



Neighbourhood Play System

Te Kura o Pātiki: Rosebank School

AUGUST 2023



**Te Kura
o Pātiki**
Rosebank School
Haere Whakamua



Te Kāwanatanga o Aotearoa
New Zealand Government

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Sport Waitākere

Sport Waitākere has a vision that everyone is connected, healthy, and active. We aim to make a positive difference to the lives of people in our West Auckland community where they live, learn, work, and play.

We do this by:

- Enabling participation and supporting our community to provide more, and better, participation opportunities
- Building capability and working alongside community leaders to improve capability
- Transforming environments and supporting key settings to promote health.

Healthy Families Waitākere

A healthier Aotearoa starts in the places where we spend our time. In healthier environments children learn better, workplaces are more productive, people are healthier and happier, and communities thrive.

Healthy Families Waitākere works alongside the community to think differently about the underlying causes of poor health and identify the changes we can make together in our schools, workplaces, sports clubs, marae, and other environments that will improve the health and wellbeing for everyone. Healthy Families Waitākere's approach sees it partner with community

leaders to create local solutions and drive sustainable change that is owned by the community, not delivered to the community. Working together can create healthy communities now and for the future.

Healthy Families Waitākere is led by Sport Waitākere, uniting with the vision to see healthy, active, and connected communities in West Auckland.

I Love Avondale

I Love Avondale is a community development organisation that aims to 'show and grow the good in our hood'. It has four main strands of mahi, which are all interwoven: Kai Avondale, Pātiki Hub, storytelling, and whanaungatanga. Its approach is to listen, observe, and learn from the community. This helps the identification of people's needs or aspirations, what the collective strengths are, and where the energy for action is.

Sport NZ Ihi Aotearoa

Sport NZ Ihi Aotearoa is a kaitiaki (guardian) of the play, active recreation and sport system in Aotearoa New Zealand.

As a central government agency, Sport NZ promotes and supports quality experiences in play, active recreation and sport to improve levels of physical activity and, through this, ensure the greatest impact on wellbeing for all New Zealanders. Sport NZ invests into Sport Waitākere to address play outcomes via Aktive, the regional strategic partner for sport.

Alongside Arup New Zealand, Sport NZ developed the Neighbourhood Play system model to roll out as part of Te Whai Kori, The Aktive regional plan for play.

Figure 1: Informal play Taramea Street



Executive Summary

Te Whai Kori is a regional play framework for Tāmaki Makaurau (Auckland) and outlines the plan to develop play across the region. This plan has been endorsed by Aktive, CLM Community Sport, Harbour Sport, Sport Auckland, Sport Waitākere, Auckland Council and Sport NZ.

In order to create more playful neighbourhoods, Sport Waitākere has tested the Neighbourhood Play System blueprint to assess play opportunities in the Pātiki community surrounding Te Kura o Pātiki: Rosebank School. This report provides a comprehensive assessment of the area surrounding Te Kura o Pātiki: Rosebank School. Through consultation and co-design with tamariki it has identified opportunities to create a more playful neighbourhood linking to the outcomes of Te Whai Kori.

The Neighbourhood Play System, developed by Sport NZ and Arup New Zealand, is a novel approach to urban design that places the key stakeholder — our tamariki — at the centre of the design process. Through co-design practices and conversations, the key barriers and opportunities to play in neighbourhoods have been identified and shaped into initiatives that have the potential to dismantle the systems of play inequity, within the school setting and the surrounding area.

The kaupapa of this project was to understand how various urban systems impact play opportunities for tamariki inside their community, and to support the development of initiatives that contribute to creating an equitable tamariki-friendly urban environment.

Historically for Māori, the area of Rosebank was used for cultivating and growing native kai and collection of kaimoana. Settler recollections in the early 1840s described the peninsula bearing orchards and garden plants grown by Ngāti Whatua, and spaces where Māori could hunt for native quail within the grasslands and gather kaimoana from the shore and Whau river.

The modern suburb of Rosebank is a peninsula and large industrial suburb of Auckland. The suburb runs from the southeast in a northerly direction with the Whau River on its west. The Northwestern Motorway and cycleway cuts across the top of the peninsula and the area to the direct north of the catchment area. The area we are looking at under this Neighbourhood Play System report is bordered by the Waitematā Harbour.

Figure 2: Map showing area around Te Kura o Pātiki: Rosebank School.

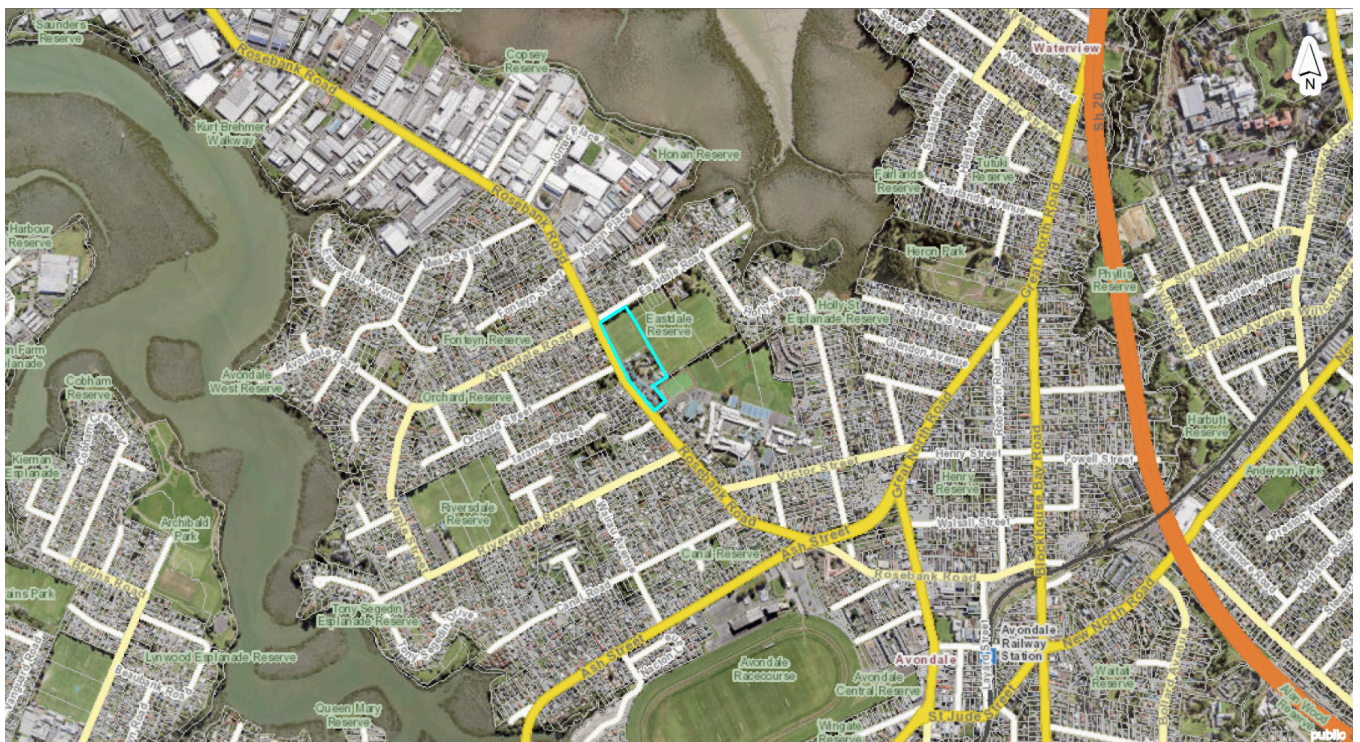




Figure 3: Painted Rocks at Eastdale Reserve

Te Kura o Pātiki: Rosebank School sits on the edge of one of Auckland's busiest industrial areas with a main four-lane roadway running right past the school, intersecting it from the primary residential catchment area. This has been a huge concern for the school with three incidents involving students happening on this road in the past year.

The school is a contributing primary school catering for Years 0-6 and is part of the Te Whānau Mātauranga o Kerehana Community of Learning. It is also part of an unofficial Kahui Ako Pātiki, which includes Avondale Primary, Avondale Intermediate, and Avondale College, as these schools are in very close proximity to each other.

The school has a current roll of 466 from over 30 different nationalities. The school celebrates diversity and has strong links into the community with the Rosebank Community Hub established on the school grounds. Special features of the school include Te Whānau ō Pātiki (Māori bilingual unit) and Tupulaga Mo A Taea (Samoan bilingual unit). Whilst the school grounds are considered small, there are play opportunities within the grounds and the school also makes use of the neighbouring Eastdale Reserve for play during interval and lunchtime.

Like many other schools in Auckland, Te Kura o Pātiki: Rosebank School is now a gated school due to vandalism, which restricts the opportunity for tamariki to play after school and at weekends.

The community is fortunate to have the community groups I Love Avondale and Bike Avondale already leading many different initiatives in the community. The group's vision – providing more for the community and coming together with the school and other stakeholders – has allowed them to advocate together to achieve the same outcomes.

The built environment poses many challenges to play access. On top of being in an industrial area with a busy road, it is also a rapidly growing residential area with single dwellings being replaced by high-density housing due to its access to local transport networks. The housing mixture is mostly made up of rentals and Kāinga Ora, with some privately owned houses. Future plans indicate that there will be a high-density dwelling development at the current Avondale Racecourse site. This will greatly impact on the surrounding area as the Avondale Racecourse is currently utilised for sports events.

Within the 1km radius, there are two large reserves – Eastdale and Riversdale – as well as four other green spaces. All are well overdue for redevelopment and, as a result, look tired and uninviting. As the tamariki pointed out to us many times during our insight gathering:

“ Why can't we have playgrounds like other places? ”

“ Our basketball hoop is broken. ”

Through the eyes of the tamariki we have identified short-term and long-term outcomes to address the challenges to play access across this region. We will uplift their voices to the Whau Local Board and Auckland Transport, and support the community organisations to access funding, to ensure the tamariki in this area have the same opportunities as tamariki elsewhere in Auckland.

The Neighbourhood Play System

The Neighbourhood Play System Blueprint

The Neighbourhood Play System provides a blueprint to identify key barriers and opportunities for tamariki to play inside their school and in their surrounding neighbourhood. This is approached through the eyes of tamariki and their whānau who live, work, and play in that community (see Figure 4). The blueprint seeks to link with local plans and funding opportunities and considers how to embed play elements through school grounds, footpaths, streets, alleyways, greenspaces, waterways, industrial zones, marae, churches, and shops to promote play every day.

Approach



Figure 4: Neighbourhood Play System approach.

Desktop analysis

A desktop analysis was carried out to give us a greater understanding of the area. This included looking at:

- The ethnic makeup of the community
- Population statistics
- Socioeconomic deprivation profiles
- Locations of current dedicated play spaces
- Community hubs, halls, and libraries
- One Rooding Network Classification
- Auckland Council plans – particularly around parks and green spaces
- School statistics.

Following on from this, insights were gathered from tamariki and the community through a variety of mechanisms despite the challenge of being in COVID-19 Lockdown Level 3 during this period of time. This included insights from small groups of students and staff, online surveys led by the Whau Youth Board, hui with the local board and community stakeholders, and hosting a Let's Talk Play workshop.

Site visits were also conducted to gain further information on each of the parks and green spaces, as well as looking at how the community moved throughout the area.

See Appendix 1: Systems Change and Appendix 2: Theory of Change for other approaches taken to determine the outcomes of this Neighbourhood Play System Report.

Actions, messaging and infrastructure

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 Te Kura o Pātiki: Rosebank School and the surrounding area. It also proposes a set of recommendations that can be implemented by enablers of play through integrated actions, messaging, and infrastructure that promote play and independent active mobility of tamariki (see Figure 5).

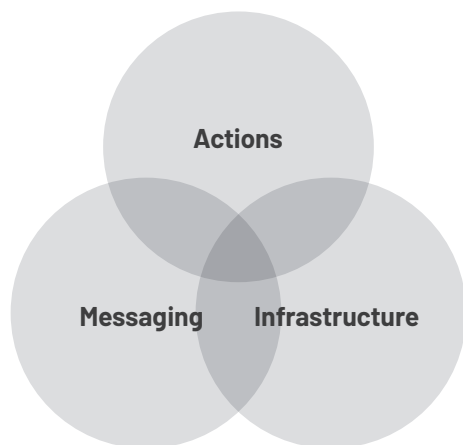


Figure 5: Shows the three domains of work which will sustainably grow play.

Actions

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

Messaging

How we shape systems, communities, and places for play. This occurs with consideration of Auckland council documents, perceptions, and the ongoing impacts and context of spaces. We will usually try to evolve case studies and learnings from locally led approaches into policies, strategies, and plans.

Infrastructure

The transformation of our public spaces in order to create playable communities. This recognises the value that play has in the lives of tamariki and whānau, shaping how we consider and design urban environments to be child-friendly.

For example, to address road safety concerns, the infrastructure considerations could include installing safe pedestrian crossings. Messaging could refer to policies to reduce vehicle speed in the area, and actions could be to educate tamariki and the community about road safety and the benefits of active and independent mobility for play.

What is play?

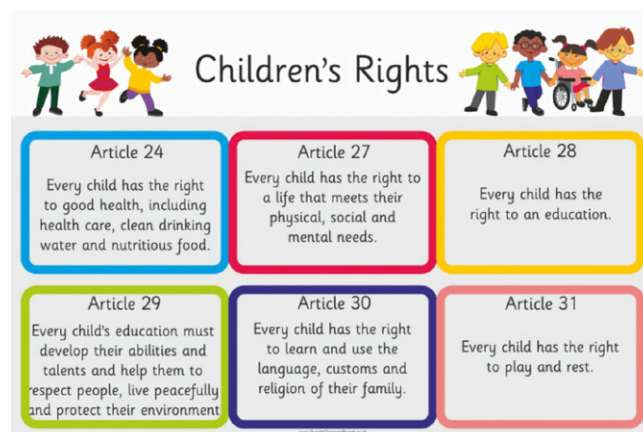
If we think back to our childhood, play is spontaneous, tamariki-led, fun, accessible, social, and freely chosen with no predetermined outcome. It is usually highly active with elements of challenge and risk that test boundaries in an imaginative way. Play allows tamariki the space to practice, learn,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

For more information about how we might grow our Aotearoa play system, visit sportnz.org.nz: [Play | Play Development | Sport New Zealand - Ihi Aotearoa](#).

The right to play

Children have the right to play, and this right is encapsulated in the United Nations Convention on the Rights of the Child - Article 31: "That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts".

Figure 6: The Rights of the Child - Article 31

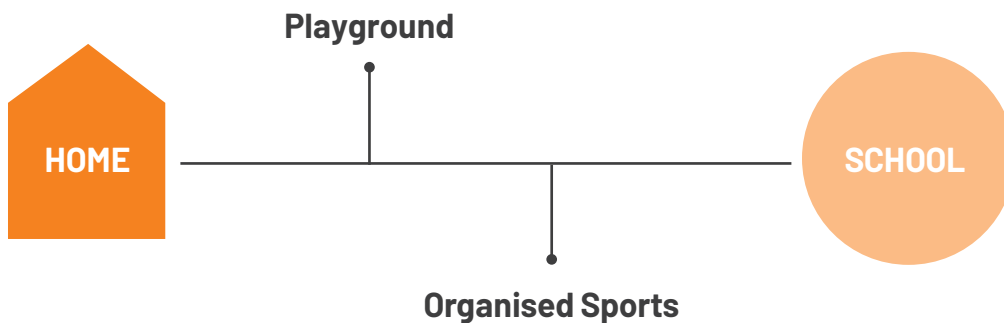


Play is under threat

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. This requires whānau to drive tamariki to specific areas for play to occur (see Figure 7). For too many tamariki, however, access to these play spaces and play locations is determined by systemic barriers, such as income and postcode.

Figure 7: Car-centric play system.

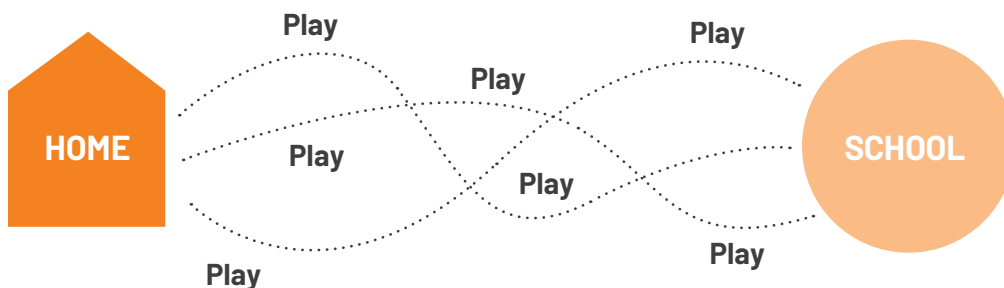


The neighbourhood footprint

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 West Auckland has the opportunity to build upon its own cultural, political, socio-economic and environmental contexts to realise the benefits of play through child-friendly urban planning. Schools are usually located at the heart of neighbourhoods and communities but more and more often, school grounds are not publicly accessible after hours (with many schools fenced and gated)- thus dramatically decreasing play opportunities. The neighbourhood footprint surrounding a school is just as important in creating a liveable and playful city for our tamariki and their whānau.

Considering that tamariki spend most of their time at home or at school, these two settings should be used as anchor points for play within the neighbourhood footprint. Providing safe travel routes to enable independence and creating a network of opportunities to play on the way and in every space available helps form the foundations of a truly child-friendly city (see Figure 8).

Figure 8: Walkable play system.



Community

Analysis of Rosebank

Demographics

2018 census summaries for the Rosebank area show a population of 4,320 – up slightly from 3,903 in 2006. However, given the amount of high-density housing currently completed or under construction in the area, there is an expectation that this population will increase significantly in future years. Of interest is the Māori population growth in the area, which was 483 in 2006 and in 2018 stood at 618 – a significant increase. Only 3.8 percent speak Te Reo Māori.

Figure 9: Ethnic makeup of Rosebank.

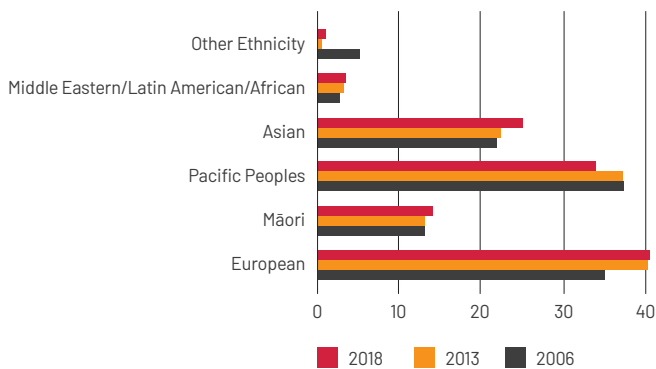
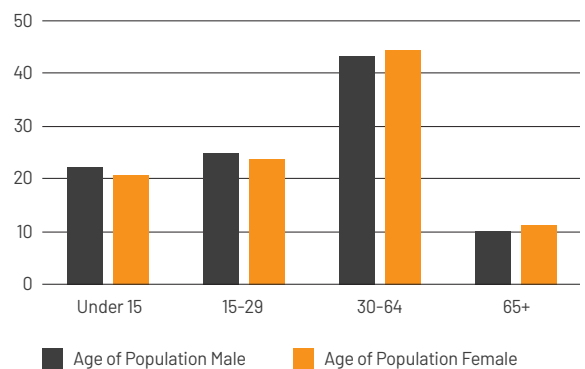


Figure 10: Age makeup of Rosebank.



59% of residents were born in Aotearoa and 40% were born overseas.

In summary:

- Rosebank, Avondale has a total population of 4,320 in the 2018 Census with only 45.7 percent of Rosebank residents owning or partly owning the home they live in. There is an overall discrepancy between home ownership – a majority of the population are renters or transient.
- The overall median income for Rosebank residents is \$29K and only 14.4 percent of residents earn over \$70K. The majority of socioeconomic status based on total household earnings of the area comprises a mix of 6-10 (higher deprivation) on the scale.
- Although there are only 14.3 percent of identified Māori and 15.4 percent of people with Māori descent living in Rosebank, there are 34 percent Pasifika residents. Compared to the Auckland average there is still a higher proportion of Māori and Pasifika population residing in the neighbourhood.
- The median age for residents in Rosebank is 32.7 years old compared to the national median age of 37. Overall, there is a high percentage of young people, with 45.6% under 15 and 15-29 within the Rosebank population.
- 7.9 percent of residents living in Rosebank report activity limitations, categorised as having ‘a lot of difficulty’ or ‘cannot do at all’ one or more of the following activities: walking, seeing, hearing, cognition, self-care, and communication.
- The majority of residents from Rosebank travel to work via private vehicles. 61.6 percent of Rosebank residents predominantly use a private vehicle to commute to work, and 40.8 percent of those travelling for education are passengers in privately owned vehicles.
- Access to the internet is lower than the national average, though the vast majority of Rosebank have access to mobile phones.

School context

Te Kura o Pātiki: Rosebank School sits alongside Avondale College (2084 students) and Avondale Intermediate School (378 students). There are also three early childhood centres either within the schools or next to the schools. Recently the schools have been sharing more together through the Pātiki cluster meetings.

Avondale College and Te Kura o Pātiki: Rosebank School back onto the Eastdale Reserve. Te Kura o Pātiki: Rosebank School utilises the Eastdale Reserve for their play spaces during interval as there are no fields within the school grounds. A locked gate prevents rangatahi from the college accessing the fields directly from their school. Instead, rangatahi can only access the fields by walking around the already congested roads.

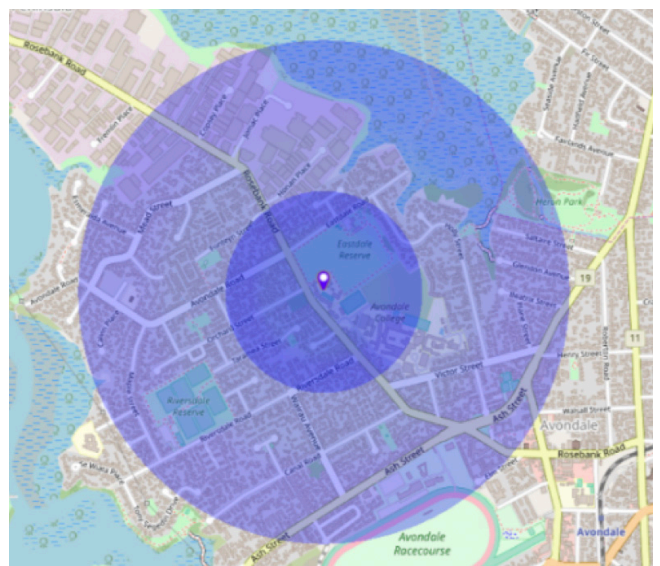
Figure 11: Te Kura o Pātiki: Rosebank School aerial view.



Figure 12: Te Kura o Pātiki: Rosebank School site.



Figure 13: 400m and 1km walking radius.



The school has recently upgraded many of its play spaces, utilising the voice of the tamariki. These upgrades included a junior and senior playground and artificial turf areas.

To provide different play opportunities, the school has been able to procure a Magic Play Box to allow for much more imaginative play. There are also plans to upgrade a junior play space with the tamariki currently providing their voice as to what this area should look like.

Figure 14: Junior play space.



Figure 15: Magic Play Box arrives at Te Kura o Pātiki: Rosebank School.



As indicated, the school sits on the Pātiki peninsula, which is a large industrial area. While the catchment for the school looks to come from a large area, in reality, most tamariki come from a small area of high-density housing to the south west of the school. The deprivation tool from Environmental Health Intelligence NZ demonstrates that the school sits within zones 'medium to most deprived', which needs to be taken into account when planning play activities for the community.

Figure 16: School zone catchment.

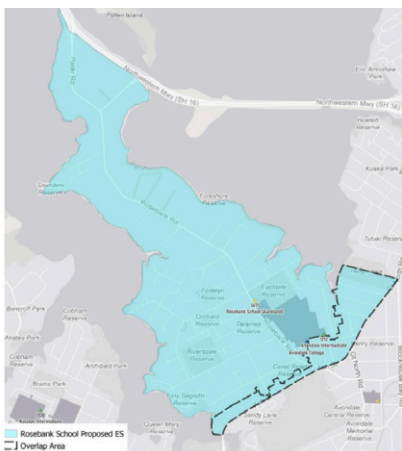


Figure 17: EHINZ deprivation.

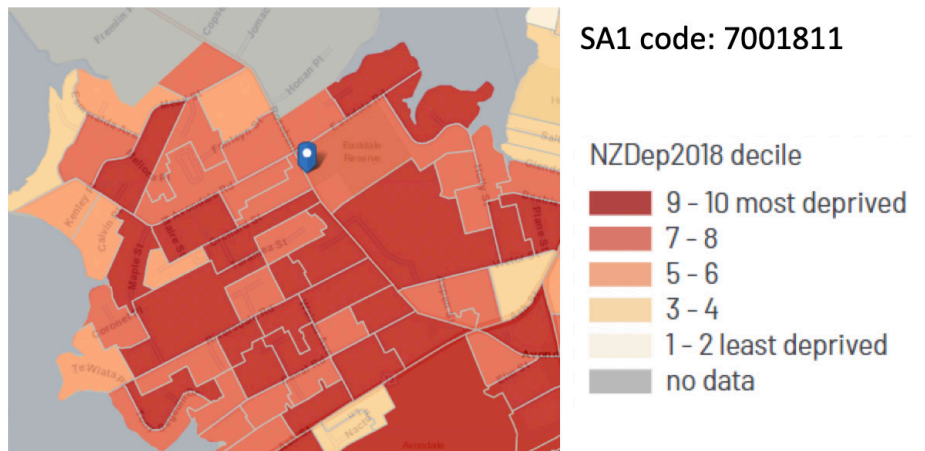
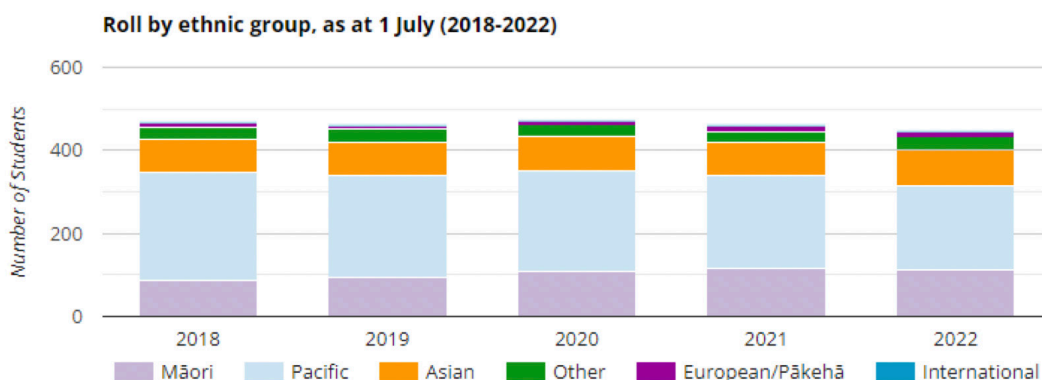


Figure 18: Te Kura o Pātiki: Rosebank School Student Population (Education Counts).



Active travel insights

Road safety is a major concern for the school due to the busy nearby industrial area.

- The school has reported three incidents of tamariki being hit as a pedestrian in the past year. Information has not been available on the nature of these incidents.
- Over the years, there have been several conversations around active travel for tamariki and rangatahi in the region, however little has changed.
- The majority of the tamariki travel to school via car, compounding the traffic concerns for the community.
- The flashing lights outside the school to warn of tamariki crossing have not been working for over 18 months.
- Auckland Transport is prioritising safer speed zones around Auckland schools in an effort to encourage more walking and cycling to school, however, as Rosebank Road is a busy arterial road there are no changes proposed at this stage.

Note: due to the volume of traffic along Rosebank Road, the traffic through the area is mostly moving at slow speeds – it is the volume of traffic that is causing concern.

In 2021, Auckland Transport proposed changes to improve pedestrian safety at Rosebank Road and Victor Street, Avondale. The changes were in response to requests from the neighbouring schools to support children and young people walking to and from school and creating connections to their local parks. The feedback was reviewed last year, and Auckland Transport are proceeding with changes to improve pedestrian crossing as proposed.

The Neighbourhood Play System Pātiki work will help support the previous consultation through elevating further community insights on play, and connecting the community and schools once the construction on the proposed changes start. It was noted that many of the issues could be rectified by more enforcement of traffic rules by police and Travelwise programmes to help educate the tamariki operating within the schools.

The New North Road and Symonds Street Auckland Transport plans are focused on connecting communities between suburbs through improving safety, transport options, and developing thriving town centres. The proposed plans set out routes to connect New North Road to Rosebank Road, Avondale – ending at Rosebank Road right by Eastdale Reserve. The Pātiki work aims to provide further community insights to support the need for street environment changes to reflect community needs and promote the right to roam for tamariki.

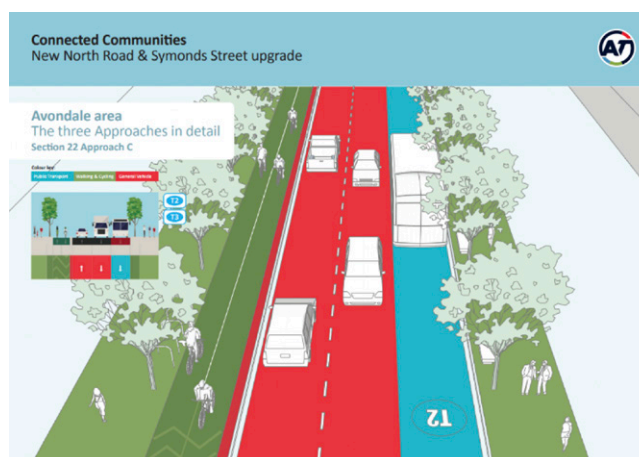


Figure 19: Auckland Transport Connected Communities Upgrade.

Healthy Families Waitākere in conjunction with the Rosebank Business Association presented their findings on an exploration of travel experiences along Rosebank Road to amplify the voices of people using the route daily via [The Rosebank Road Insight Report – August 2021](#).

The report intentionally deep dives into understanding how travel around the Rosebank area impacts on people's health and wellbeing and draws perspectives from stakeholders and businesses of Rosebank Road. Most importantly, the report elevates the insights through exploring the opportunities to reimagine travel and drive local change.

The reimagining portion of the report proposes the redesign of connection routes (including footpaths), shifting mindsets to adopt carpooling culture, and coming up with new approaches to control traffic.

The Neighbourhood Play System Pātiki work leverages the previous report curated with Rosebank Business Association and Healthy Families Waitākere. This amplifies residential and local tamariki voices and connects with the need for changes to be made to the built street environments to create a safer environment to cycle and roam.

Local board plans

The Whau Local Board plans for 2020 set out the strategic plan for the next three years for the Whau area and community. In the 2020 plan, there are outlines for six aspirational outcomes that influence the built environment, policies, and investments in the Rosebank area.

Several of these outcomes align with the neighbourhood play system work:

Strong, resilient and inclusive communities where local identity, diversity, and creativity are nurtured

This outcome aligns appropriately with the Rosebank Neighbourhood Play System exploration through insight gathering alongside inclusive groups in the community, e.g. Bahai Faith group, I Love Avondale, schools with a majority of mixed ethnic students, adult users of Eastdale Reserve, and the Whau Youth Board. Stakeholders, such as the Whau Pasifika Board and the Whau Ethnic Board, have been connected as well.

Māori aspirations are advanced and prioritised, and Māori history and identity are valued and reflected in our community spaces

This outcome ensures the voices of tamariki in Te Whānau ō Pātiki (Rosebank School Bilingual unit) are reflected in play opportunities that are developed in the school and community.

Quality urban development and community facilities to meet the needs of our growing and changing population

This outcome weaves with the Rosebank Neighbourhood Play System as the community insights gathered within Rosebank will influence and aid the direction and design of quality urban development and community facilities.

Improved and expanded opportunities for walking and cycling and public transport

Like the urban development outcome described above, the neighbourhood system approach will encourage insights to support more opportunities for active travel modes and alternative connection routes, increasing the roaming capabilities of local children and residents in the Rosebank, Whau area.

Figure 20: Whau Local Board 2020 Plan.

He aronga poto i tā mātou mahere

Our plan at a glance

We will focus on six outcomes to guide our work and make Whau a better community for all. Our aspirations are outlined below.



New Lynn Boardwalk opening

Outcome 1: Strong, resilient and inclusive communities where local identity, diversity and creativity are nurtured

Our vision is that everyone is welcome in the Whau and every person who lives, works or plays here has a right to participation and a sense of belonging.



Olympic Park Māori Pou - Te Kawerau a Maki Taurapa carved by John Collins and Sunnah Thompson from Te Kawerau a Maki

Outcome 2: Māori aspirations are advanced and prioritised, and Māori history and identity are valued and reflected in our community spaces

The Whau embraces and celebrates its Māori heritage, culture and people, and supports its Māori communities to thrive and realise their aspirations.



Child climbing on net ladder at Archibald Park playground

Outcome 3: Quality urban development and community facilities to meet the needs of our growing and changing population

Quality housing options and world-class infrastructure to meet the needs of our growing and changing communities in the Whau.



New Lynn Bike Hub

Outcome 4: Improved and expanded opportunities for walking, cycling and public transport

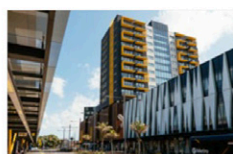
Connections between our neighbourhoods, town centres, parks, open space and facilities are safe and accessible to all members of our communities.



Archibald Park

Outcome 5: Our natural environment is protected and enhanced

Our natural environment is a precious taonga and will be at the forefront of all local board decision-making.



New Lynn Town Centre

Outcome 6: Thriving town centres a strong local economy and neighbourhoods that are supportive and connected

Our town centres are thriving and growing, as are our industrial precincts, and local communities have neighbourhood retail centres that they support and are proud of.

The Whau Play Network Gap Analysis

The Play Network Gap Analysis report conducted by the Whau Local Board assesses the current play space provision at a network and individual play asset level to establish and understand:

- Current play space distribution and associated catchment level of service and provision.
- Play experience and age provision for play spaces and assets
- Future growth and population density
- Specialised play experiences, e.g. basketball and wheeled play.

Through mapping and analysis, this helps identify:

- Areas of forecasts
- Gaps or over supply in play space provision
- Gaps in age group provision
- Relationships between facilities and high-level opportunities to meet community specialised needs
- High-level renewal priorities and locations of potential new facilities.

In regards to alignment for Rosebank, the network priorities and opportunities outlined in the report show that parks and places, such as Eastdale Reserve, Canal Reserve, Riversdale Reserve, Fonteyn Reserve, and Orchard Reserve, require upgrades based on age, population growth, and specialised play opportunities in the future. This Play Gap Analysis also confirms the insights gathered that play spaces in this area are in poor condition and not well maintained.

Eastdale Service Outcomes Plan (5-10 year plan)

The Eastdale Service Outcomes Plan is a Whau Local Board parks report that aims to protect and enhance special ecological, recreational, and cultural values of Eastdale Reserve, while also identifying future developments in regards to recreational activities, facilities, access routes, and connections over five to 10 years. The plan aims to meet the needs and aspirations of community and mana whenua, establish design principles in existing and future assets, and recommend and prioritise projects for future exploration.

In regards to the Neighbourhood Play System, Eastdale Reserve is one of the main parks located within the Rosebank Peninsula area. It lies adjacent to Te Kura o Pātiki: Rosebank School, Avondale College, and Rosebank Road. The park is significant in both its size and importance to the local community, and is used frequently for events, sporting games, and passive and active recreation. The Neighbourhood Play System insights gathered from the tamariki have been elevated to influence the future of the Eastdale Service Outcomes Plan to meet the local community and tamariki needs.

Current state of play – what we heard

During the 2021 lockdowns we were able to gather insights within Te Kura o Pātiki: Rosebank School, Bahai Youth Group, Whau Youth Board, I Love Avondale, and Bike Avondale around play in the area. These sessions were a mixture of in-person small bubble groups and online engagement. Due to Auckland’s ongoing lockdowns, play experiences were very much limited to ‘in school’, small bubbles, and home play. COVID-19 has definitely influenced how adults give time and permission to play. Further exploration of the internal school play environment needs to be undertaken.

Figure 21: What tamariki would like to see at Eastdale Reserve.

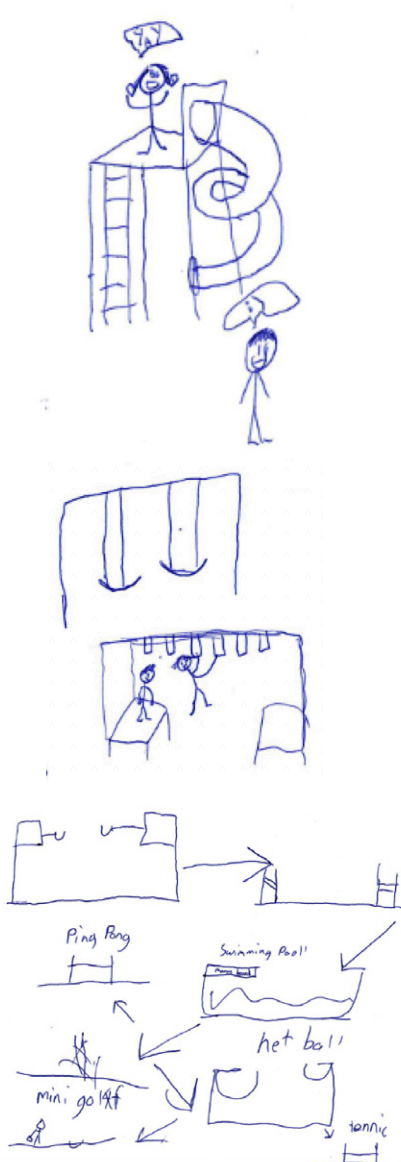


Figure 22: Te Kura o Pātiki: Rosebank School bubble insights.

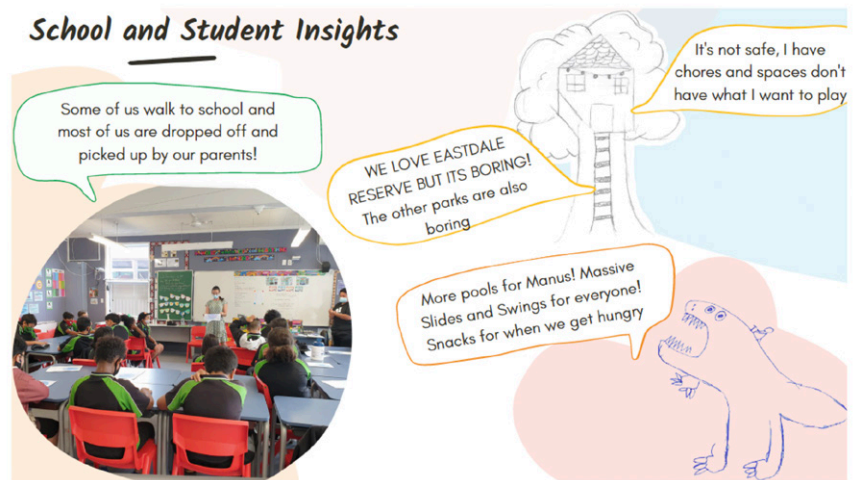


Figure 23: Whau Youth Board insights gathered online during COVID-19 lockdown.



Following the COVID-19 lockdowns, we were invited back into Te Kura o Pātiki: Rosebank School and Rosebank Intermediate to gain further insights on the area and, in particular, the Eastdale Reserve Outcomes Plan that was out for consultation.

Note: The Auckland Council’s avenue for gaining feedback on proposed plans is via online portals, which is a barrier to this community voicing its opinion. Sport Waitākere was able to utilise the insights gathered to write a submission on the proposal to the Auckland council.

Figure 24: Te Kura o Pātiki: Rosebank School insight gathering post lockdown.

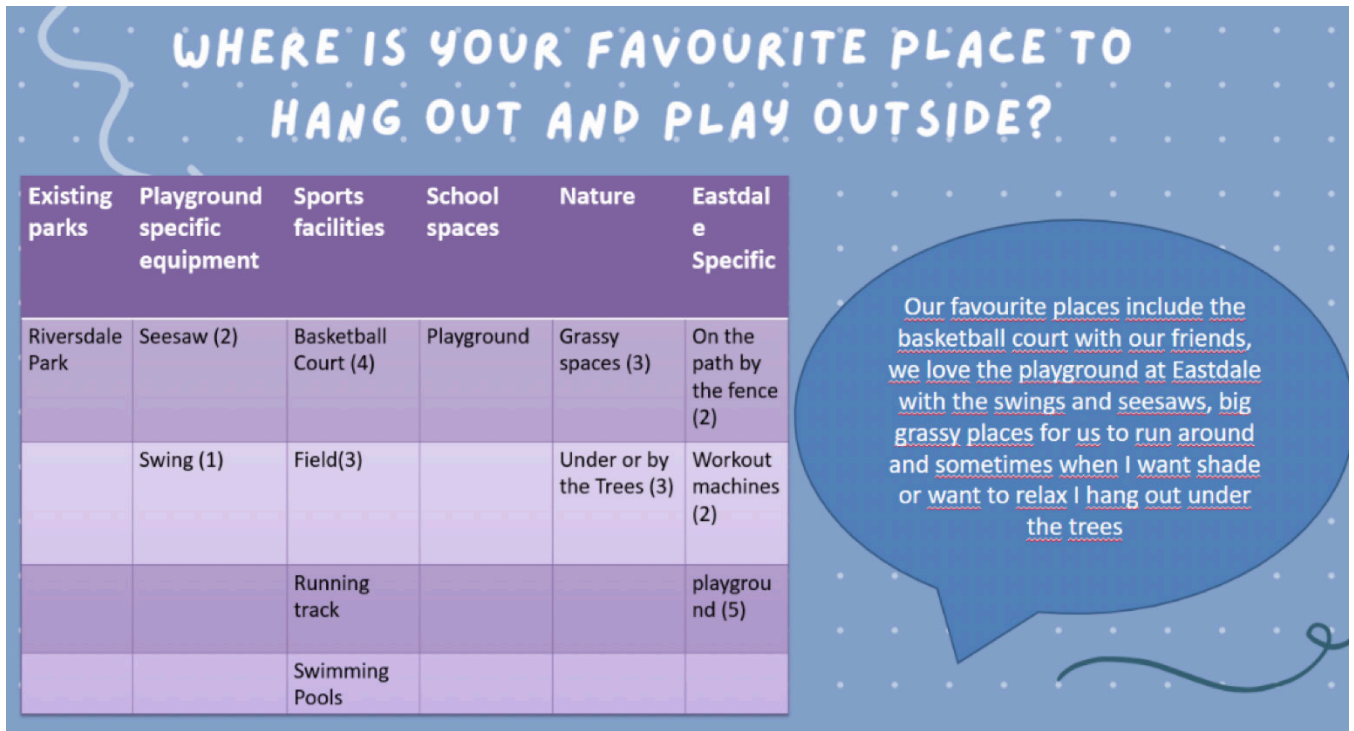


Figure 25: Te Kura o Pātiki: Rosebank School insight gathering post lockdown.



Figure 26: Te Kura o Pātiki: Rosebank School insight gathering post lockdown.



Figure 27: Avondale Intermediate insight gathering post lockdown.



Figure 28: Avondale Intermediate insight gathering post lockdown.



Figure 29: Avondale Intermediate insight gathering post lockdown.



Figure 30: Avondale Intermediate insight gathering post lockdown.



Exploring the neighbourhood

An exploration of the neighbourhood by bike gave us an in-depth understanding of the challenges of the area, and also reinforced the voice of tamariki that felt they did not have the same opportunities for play as other areas of Auckland.

“Why can’t we have a playground like Birdwood” was a statement we frequently heard.

Cycleways

Currently the area is poorly serviced with cycle pathways. The North Western Cycle Path runs along the Northwestern Motorway with an exit point onto the Waterview Pathway. This heads out towards the New Windsor/Mt Albert area, where it joins several other pathways servicing Central Auckland and South Auckland.

The other proposed main exit point will be on the opposite side of the Whau River to the school (Te Whau Pathway).

Whilst both these pathways do go near Avondale Centre, the streets connecting Te Kura o Pātiki: Rosebank School to the pathways are not safe for tamariki riding bikes. This is a major barrier to the tamariki accessing play spaces.



Figure 31: Typical housing in area.

Housing

The residential area was previously made up of single-dwelling houses. However, in recent years, many of these houses have been removed and the area is now on the way to becoming a high-density housing area, due to its access to local transport networks.

High-density housing often has no carparks attached to it, which further compounds the lack of safe travel around the area due to the volume of cars parked on the roads. Large-scale Kāinga Ora housing developments are planned for the Avondale area, which is on the edge of the 1km walking radius of Te Kura o Pātiki: Rosebank School. There is potential to influence the type of recreational spaces being provided at these housing developments and to add in Gear Up Boxes to encourage local play.

Parks and playgrounds in the area

Heron Park

This is a large (9.36ha) destination playground that sits between Great North Road and slopes down to the upper reaches of the Waitematā Harbour. The park has well-connected pathways, a boardwalk through the mangroves, a large playground for all ages, plenty of green spaces for kicking a ball around, a nature area, toilets, plenty of shade, and a drinking fountain.

Unfortunately, when engaging with the tamariki it appears that although the park is reasonably close, it is not a park that is utilised by the tamariki of this neighbourhood. Most of them reside to the south west of the school, and this park is just on the edge of the 1km walking circle. There may be potential to activate this area more to ensure that the community has a sense of belonging to the area.

Figure 32: Heron Park.



Eastdale Reserve

Eastdale Reserve reflects the original name of the street that it is on, Avondale Road East, and borders Te Kura o Pātiki: Rosebank School, Avondale College, and Avondale Intermediate campuses.

The field space is home to Avondale Athletics Club, Lynn Avon Football Club, and Suburbs Cricket. There are no club rooms at the fields, but they do have large changing rooms. Field space is also utilised by all the schools surrounding the reserve and hosts many of the primary schools' cluster events for the Whau region. This space is Te Kura o Pātiki: Rosebank School's primary green space as they only have court spaces within their grounds.

The small playground caters mainly for younger children with standard equipment such as swings, slides, and a small climbing frame. It is not designed with inclusion in mind. An example being that it is elevated from ground level and offers no ramps for those with physical disabilities.

A small half court makes up another play space in this reserve, but unfortunately the tamariki report that this is

often not usable due to a frequent broken hoop. Another barrier in this reserve is the location of a residential building consisting of sheds, which are utilised by Auckland Council and the Eastdale Hub, and a toilet block. The building sits between the playground and the half court, making the space unsuitable for the multi-generational families that make up the area.

There is a concrete perimeter path suitable for walking and cycling, and there are four exercise stations at the northern end of the park for community use. A further tarmac area, which looks to have had poles on the centre line, is also available. Potentially, this area could be used for more basketball space or handball given that these activities are popular amongst this community.

Since writing this report, Sport Waitākere have donated a portable basketball hoop to the Eastdale Hub to allow more play.

Figure 33: Eastdale Reserve changing rooms.



Figure 34: Eastdale Hub and Auckland council storage.



Figure 35: Half court with further tarmac area.

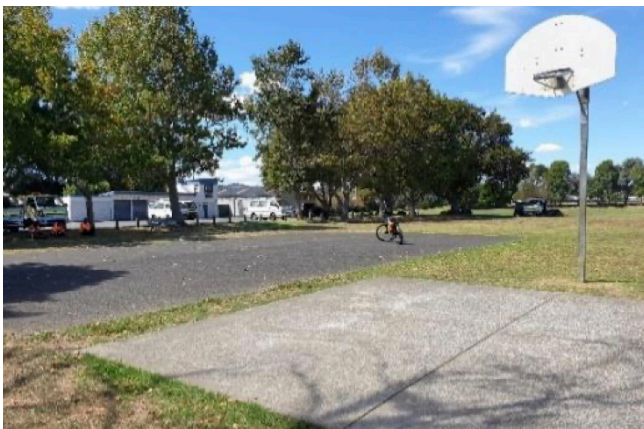


Figure 36: Playground area.





Fonteyn Playground

This is a small playground with slides, monkey bars, and swings. It is very tidy with a lovely entranceway into it and well planted towards the end of the park. Unfortunately, similar to the playground at Eastdale Reserve, it is not accessible to disabled students given that it has a high wooden edge around it.

Housing around this park is mostly newer housing and there is a gated elderly community next door to the park. The fencing into the park is timber but could lean itself to murals reflecting the community and some play-on-the-way activities.

Figure 37: Fonteyn Reserve entranceway and playground.

Orchard Road Park

This park is situated in a higher-deprivation housing area and, on the day we visited, the entranceway had abandoned mattresses (a common occurrence in this area). The park can be accessed from two roads via alleyways between the houses. The main entranceway has a small area of grass to the side allowing a view of the playground area. The entranceway from the other side is overgrown.

Some work could be done in these entranceways to make them more playful like colourful murals and play-on-the-way activities. The small playground consists of a set of two swings and two seesaws. There is plenty of grass for playing games on. There are no toilets or drinking fountains.

To the side of the park, and hidden from the road, is a small orchard for the community. This comprises about 20 fruit trees and vines, including apples, plums, pears, figs, and passionfruit, as well as an area planted in taro. It appears that the fruit is being used and the trees are in good condition.

Figure 38: Entranceways to Orchard Road Park (potential play trails).



Figure 39: Orchard area.



Figure 40: Play.



Taramea Reserve

The reserve is a very small park with a couple of swings and a small slide. A high wooden edging around the park makes it inaccessible for disabled tamariki. At the back of the park is a small bare paddock containing a horse. There is no shade, no toilets, and no drinking fountain.

This park was mentioned many times by students at the school as a place they played, and they wished it was better. The poorly maintained tarmac area lends itself to some play trails and there is real potential to add a Gear Up Box to this park for the tamariki to utilise in play.

Figure 41: Taramea Reserve tarmac area.



Figure 42: Taramea Reserve playground area.



Riversdale Reserve

Riversdale Reserve is the other large park within the Neighbourhood Play System area that is the home of football and cricket, although no clubrooms are situated at the park. The large playground caters for all ages. There are climbing frames suitable for older tamariki, while younger tamariki can utilise the smaller equipment area.

The park also caters for rangatahi with a good-sized skate park, full-sized basketball court, and another court area in the park. Sadly, the latter area has poles but no hoops. The lack of maintenance in the local parks was highlighted time and again by the tamariki.

Riversdale Reserve can cater for all whānau needs with exercise machines, changing rooms, toilets, drinking fountains, plenty of shade over the playground, and seating.

Figure 41: Taramea Reserve tarmac area.



Bellgrove East Reserve

Situated on either side of Bellgrove Place, this area consists of two pocket-sized green spaces — one is a small playground and the other is a very small green space. Bellgrove Place is an old state housing area featuring mainly double-storey units. The fenceline of the area definitely has community ownership and is brightly painted.

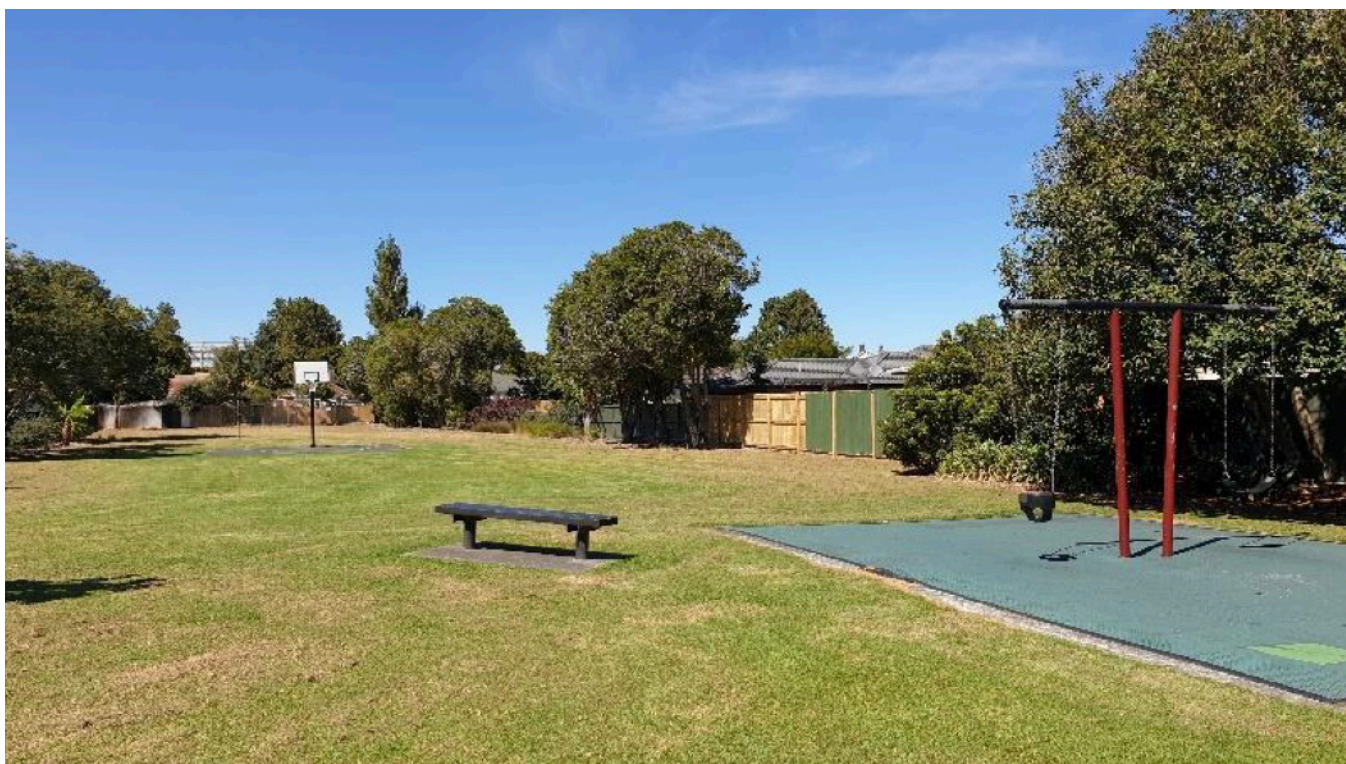
Figure 44: Bellgrove Reserve playground and painted fences.



Canal Reserve

This is another small green space with a swing, half court, plenty of grass area, and a football goal. Tamariki reported that they often play here, however, they wish there was more to do in the park. There is definitely potential to look at adding a Gear Up Box to this park.

Figure 45: Canal Reserve.



Avondale Racecourse

The final green space in the area is the large Avondale Racecourse area currently owned by the Avondale Racing Club. However, recent reviews in the racing industry have proposed that this racecourse close and the land be repurposed. This decision is still under review and final decisions on its future will not be made until 2025/2026.

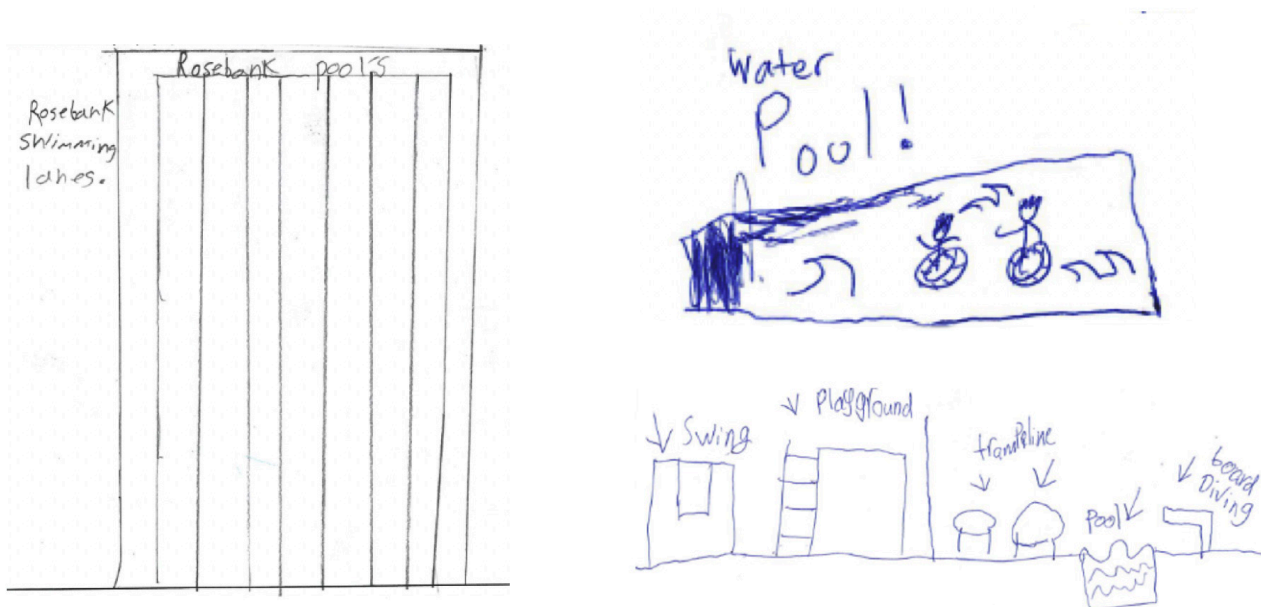
Currently, the centre of the grounds are utilised for cricket, football, and kilikiti. There is also the large Avondale market held onsite on a Sunday. Over the years there have been many suggestions that this become a major recreational hub with a pool. At this stage there are no plans for this type of redevelopment.

Recently, a portion of the area was sold to a developer to build high-density housing.

Figure 46: Avondale Racecourse showing dilapidated buildings, fields, and graffiti on fencing.



Figure 47: Children's drawings of what they want in Pātiki.



What could the ideal state of play look like here?

The school and the community have high hopes when looking at the ideal state of play and it is important that opportunities for play are local and driven by the community to ensure sustainability.

Access and movement

This 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.

Within Te Kura o Pātiki: Rosebank School

- The school has a range of play assets that can be utilised at all times

Within the Pātiki neighbourhood

- Tamariki can move safely through the area to access quality play opportunities
- There is a sense of belonging and connectedness between school and community. The area is known as the Pātiki area going forward
- There are a range of play opportunities

Across the Whau Local Board

- Tamariki can access a variety of play opportunities in their local community using safe active transport modes
- Urban design supports the development of play spaces locally
- There is ready access to the taiao

Built and natural environment

This 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.

Within Te Kura o Pātiki: Rosebank School

- Tamariki have access to a variety of play experiences, including loose parts play
- Playgrounds within the school cater for all tamariki

Within the Pātiki neighbourhood

- Active travel throughout the neighbourhood enhances the ability of tamariki to play
- Tamariki have a sense of belonging to the taiao and have the opportunity to explore more natural play

Across the Whau Local Board

- Urban design supports the communities to be connected through playful opportunities
- The community has a sense of belonging and feeling connected

Figure 48: Ki o Rahi at Eastdale Hub.





Awareness and agency

This 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.

Within Te Kura o Pātiki: Rosebank School

- The school values play and the importance it has to learning and development of the tamariki
- The school invests in play, and play assets are maintained to a high standard

Within the Pātiki neighbourhood

- Tamariki have the opportunity to play in their local neighbourhood independently and with friends and whānau

Across the Whau Local Board

- The local board supports the provision of play and actively works to remove barriers to play
- Auckland Transport supports safe active travel throughout the local board area

Figure 49: Play at Eastdale Hub community connect night.



Enjoyment

This refers to understanding if tamariki and their whānau enjoy the play opportunities they have access to.

Within Te Kura o Pātiki: Rosebank School

- Tamariki enjoy a variety of play opportunities within the school environment that will challenge them and help to build resilience and self esteem

Within the Pātiki neighbourhood

- Tamariki can be seen enjoying play opportunities in their local community with their friends

Across the Whau Local Board

- Tamariki and their whānau have a sense of belonging to their community and enjoy playing in the variety of play-friendly areas available

Figure 50: Exploring the new Magic Play Box at Te Kura o Pātiki: Rosebank School.

Opportunities identified

Our insight gathering has helped us to identify potential opportunities to enhance and develop play across the Pātiki region for the benefit of the tamariki and their whānau.

The community made it very clear in all our discussions that they wanted to foster a sense of identity and belonging to the whenua. Currently, the school is undergoing a rebranding exercise as the name and logo of the school has very little meaning to today's tamariki. The name Rosebank and logo was derived from the rose gardens and market gardens that used to be on the peninsula. The school and the community is keen to move back to calling the area Pātiki as it was known prior to the 1840s, acknowledging the rich food gathering area it was for Māori.

Figure 51: Play in Pātiki.

Reinventing Play in Pātiki

- 01 Lets Talk Play**


Continue to talk play and how we might provide the time, space and permission to play
- 02 Play at School**


Develop a range of play opportunities for the tamariki including cultural play
- 03 Active Travel**


Address safety concerns in the area that limit tamariki moving freely in the area
- 04 Play on the Way!**

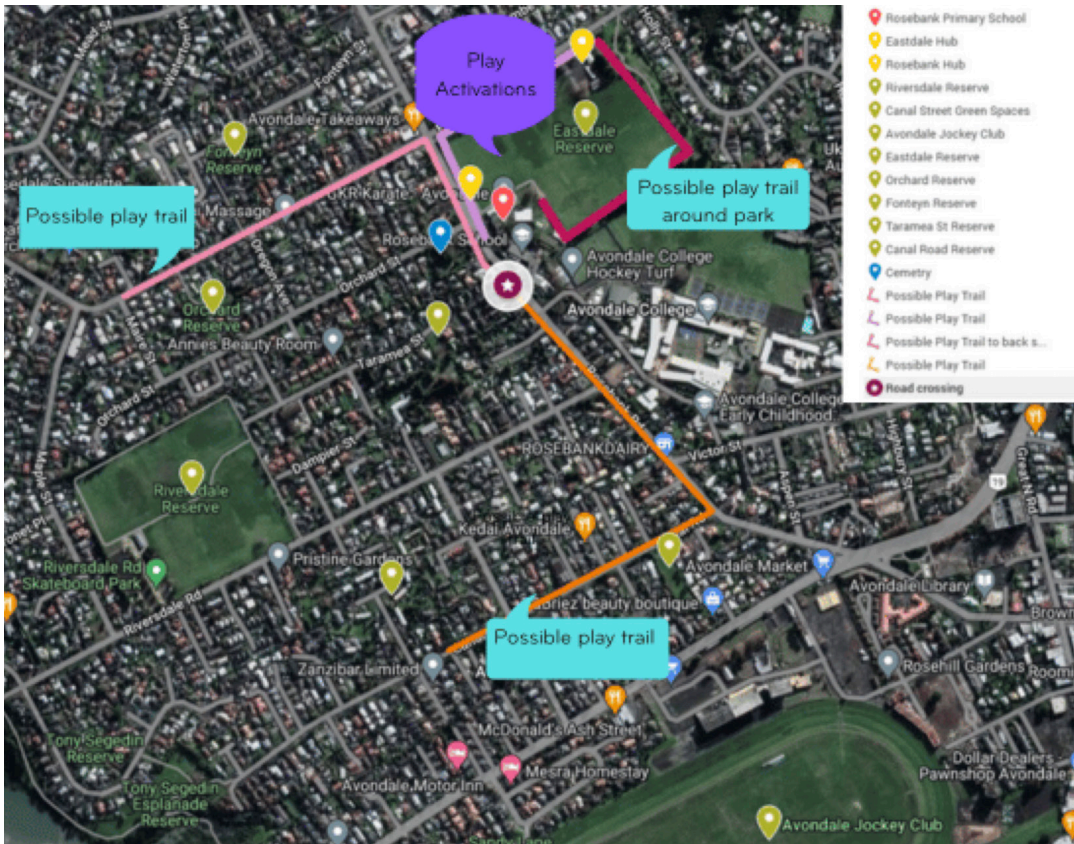

Create play trails to help encourage safer travel in area
- 05 Pop up Play Activations**


Hold regular diverse play opportunities at Eastdale Reserve
- 06 Urban Development**


Advocate for safe play spaces in future urban development
- 07 Create a Sense of Belonging and Connectedness**


Play opportunities and built environment reflect Pacific & Māori culture of the area

Figure 52: Pātiki area showing possible play trails to help with active travel concerns.



With a large Pacific population, the community is keen to ensure that the culture is reflected in the community. As identified in our early insight gathering, the Eastdale Hub presented the perfect opportunity to start this journey! I Love Avondale already had a vision of the hub looking much more enticing and it wasn't long before change occurred.

Figure 53: Brightening up the Pātiki Hub.



Links to Whau Local Board Plan

Outcome 1:

Strong, resilient, and inclusive communities where local identity, diversity, and creativity are nurtured

Opportunity to create a sense of belonging by providing play opportunities that reflect the diverse ethnic makeup of the community.

Recommendations

1. Let's Talk Play workshops

Through workshops and the voice of the community, create spaces for tamariki and rangatahi and their whānau to come together for play and cultural activities that reflect the diverse ethnicity of the community. Time and again we were told that spaces need to be suitable for large whānau groups from preschoolers through to older adults and not just for one age group. These spaces need to have the appropriate infrastructure to support these whānau groups to come together, such as toilets, drinking fountains, numerous large picnic tables, shade, and platforms for performances. Talking more about play with tamariki, rangatahi, community organisations, and the Rosebank Business Association ensures a coordinated approach to play in the area.

2. Provide pop-up play activations

Support organisations, such as I Love Avondale and Bike Avondale, provide a variety of play opportunities for tamariki and rangatahi in the region across the year based on the needs identified in the insight gathering.

Ensure that Eastdale Hub is adequately resourced to become the hub for these activities and that the activities provided meet the needs of whānau in the community. Further discussion needs to happen to identify the barriers that are inhibiting this. Currently, we know that the hub space is not able to be utilised to its full potential due to the storage of Bike Avondale equipment within the hub. Investigate influencing Auckland council processes to allow a container to be situated in the car park that can house this equipment so that it can still be utilised by all the community groups at the hub, but it doesn't inhibit the hub being utilised for other activities.

Provision of Gear Up Boxes could address the need for more play in local community spaces such as Taramea, Orchard Road, and Canal Road Reserves. Identifying local kaitiaki to take care of these boxes would help to create more localised play opportunities.

3. Create a sense of belonging and connectedness

Bring to life the rich history and stories of the area, particularly in the smaller parks and reserve entranceways through artwork and murals to encourage more use of the spaces.

Prioritise the development of the proposed Māra Hūpara at the Eastdale Reserve as a means of bringing the community together to share in the rich history.

Outcome 2:

Māori aspirations are advanced and prioritised, and Māori history and identity are valued and reflected in our community spaces

Opportunity to bring to life the deep history of the region.

Recommendation

4. Play at School

Explore what play looks like with the tamariki in Te Whānau ō Pātiki (Rosebank School Māori bilingual unit). Ensure their voices are represented in the development of play spaces both within the school and in the wider community.

Outcome 3:

Quality urban development and community facilities to meet the needs of our growing and changing population

An opportunity to reshape the Rosebank and Avondale areas by bringing together all parties to talk about how play provision can meet the needs of this rapidly growing area.

Recommendations

5. Play on the way

The creation of play trails can be trialled as a means of encouraging safer travel throughout the region by creating a pathway for tamariki to follow to school that invites them to participate in playful opportunities following safe travel pathways. Priority should be given to ensuring that these trails also help to connect communities together.

In conjunction with Auckland Transport, scope out the establishment of a walking school bus from the Eastdale Reserve to the school using a play trail as a means of engaging with the tamariki to choose active transport modes.

There is also an opportunity to create play trails within some of the smaller green spaces, utilising unused tarmac areas such as Taramea Reserve to encourage more playful opportunities.

Tamariki should lead the design of trails in the Pātiki region.

6. Urban development

Ensure that the voice of this marginalised community is represented in conversations around urban development. The members of the community have told us that they feel unsafe because their play spaces don't cater for whānau groups and are poorly maintained. Future development must ensure that the community has the ability to voice their opinions as to what they want in their community, and that the mechanism for doing so is not a barrier to this. There is an opportunity for community organisations to work closely with Auckland council to ensure the voices of the community are uplifted to those that make the decisions. Currently language and access to the internet are real barriers for this community.

With large-scale, high-density housing being developed in the area, there is a real need for developers, including Kiānga Ora, to work closely with the community to design any spaces within the developments that are allocated to play, and to provide more opportunity for informal play within these developments, such as play trails, Magic Play Boxes, and Gear Up Boxes.

The creation of a community focus group to liaise with Auckland council and developers will assist to increase play opportunities for the tamariki in this community.

Outcome 4:

Improved and expanded opportunities for walking, cycling, and public transport

An opportunity exists to advocate on behalf of the community for improved walking, cycling, and public transport opportunities during the revitalisation of the Avondale community.

Recommendations

7. Active travel

Currently, active travel throughout the region isn't seen as safe, thus inhibiting the ability for tamariki to play independently. Further exploration needs to be carried out to determine whether safety is the only reason that active travel modes are not utilised within the area.

Conversations with the school, Auckland Transport engineers, and the Travel Wise coordinators need to be ongoing to address the safety concerns that the school has. Whilst changes to the built environment will need to be considered carefully due to the nearby industrial area, there can be some interventions that could be trialled in the meantime, such as a walking school bus from the nearby Eastdale Reserve in conjunction with a play trail to encourage tamariki to utilise this active travel option. There is also a big need to provide education within the school on safer travel throughout the area.

Conversations need to be held with Auckland Transport regarding the future developments in the area to ensure that we are not compounding the travel safety concerns that the community has, but that we enhance opportunities to allow for safe movement throughout the community by all.

Next steps

- Sport Waitākere to present the report to Whau Local Board and all the key partners to:
 - Advocate on behalf of the community for opportunities to increase play in the community
 - Influence Auckland council and Auckland Transport practices to enable the recommendations of the Neighbourhood Play System report either via funding or plan changes.
- Sport Waitākere to support I Love Avondale to develop a year plan of activations and provide support for a Tū Manawa Active Aotearoa funding application.
- Continue to engage with Auckland Transport to address safer travel in the area.
- Continue to work with the school to explore further play opportunities, especially cultural play.
- Key champions can utilise this report to advocate for provision of more play opportunities in local communities.
- Work with key stakeholders to build a play champions network within the Pātiki region.



Figure 54: Magic Play Box at Te Kura o Pātiki: Rosebank School.

Conclusion

Play is key to tamariki learning and development, and provides enjoyment in their everyday lives. Play gives tamariki the opportunity to explore for themselves, develop social connections, build relationships, use their imagination, problem solve, and build resilience and a sense of connection to the local environment. All of these elements are vital to ensuring that tamariki lead healthy, active, and connected lives as adults.

The process of looking at play in Pātiki has taught us that the opportunity to play is limited by such things as a lack of localised opportunities to connect, constraints on the use of spaces, environments that don't promote or invite tamariki to play, restrictions on mobility – whether they be parental or environmental – that make it unsafe for tamariki to move freely around their local neighbourhood, as well as urban design that has not taken play into account.

Tamariki have told us they want to play locally, they want what other tamariki in Tāmaki Makaurau have, and they want to determine what play looks like for them!

To create lasting change for the tamariki in Pātiki we need to look at a systems approach to play. It is clear from our community engagement that all six conditions of the systems change approach need to be shifted to create this change and make Pātiki more playful.

Whilst everyone agrees that play is important for tamariki, it is clear that there is a need to create play frameworks, strategies, and policies with all the community organisations and Auckland council to ensure that the children's right to play is considered in urban development.

Utilising the voice of tamariki is critical to ensuring their needs are incorporated into the planning and development. This includes Auckland Council parks, open space, and recreation planning, greenways plans, network plans, and urban regeneration opportunities (Eke Panuku and Kainga Ora housing). There is a huge role to play in advocacy on behalf of the community to ensure that play is prioritised at all levels to ensure tamariki can play in their local community on a daily basis.

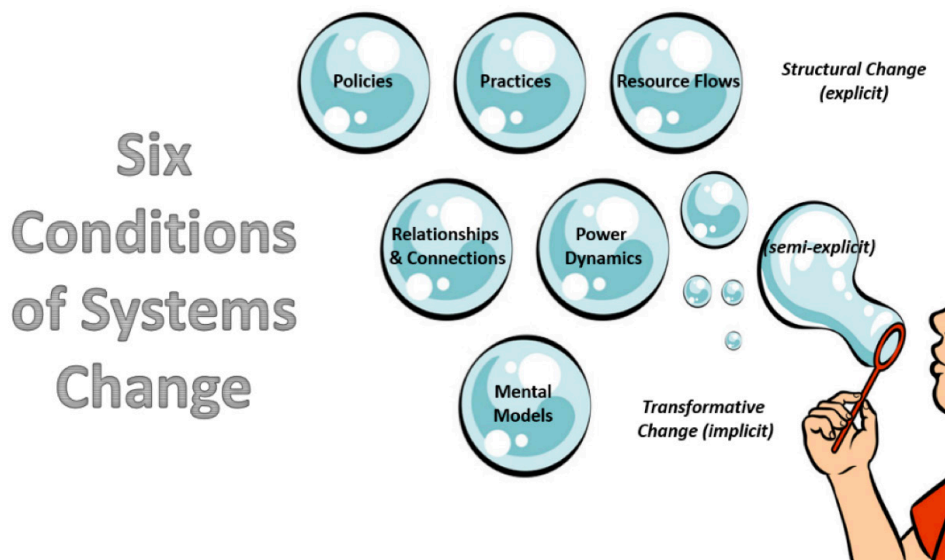
The Pātiki Neighbourhood Play System work has allowed us to uplift the voice of tamariki to Auckland council to influence the design of parks and play spaces. By looking at the area as a whole and knowing park upgrades were happening at the same time as this kaupapa, we updated Auckland Council Parks and Spaces team members with our insights and contributed to a Sport Waitākere submission on a park upgrade, which resulted in the aspirations of the local tamariki being recognised and brought to reality. As Auckland council consultation processes are often not bespoke and user-friendly, we were able to get tamariki voices to the decision-making table that may not have been heard through their standard methods of engagement.

Having frameworks and a combined approach to play is influencing the flow of resourcing that is enabling localised activations to occur. This is creating more opportunities for tamariki to play in their local area. The Neighbourhood Play System work has helped to build connections and strengthen relationships, which in turn has allowed more localised play opportunities to occur, particularly in areas where resource (investment) has been lower than other areas of West Auckland. By partnering with community organisations to create more play opportunities, staff started to include more play in their business as usual (BAU) processes and see the value of play as part of their service to the community.

There is still a long way to go with shifting the power dynamics to ensure the community leads play initiatives, but through our regular network catch ups this will slowly start to change. The network has been strengthened over the course of this kaupapa with members becoming more aware of existing initiatives and seeing opportunities to work together.

Appendix 1: Systems change

Taking a systems change approach to this work is about advancing equity by shifting the conditions that hold a problem in place.



Utilising a systems change approach provides a deeper understanding to unpick usually challenging problems and innovate actionable and sustainable changes to meet community needs. This approach, in combination with a community-based approach, amplifies community voice, in particular tamariki voice, to influence structural, semi-explicit, and transformative changes within the system. Overall, a systems change lens over community-driven initiatives could directly inform a redesign of the wider play system to enable health and wellbeing for the community.

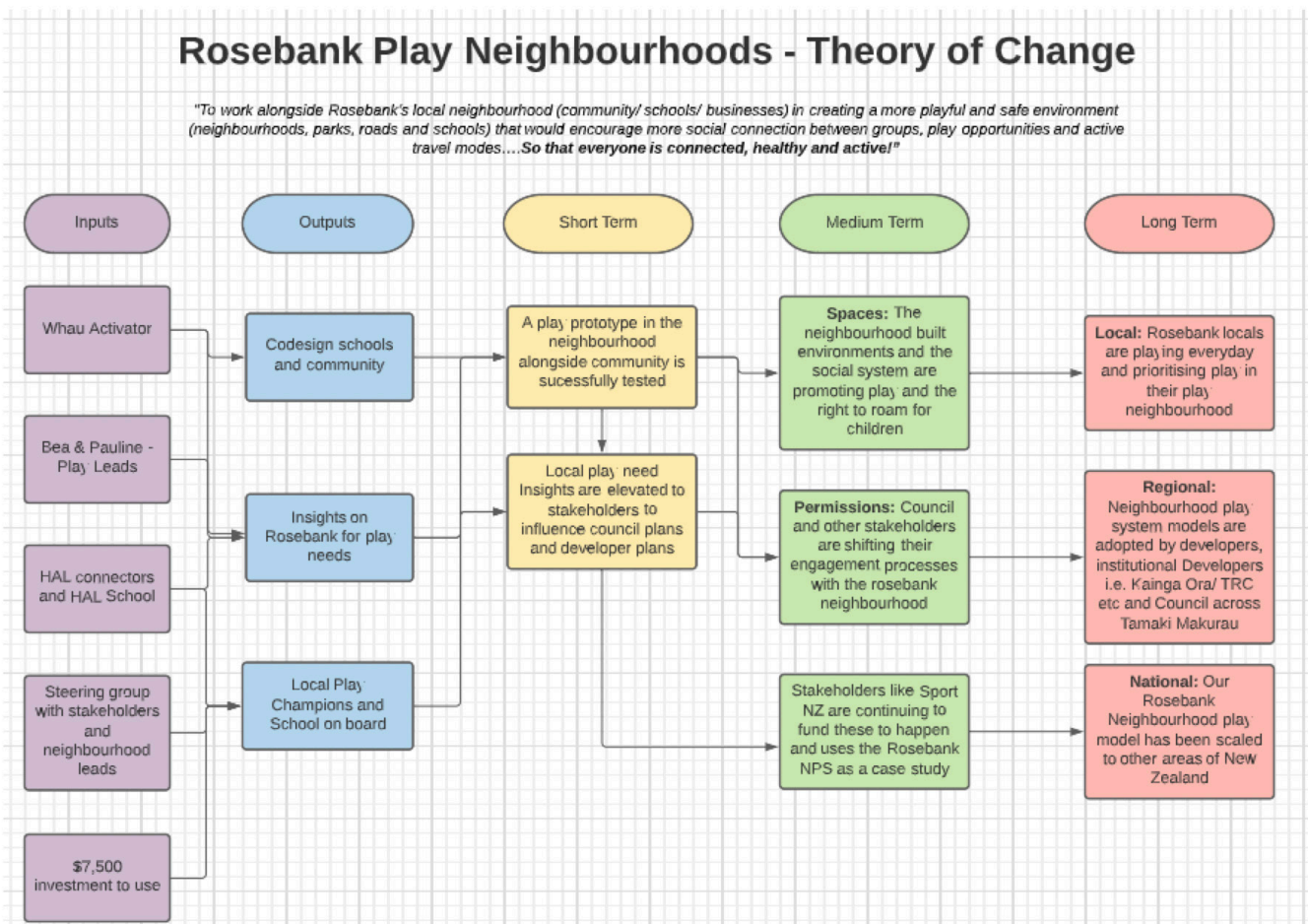
The six conditions of the systems change model provide a simplified perspective showcasing how system barriers can fit into six interrelated areas. When all six conditions are mapped out against the West Auckland Neighbourhood Play System, it will identify barriers and unlock opportunities to shift conditions to enable play for local tamariki and whānau.

Here are examples of how all six interrelate with the systems change conditions:

1. Policies: creation of play frameworks, strategies, or policies that uplift tamariki's right to play as justified by Auckland council, partnering organisations, and other local authorities.
2. Practices: how tamariki voices are incorporated into planning and the development of new areas or upgrades of neighbourhood assets, e.g. parks and paths to school.
3. Resource flows: investment of funding, people, and time to create more opportunities for local tamariki to play.
4. Relationships and connections: connecting local play advocates and champions with key stakeholders as well as forming relationships with unlikely partners that will support collective action for play in their neighbourhoods.
5. Power dynamics: shifting power from key decision-makers to those communities that are missing out and having them lead the initiative. Also prioritising the initiative to be child-centred above the normal adult-centred approach.
6. Mental modes: attitudes and beliefs of local community, regional, and national stakeholders are shifted to prioritise local, everyday play in their neighbourhoods.

Appendix 2: Theory of change

A general theory of change is a method that explains how an initiative or set of interventions are expected to lead to a specific development change over time. A theory of change must be driven by drawing local community knowledge, creating partnerships with key decision-makers through collective impact (e.g. sustainability partners), and ensuring the role provides a backbone for a community to experiment with possible local solutions to address systemic change.





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