ”

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.

Haeata Community Campus

Tamariki attending Haeata Community Campus can journey safely and independently to and from school. Pedestrian crossings on Breezes Road provide access to the school during and after hours.

Aranui

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 Aranui. 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 region. 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.

Haeata Community Campus

The built and natural environment at Haeata Community Campus 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, turf, pump tracks, and courts are available for adventure play and are age appropriate.

Aranui

Tamariki living in Aranui 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, 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.

Haeata Community Campus

Tamariki of all ages are engaged with and encourage play in the school grounds and when they leave. Play opportunities, including Play Streets and community events, are supported by the school.

Aranui

Community groups champion play in Aranui, 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 across, other Christchurch City Council plans and strategies.

Enjoyment

Haeata Community Campus

The Haeata Community Campus 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.

Aranui

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

Ōtautahi | Christchurch

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

Opportunities

The Aranui community faces many challenges that affect the ability for tamariki, rangatahi, and their whānau to play safely and independently. Despite these challenges, a number of opportunities to support play and access play for tamariki exist within this community.

Recognising and acknowledging the strong connection between Haeata Community Campus and Aranui Community Trust Incorporated Society, and the important role they play within the Aranui community, we have attempted to connect these opportunities with the Aranui Community Trust Incorporated Society Strategic Plan to support its implementation within the school gates and in the community. The following opportunities have been identified to increase and strengthen play in the Aranui neighbourhood:

Redevelopment of the Haeata Community Campus fields

Play on the school fields is impacted heavily at Haeata Community Campus due to the previous school being buried underneath the grounds, therefore the ability for the fields to drain efficiently is heavily affected. Additionally, with the artificial cricket pitch in the middle of the field, it doesn't allow for any movement of the fields, which affects the amount of play that can happen on the grounds.

The artificial cricket pitch is not utilised by the campus and is only used by Canterbury Cricket occasionally. Currently, cricket is not a popular sport and recreation activity for tamariki and rangatahi at the campus. Rugby and rugby league are far more popular – so much so that the school struggles to meet the demand.

Behind the rugby field, there is a decent size of empty space that could be utilised and turned into an artificial court space to allow for more play at break times, before and after school, and in the evening (providing it was constructed with appropriate lighting) for tamariki and rangatahi. The following elements would help improve access to play and recreation:

- The removal/repositioning of the artificial cricket pitch, which is not utilised by any of the campus. This would allow for another rugby / rugby league field.
- Growing community support to help gather insights to develop an artificial turf to better support play and recreation for the campus and Aranui community. Connecting with local regional sporting organisations will help support this initiative.
- Install lights around the artificial turf to help develop an additional safe space for tamariki and rangatahi to play in the evening. Additionally, this will help support local sports teams to grow and develop, as they will have a safe, covered space to train in the evenings.

Whāinga:

Aranui's physical infrastructure (includes community facilities, schools, roads, and below-ground infrastructure and housing) is the best and meets the needs of the Aranui community.

Improved maintenance of Wainoni Park

Throughout our engagement with tamariki, kaiako, whānau, and residents we heard an overwhelming number of stories about the poor and unsafe state Wainoni Park is often in, particularly around the amount of broken glass regularly found at the park. Whānau directly identified this as a direct barrier as to why they are reluctant to encourage their tamariki to play at Wainoni Park. Tamariki also identified this as a barrier to their play experiences and expressed that they were frustrated that parts of the park, or their favourite piece of equipment, was often closed off due to damage from arson. More needs to be done to keep Wainoni Park a safe, welcome, and inviting space in Aranui for play.

Opportunities for improving Wainoni Park include (but are not limited to):

- Installing water fountains
- Installing more rubbish, recycling, and compost bins
- Increasing lighting at the park
- Removing tagging and graffiti
- Adding artwork, colour, or murals to play spaces, such as the skate park
- Better monitoring and upkeep of the park's grounds, that is removing glass and other potentially harmful objects.

Whāinga:

Aranui's physical infrastructure (includes community facilities, schools, roads and below-ground infrastructure and housing) is the best and meets the needs of the Aranui community.

Play trails and play-on-the-way opportunities

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

Wainoni Park is a huge play asset for Aranui, however it is currently positioned as a destination for play, instilling the belief that play can only take place within this space. Play can, and should, take place on the way to spaces such as Wainoni Park. Play trails are a great way of reimagining and innovating 'forgotten spaces' into opportunities for play. 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):

- Wainoni Park Play Trail - many of the tamariki who attend Haeata Community Campus are part of the Aranui Community Trust Incorporated Society After School Play Hub, walking from campus to the Aranui Wainoni Community Centre on Tuesday and Thursdays after school. A play trail beginning at the campus' Breezes Road entrance, down Hampshire Street, and finishing at Wainoni Park would be approximately 400m long, taking roughly five minutes to walk and requiring minimal road crossing. This play trail can also be used by Aranui residents year round.
- Explore opportunities for Play Streets - Lyndhurst Crescent could be a potential location to host this.
- 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 also accessible and inclusive for all.

Basket swings

Basket swings were a hot topic when we engaged with tamariki at the Physical Activity Leaders' (PALs) workshop. They expressed how they would like a basket swing at their school, and they wanted them at playgrounds within the catchment area. This would also provide more accessible play opportunities for tamariki both within the school and in their neighbourhood.

Whāinga:

Aranui's physical infrastructure (includes community facilities, schools, roads and below-ground infrastructure and housing) is the best and meets the needs of the Aranui community.

More whānau-friendly events and opportunities

More whānau-friendly events and opportunities

Whānau expressed a desire for more events and activations that took a whānau-centred approach, such as movie nights at the community centre, installing BBQs at Wainoni Park so that whānau can use the space to celebrate milestones or birthdays, or an annual play event at the park.

Whāinga:

Increasing participation in Aranui community-led activities by a broad and diverse cross section of the community.

Improve independent mobility and active transport modes

Haeata Community Campus is surrounded 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.

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

- Establishing a Haeata Community Campus 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.
- Installing bollards outside the Hampshire Street shops to prevent motor vehicles from parking in the median strip.
- Calming motor vehicle speed to 30km per hour along Breezes Road and Shortland Street between the hours of 8am–5pm.

Whāinga:

Increasing participation in Aranui community-led activities by a road and diverse cross section of the community.

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 Aranui 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 the knowledge and understanding about what play opportunities are available to the Aranui community will help foster greater connection to both people and place within this community – something that has been identified as 'lost' following the pandemic.

This could be achieved through a 'Welcome to Aranui' information pack that is given to tamariki and their whānau when they enrol at Haeata Community Campus. This could be a booklet or even be an app-based information platform that lists all play opportunities and facilities that lie within the 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 Haeata community include (but are not limited to):

- Aranui Community Trust Incorporated Society
- Stay Real – Crossroads Youth with a Future
- E Tipu e Rea Early Learning Centre
- A-Town Boxing Gym
- Aranui Library
- Aranui Wainoni Community Centre
- 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 Systems Lead.

Strengthening these connections and forming partnerships will ensure play, and access to play, is considered and recognised by those who have the power and influence over decisions that impact this kaupapa in the Aranui community.

Whāinga:

Increase local leadership.

Cultural representation within the Aranui neighbourhood

Aranui 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 impacts positively on their wellbeing through fostering their sense of belonging and connection. If tamariki can see, hear, and feel their culture represented within their neighbourhood and play spaces, then they experience more consistent environments that allow them to thrive and develop their sense of belonging. Exploring ways to represent cultures through street art, murals, play-on-the-way activations, information signage, and road marking should take place. This will help to encourage tamariki and their whānau to engage more with their neighbourhood, utilising active transport methods.

It is encouraged to consider a Te Ao Māori perspective in the consideration of spaces and places in the neighbourhood through invitation to mana whenua. This stems from building and fostering relationships with local iwi and mana whenua.

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

- Local iwi, mana whenua, and residents (particularly tamariki and rangatahi) are consulted and engaged with and involved in the renewal and future development of playgrounds and play spaces within the Aranui 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.

Whāinga:

Increased number of health and wellbeing services available locally to the Aranui community that meets their needs.

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

Tamariki, their whānau, and the wider Aranui community need to not only be consulted on projects and issues relevant to their residence in the Aranui area but be 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, 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 their sense of connection and belonging within the Aranui neighbourhood, supporting well people and places. Community-led engagement and ongoing participation across different levels of decision-making is 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
- Traffic intervention
- Removal of trees to improve lines of sight
- Signs that promote awareness
- General improvements to footpaths.

Whāinga:

Increasing participation in Aranui community-led activities by a broad and diverse cross section of the community.

Conclusion

Access to quality, enjoyable, and fun play experiences is vital to the wellbeing and development of tamariki. Countless amounts of research have 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 at Haeata Community Campus allowed us to gain insight into the day-to-day lives of tamariki living in the Aranui neighbourhood and we were able to capture a snapshot of the current conditions for time, space, and permission tamariki are afforded for play in this neighbourhood. We heard a range of perspectives and stories about the state of play, particularly in relation to the parks, playgrounds, facilities, events and activations.

Tamariki and whānau recognise that Aranui holds a number of play assets, however they don't necessarily connect with these spaces and opportunities due to a lack of safety and accessibility measures. Overall, tamariki enjoy the play assets within the neighbourhood catchment, however express a desire for more creative, innovative, and accessible play opportunities that promote imagination, risky play, and connection to the natural environment.

A significant review of the current systems in place for managing play spaces and facilities, such as Wainoni Park, needs to take priority, as currently play within these spaces

is being restricted and tarnished due to negative social behaviours. A review into the current and future projects and plans for mobility within this neighbourhood also needs to occur, placing pedestrian needs (especially tamariki) at the forefront of any future developments, not the motor vehicle. Once these reviews take place, we must then consider policies that will establish the foundations for a playable future.

Understanding children's play preferences and patterns by engaging with tamariki can help adults appreciate how to design spaces that support tamariki to play and begin to protect a child's right to move and play freely within their local environment.

What we have proposed in this document is a range of opportunities and considerations, based on the insights and suggestions of the tamariki of Aranui and their whānau, which will begin to make the neighbourhood more playable. We hope that this report showcases how placing the voice of the tamariki and participants 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.

Figure 24: Haeata Community Campus entrance.





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