

Neighbourhood Play System

Insoll Avenue School

WAIKATO
FEBRUARY 2023



**Hamilton
City Council**
Te kaunihera o Kirikiriroa



**SPORT
WAIKATO**
Hai painga mo te iwi



**SPORT
NEW ZEALAND**
IHI AOTEAROA

Te Kāwanatanga o Aotearoa
New Zealand Government

Contents

Executive Summary	2	Recommendations	28
Introduction	4	School play opportunities	28
The Neighbourhood Play System Blueprint	6	Cycling.....	28
Desktop analysis	6	Playground rules	28
Cycling tour.....	7	Play opportunities	28
Tamariki engagement activities	7	Timetable changes	28
Hands on engagement exercises.....	7	Accessibility play opportunities.....	29
Play observations	7	Berm play.....	29
School survey.....	7	Footpaths.....	29
Walking school bus tours	7	Safety improvements.....	29
Community engagement.....	8	Shared path	29
Insoll Avenue School Context Map	12	Underpass climbing wall.....	29
Current Conditions	13	Built environment play opportunities.....	30
Strategic and planning context.....	13	Bike/scooter track.....	30
The Insoll Avenue School catchment.....	15	Empty open space.....	30
Demographics and social statistics	15	Enderley Community Centre	30
Spatial development.....	16	Nature play	30
Insoll Avenue school	16	Playground renewals.....	30
Current State of Play	18	Softball	30
Outside the school gates	18	Wins	31
Parks and playgrounds	18	Accessibility improvement.....	31
Long term plan funding	18	Build environment improvement	31
Soft infrastructure.....	18	Conclusion	32
Inside the school gates	19	Appendix - Play Observation Sheet	33
Play observations	19		
Student voice	19		
What we Heard	20		
Mapping exercise	20		
Neighbourhood photo exercise	22		
Play memory exercise.....	26		
Walking school bus observations:	27		
The "Back Bus"	27		
The "Tramway Bus"	27		
The Insoll Bus	27		

Front cover:
Teamwork to climb into a tree.

Executive Summary

Sport New Zealand Ihi Aotearoa, Sport Waikato, and Hamilton City Council are committed to increasing opportunities for tamariki, rangatahi and whānau to access quality play opportunities and experiences. The regional [Moving Waikato Strategy](#) and the [Hamilton City Council Play Strategy](#) are key drivers for these positive outcomes¹.

Insoll Avenue School in the Hamilton suburb of Enderley was identified for a Neighbourhood Play System (NPS) project based on its existing positive relationship with Sport Waikato and the opportunity it presented to support a neighbourhood with many identified social and health needs.

An NPS project involves a comprehensive analysis of the current state and quality of play opportunities at the neighbourhood level in a 750m catchment around a local school. To understand how the various school and urban systems impact the play experience, the project team drew on co-design practices and conversations with neighbourhood partners, specifically prioritising the most important partner in play, the tamariki themselves.

Although the catchment includes a portion of Fairview Downs, most of the catchment is within the suburb of Enderley. Enderley is the highest ranking suburb for socio-economic deprivation in eastern Hamilton², with twice the average unemployment rate. Almost 50 percent of Enderley North (the main suburb portion of the catchment) residents identify as Māori, twice the city average. The suburb's median age is 29 years old with around 27 percent of its population under the age of 15. The school's roll has over 70 percent Māori and 15 percent Pacific students.

There are ongoing safety issues relating to higher instances of crime, roaming dogs, and transport dangers. Parts of the neighbourhood are also poorly maintained, and contain sites for rubbish dumping, graffiti and vandalism.

In response to these safety concerns, the school locks its gates after hours but still provides some support for play in the wider neighbourhood, including organised sport and a strong walking school bus programme. The school also has a high number of transient families and reports consistent issues with student attendance, bad behaviour and poor health conditions.

Despite the many challenges faced by the suburb and its residents, and the school and its students more specifically, there is great opportunity to raise local expectations and use play as a conduit for ambition and optimism.

The conversation about Enderley at the Council table has been increasing steadily in recent years, thanks to the significant work by Te Papanui Enderley Community Trust (TPECT) who run the Enderley Community Centre and have become a key driving force for creating positive change in the neighbourhood.

The young people in this report take pride in their school and the Enderley Community Centre and know parts of their neighbourhood well.

There is now high strategic support from Council to empower Enderley via the vision, outcomes, and actions associated with its Play, Community Facilities, Housing, and Transport strategies.

Figure 1: Play with bark and seed pods



¹ There is significant alignment between play activation and other strategic outcomes for the area studied in this report. See Strategic / Planning Context for more detail.

² [Hamilton East: Households - New Zealand Parliament \(www.parliament.nz\)](http://www.parliament.nz)



Figure 2: Matua leading basketball training

The Enderley-Fairfield area has also been identified as a Priority Development Area by Future Proof, a partnership between Hamilton City Council, Waipā District Council, Waikato District Council, Waikato-Tainui, Tainui Waka Alliance, and Ngāa Karu Atua o te Waka, to manage coordinated growth within the sub-region. (The sub-region being an area of rapid population and development growth as defined by the government's National Policy Statement on Urban Development Capacity).

Key housing partner Kāinga Ora owns roughly 800 dwellings across Fairfield-Enderley, which will increase in the coming years. The Fairfield-Enderley Urban Development Partnership, which includes Hamilton City Council and Kāinga Ora, is in the process of co-designing a place-based housing and urban development programme. All these groups intend to develop and support thriving communities and neighbourhood wellbeing through their work.

The aim of this report is to share the knowledge gained from the NPS project with all interested parties and identify possible opportunities to increase play equity and opportunity through the development of a more tamariki-friendly neighbourhood environment.

Sport Waikato and Hamilton City Council are particularly grateful to Insoll Avenue School staff and students for sharing their stories and enabling this project to take place.

Introduction

This NPS report highlights some of the key issues and sets out the current play context at a city, neighbourhood, and school level within and surrounding Insoll Avenue School. 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 3).

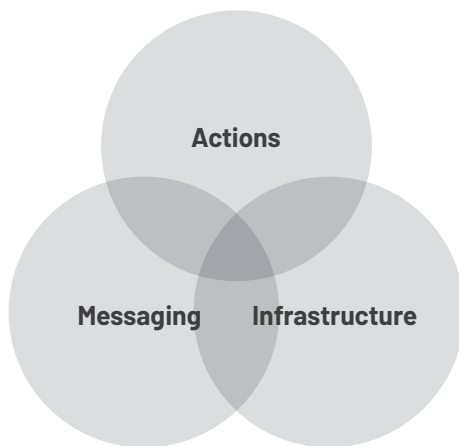


Figure 3: Shows the three domains of work which will sustainably grow play.

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 try to develop case studies of and learning from 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?

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

Find more information about how we can grow our Aotearoa play system on Sport NZ's website: sportnz.org.nz/get-active/ways-to-get-active/play

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 4: Hanging out on the senior playground.

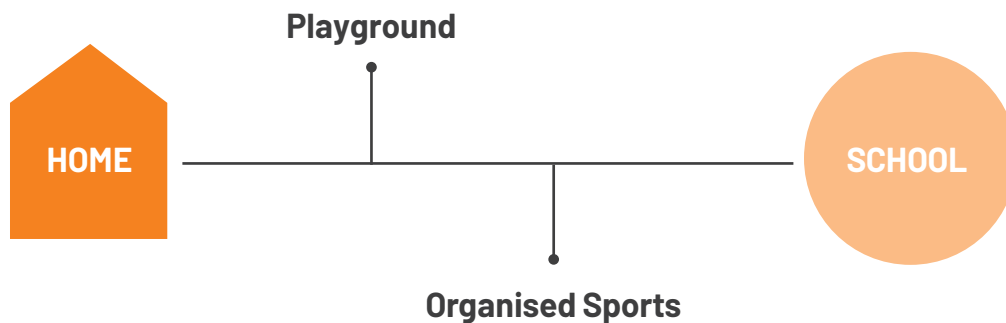


Play is under threat

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

Play spaces and play locations have become car-centric destinations, which whānau need to drive tamariki to for play to occur (see Figure 5). For too many tamariki however, access to these play spaces and play locations are determined by systemic barriers such as income and postcode.

Figure 5: Car-centric play system.



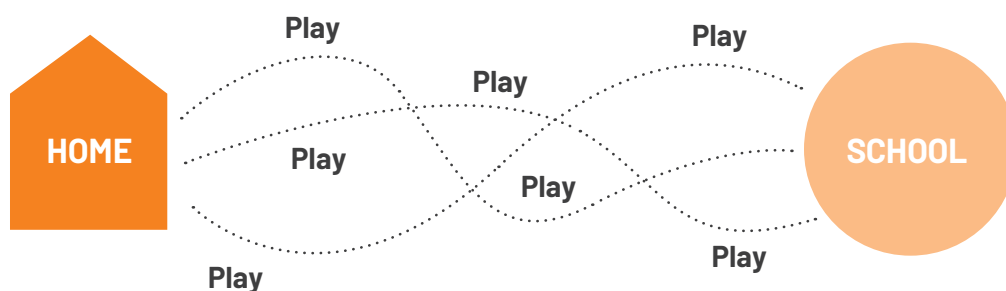
The neighbourhood footprint

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 Hamilton 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), therefore dramatically decreasing 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 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 6).

Figure 6: Walkable play system.

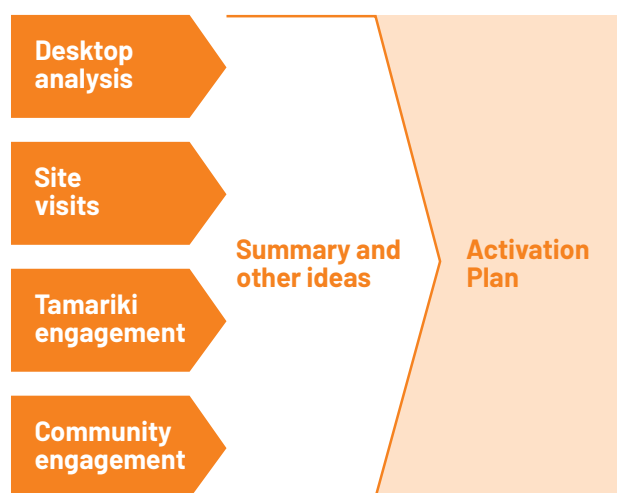


The Neighbourhood Play System Blueprint

The NPS provides a blueprint to identify key barriers and opportunities for tamariki to play inside their school and in their surrounding neighbourhood. Looking through the eyes of tamariki and their whānau who live, work, and play in that community is a significant part of developing the blueprint (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.

Figure 7: Neighbourhood Play System approach.



Desktop analysis

Sport Waikato's Local Play Advocate, supported by the Sport Waikato Regional Play Lead and Healthy Active Learning Community Connector, conducted a 'desktop analysis' involving data collection on spatial and supporting information to paint a picture of the Insoll Avenue School catchment.

Three levels of scale were investigated, including the school, neighbourhood and city:

School scale:

- student roll data
- available play assets
- before/afterschool care provision
- use of outside providers
- ERO (Education Review Office) Report.

Neighbourhood scale:

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

City scale:

- city-wide strategies, policies, and plans
- 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.

Cycling tour

Sport Waikato staff conducted a cycle tour around the catchment to take photos of sites and objects of interest to prepare for the tamariki engagement work. At the same time, the sites identified in the desktop analysis were visited to review their present state, conditions, usage and accessibility, and potential play activation sites were identified.

Tamariki engagement activities

Four different engagement activities were used to capture and understand the voices and experiences of tamariki.

Hands-on engagement exercises

All three of the following exercises were carried out with a year 5/6 class and a year 3/4 class.

Neighbourhood mapping exercise – used to establish how tamariki perceive their environment to gain an understanding of their independent mobility. These maps capture how tamariki move between home and school and where they play in the neighbourhood.

Neighbourhood photo analysis exercise – dug deeper into the feelings tamariki have about areas in their neighbourhood and further understand where they play and don't play and why.

Favourite play memory exercise – tamariki had the opportunity to share stories about some of their favourite ways to play, to understand what factors contribute to a positive play experience.

Play observations

This included four observation sessions of tamariki at play during two break times on two different days.

These observations noted the kind of play tamariki were involved in at school, who they were playing with (for example, playing alone or in small or large groups), and any other relevant details. Informal conversations with tamariki, duty teachers, and the principal also took place.

School survey

A survey was distributed to the school syndicate leaders to collect data from year 0 to 2, 3/4, and 5/6 groups. The questions included:

- How do you feel at breaktimes?
- What do you like about your school playground and fields?
- What don't you like about your school playground and fields?
- What would make break times better for you?
- If you were able to change one playground rule, what would it be and why?

Walking school bus tours

On three separate occasions, the team (facilitated by school staff) joined tamariki on their afterschool walking school buses:

- "Back Bus" (North on the Context Map)
- "Tramway Bus" (South on the Context Map)
- "Insoll Bus" (unmapped as tamariki immediately disperse in different directions along Insoll Avenue).

Observations on these tours helped to identify the number of tamariki participating in the walking school bus service, the active transport modes being used, and how tamariki interacted with each other and the environment on their way home.

Figure 8: Acrobatic moves on the railings.



Community engagement

The Local Play Advocate met with key personnel from important stakeholders in the area, including Te Papanui Enderley Community Trust, Kāinga Ora and the community policing team.

Direct engagement with the community was not undertaken for this NPS as an important community event organised by Hamilton City Council and TPECT in October 2020 identified a lot of relevant data for the neighbourhood.

What are the key things you want to keep in Enderley?



Relating to play, the community identified a desire to retain open space, sports-specific facilities and events, child-oriented activities, the community centre, the playgrounds, houses near play opportunities, and nature.

What things do you want a community centre to do in Enderley?

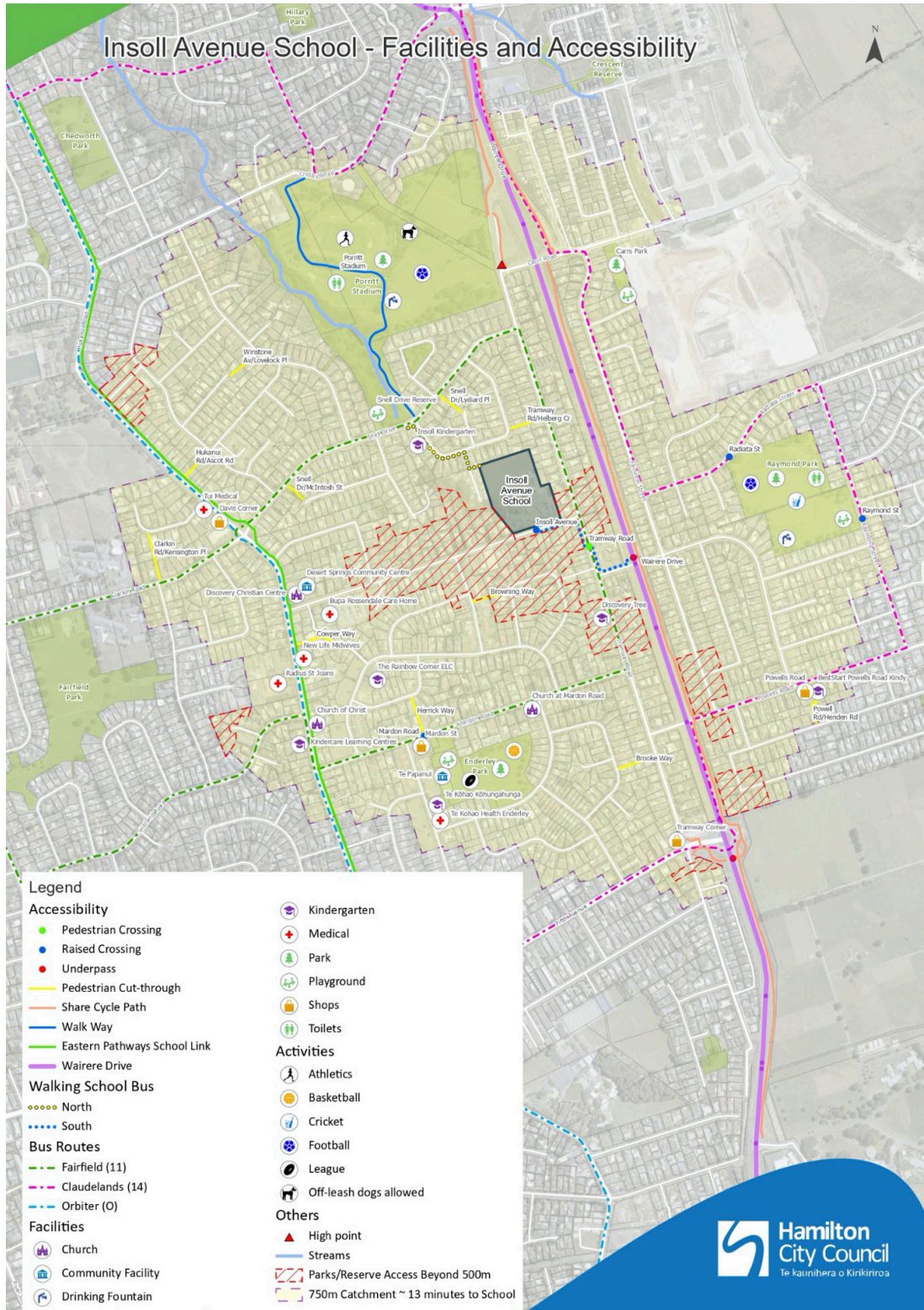


Ideas for the community centre paralleled what the community wanted to see in the suburb in general. It included some more specific and/or 'big ticket' play features (for example, more swings, a flying fox, a workout park, a Ferris wheel, a batting cage and field marking) and programming (for example, Zumba, mums' play group, Jump Jam, children's road safety training, gymnastics and kickboxing) and improved accessibility.

Insoll Avenue School Context Map

The Hamilton City Council Geographic Information Systems (GIS) team was recruited to map items from the desktop analysis to support the understanding of the local context.

Figure 9: HCC GIS map of Insoll ave neighbourhood.



Current Conditions

Strategic and planning context

Hamilton City Council is clear in its commitment to improve the wellbeing of Hamiltonians. All the five priority areas in the Council's Long Term Plan, Shaping Hamilton Kirikiriroa together have an impact on play to some degree, but priority four "Shaping a fun city with lots to do" is directly applicable and helps to drive play outcomes.

Concurrently, the Council has a broad range of strategies that are not only relevant to the play conversation but also specifically aim to enable play at the neighbourhood level.

Importantly, the Hamilton City Council Play Strategy 2019-2039 has a vision to make the city a great place for everyone to play. It identifies four outcome areas, including reimagining the city as an urban playground, making decisions informed by evidence and community voice, delivering opportunities through partnerships, and responding to changing participation trends. These focuses are strongly aligned to the NPS approach and the intent to improve play sufficiency in neighbourhoods.

The partnership between Sport Waikato and Hamilton City Council has also helped to increase the awareness, understanding, and actioning of the Play Strategy. This has included strategic alignment with other Council strategies to help ensure that work across Council's business units enhances the quantity and quality of play provision across the city.

Figure 10: Junior playground monkey bars.



The strategies include:

- **Access Hamilton/Ara Kootuitui Kirikiriroa**

Hamilton City Council's newly adopted transport strategy expects to achieve, among other outcomes, an "enjoyable and liveable city". It recognises that "play is a vital part of what makes a fulfilled life" (page 33) and therefore, the transport network is a key tool for realising the benefits of the cities play opportunities, helping to ensure that Hamiltonians of all ages can engage in play to enhance their health and wellbeing. It not only seeks to have streets and footpaths that connect people to play opportunities but that these are also "places where people can move, interact, and . . . play safely" (page 34).

- **Connecting Communities: Our Venues and Spaces**

Hamilton City Council's community facilities strategy says that decision making for Community Facilities must focus "on providing the correct facilities that can help meet the vision of the Play Strategy (2019) and aligns to all four of its outcome areas" (page 10), ensuring that the functionality of these facilities is designed to accommodate a range of activities and "utilise the outdoor environment to support participation" (page 10).

- **Nature in the City Strategy/Te Wao nui o Kirikiriroa 2020-2050**

The Play Strategy was one of the documents used to help develop the vision, goal, and outcome areas for Nature in the City. It draws on community feedback asking for a future where young people can connect with nature, have adventures, and "be able to touch, smell, eat and hear our nature, not just see it" (page 39). The strategy seeks to increase the presence of nature to improve the journey to school and encourage recreation in the city's gully systems, citing research that identifies the value of children having access to natural play opportunities.

- **Hamilton Age Friendly Plan 2021-24**

Though focused on older people, this plan has a goal to ensure "the community has places to enjoy and be part of outdoor activities" (page 18). To reach this goal, one of its actions is to "Consider older people in the implementation of the HCC Play Strategy and promote play spaces for all ages" (page 18). This highlights the importance of considering the needs of older persons specific play opportunities and how meeting these needs can concurrently support younger people.

- **Disability Policy 2022-25 and Action Plan**

The policy commits Council to supporting disabled people “to fully participate in their communities considering the principles of universal design” (page 2). Considering this, goal five of the action plan is for the whole community to be able to enjoy fair opportunities to play. Both formal playground development and informal play opportunities should consider and/or include accessibility in their design and installation.

Additional strategies that are important to Enderley and future play provision, but are not explicitly aligned to the Play Strategy include the following:

- **Housing Strategy**

One of the goals of Hamilton City Council’s housing vision is to ensure that “housing supports connected communities and better placemaking” and can “support the wellbeing of our communities” (page 23). It recognises the importance of providing “the right social infrastructure and ensuring ... connections between people, places, urban form and nature” (page 10). Importantly, to support this goal, the strategy has an action to partner on a precinct plan with Kāinga Ora for Enderley. Play is a valuable driver to enable social connection, and improving links between people, place, and nature supports play outcomes.

- **Community and Social Development Strategy/He Rautaki Whakawhanake Hapori (2021-26)**

The aims of this strategy include the activation of public spaces to increase community usage and support community-led development initiatives. Although not explicitly mentioning play or the Play Strategy, these outcome areas are aligned with the NPS project’s intent to support the Enderley community to lead the enhancement of play provision in the neighbourhood. The community and social development staff partner closely with key community groups in Enderley to support these mutual outcomes.

There are also other plans and policies that demonstrate Hamilton City Council’s commitment to play but focus on other areas of the city outside the scope of this NPS (such as the [Central City Transformation Plan](#), [Public Spaces Design Guidelines](#), and [Aquatic Strategy](#)) or have not be formally adopted yet (such as the new [Libraries Strategy](#) and updated [Strategy for Open Space](#)).



Figure 11: Basketball play.

The Insoll Avenue School catchment

The 750m catchment around Insoll Avenue School is predominantly centred within the suburb of Enderley, but also includes portions of Fairview Downs (anything on the eastern side of Wairere Drive), Chartwell (around Porritt Stadium in the north of the catchment), and Fairfield (to the West of Peachgrove Road on the western side of the catchment). For the purposes of the desktop analysis, the data presented below focuses primarily on Enderley.

Enderley is known for socio-economic hardship. The suburb is perhaps most well-known as Poets' Corner (a nickname earned from all the streets named after famous poets in the southern portion of the NPS catchment), an area historically rife with gang and criminal activity. There are still ongoing social and safety issues.



Figure 12: Tag and hide and seek play.

Demographics and social statistics

In 2018, Enderley North, as it relates to national census data and where the NPS catchment is located, had a population of 2,523.

It has one of the youngest median ages in the city at 29 years old (and even younger for Māori). A quarter of the population are between 15 and 29 years old and 27 percent are under 15 years.

Almost 50 percent of this population identifies as Māori, twice the city average. The unemployment rate is over 10 percent, also twice the city average, and the median income is only \$19,600.

There were 693 recorded dwellings, but home ownership is low with only 32 percent of these dwellings identified as being owned or partly owned with many of them being state-owned. Indeed, Kāinga Ora owns at least 800 dwellings in the Fairfield-Enderley area.

There is very low public transport or active transport mode use amongst workers, but at least a quarter of those in formal education use active transport (mostly walking) and over 10 percent use public transport.

Enderley is the suburb with the fifth highest reported and recorded crime rate in Hamilton between December 2018–November 2021. The Council's TagBusters graffiti removal team reported that since the COVID_19 lockdowns, the Alderson Road underpass is one of the most tagged areas in the city. There have also been ongoing issues related to roaming dogs with 130 reports of roaming dogs and 10 reports of dog attacks against people in 2019–2020.

In the 750m catchment there have been 16 reported vehicle accidents involving children aged 0–12 years in the last five years (though with no obvious trends). Two of these accidents involved pedestrians, with one playing in the street and the other not using the pedestrian crossing. Two of the three accidents on Tramway Road closest to Insoll Avenue School also involved attempted police evasion.

Spatial development

The catchment is on the eastern side of the Waikato River and is almost entirely flat with only the northern portion around Tramway Road, Porritt Stadium, and Carrs Road bridge providing any topographical elevation.

Enderley sits between Tramway Road on the east and Peachgrove Road on the west. The northern end of the catchment sits within Chartwell and includes Porritt Stadium, a large sports ground with a small stream and gully. The southern end is cut by Fifth Avenue, the main route connecting Tramway and Wairere Drive commuters into the central city.

Tramway Road is a wide two-lane Collector Road with on-street parking and a painted median. It was constructed as a wide road originally to include a tramway, which was never built. It used to be a main north-south transport route on the edge of the city before being superseded by the Wairere Drive 'Ring Road' Expressway that runs parallel to it and separates Enderley from Fairview Downs. It is now used as a 'rat run' (a residential street used by drivers during peak periods to avoid congestion on main roads), with cars driving over the footpath to turn right at the service station to avoid the Fifth Avenue and Wairere Drive roundabout.

The catchment is characterised primarily by single-storey low-density residential housing. A significant portion of Enderley was built by the then Housing Corporation in the 1950s and 60s. The design of the neighbourhood includes many cul-de-sacs and pedestrian accessways aimed at improving connectivity, which, sadly, have resulted in becoming regular sites for dumping rubbish.

Recently, there has been a noticeable increase in infill development, especially in Enderley, where single properties are being subdivided and between two and eight dwellings built on the same site. As a key property owner, Kāinga Ora has plans to significantly increase this infill development, especially now that the Government has released the National Policy Statement on Urban Development. Before the Medium Density Residential Standards were announced in October 2021, it was envisaged that up to 2,000 new homes could be built throughout the Enderley-Fairfield areas.

The Fairfield-Enderley Urban Development Partnership is in the process of co-designing a place-based housing and urban development programme in line with the identification of the area as a Priority Development Area by Future Proof (a partnership between Hamilton City Council, Waipā District Council, Waikato District Council, Waikato-Tainui, Tainui Waka Alliance, and Ngāa Karu Atua o te Waka to manage coordinated-growth within the sub-region).

Three city bus routes services portions of the catchment, connecting residents with other parts of the city.

TPECT has advocated for 50 improvements in the suburb to improve safety, mobility, and accessibility. The first of these, a raised crossing on Mardon Road between the shops and alleyway has been completed. Other improvements include pedestrian crossings, traffic lights, speed bumps, general street lighting improvements, alleyway lighting solutions, and CCTV at the TPECT centre, not a shopping centre.

The existing play opportunities in the catchment are not on the school route for most children.

Insoll Avenue School

Insoll Avenue School is an English medium, co-educational, state school for years 1-6, with an MOE Equity number of 546. They operate traditional single-cell classrooms and have a high Māori population. At the time of data collection, the school had a roll of approximately 320 (including 228 Māori, 49 Pacific tamariki). The school roll has a continued pattern of student transience with approximately one third of the roll turning over annually. They have operated an attendance incentive that gifts a scooter to students for attendance to encourage behaviour change.

The school is located close to the Insoll Avenue and Tramway Road intersection and sits within provision deficit for 500m walking access to a local park. Both roads are classed as Level 1 low-to-moderate volume roads (based on annual average daily traffic of 500 to 10,000 vehicles per day).

Three sides of the property are enclosed by residential housing and the Insoll Avenue side of the school is fenced. There is a small back exit off the field used for the northern walking school bus route. The front entrance of the school is comprised of a small carpark used mostly for staff vehicles.

“

I would play if the gate was open, but the gate keeps runners in. ”

Student

Driving is one of the two most dominant forms of transport for getting to and/or from school. On-road parking is available, but like all schools in the city, Insoll has issues with cars being parked on yellow lines and the berm, and sometimes blocking footpaths and driveways at pick-up time. Hamilton's 2022 Speed Management Plan will result in the speed environment around schools at school times dropping from 40km to 30km per hour.

Walking is the other most common form of transport. The school has the longest running and most successful walking school bus system in the city, facilitated by school staff and run at the end of the school day. The Council has not done a lot of school-travel planning to date, but this is expected to increase in the next two years with a recent increase in Council staff. Insoll Avenue School will be included as part of the 'school link cluster', referring to the School Link component of the Eastern Pathways pedestrian, cycling, and public transport improvement project along Peachgrove Road.

Inside the school there are a range of built play infrastructure including a hall, pool, field, courts, basket swings, a 'junior' playground, a 'senior' playground, some obstacle course features, a sand pit, and gully area.

The school has a focus on play-based learning for Year 0 new entrants.

Figure 13: The school's values: Honest, Excellent, Resilient, Organised.



Figure 14: Out of bounds 'gully' area.

The school typically uses their annual KiwiSport Direct Fund (\$5,167.70 excluding GST in 2020) on subsidising school sports team registrations (for example, netball, basketball, tee ball, and softball), sports equipment, sports uniforms, medals, and bus transport to sporting venues and events. The school supports getting students to school sport because many parents and caregivers are unable to, often because they have no vehicle or because their vehicles aren't registered or have a Warrant of Fitness, preventing the school from allowing their use.

The school gates are locked to the public at the end of the school day. The only endorsed after-hours public access to the school is through a church group that hires the school hall. Young people often climb on the school rooftops in an attempt to access the grounds.

School staff identify a lack of bike ownership and poor cycling knowledge as a concern, yet the Council has said that the school has never taken up the invitation to run a bike-skills programme at their school. It is the only school in the city that hasn't received this service.

The school also operates some afterschool care, reportedly because of fears from some families about traveling to and being at the Enderley Community Centre.

Current State of Play

Outside the school gates

Parks and playgrounds

There are four parks in the catchment offering several different sport and play opportunities:

1. Porritt Stadium (Chartwell): This sports park includes an athletics stadium, football fields, toilets and changing rooms. It also has groves of established trees between the sports fields and stadium available for use as off-lead dog walking areas. It is used for club sport by WaiBOP Football/Hamilton Wanderers, Athletics Waikato, and various local athletics clubs.

“ I like it because it can be used for like 20 sports. ”

Student

Snell Drive Reserve: A small reserve connected to Porritt Stadium by a gully walkway has a pocket playground that includes swings, slides, a small balancing and climbing course, and trees for shade.

2. Enderley Park (Enderley): This sports park has rugby fields, basketball and netball courts, a modular playground unit with slides and swings, and large established trees. In winter, the Hukanui Rugby League club use the fields.

“ About two years ago, the stories about the kid’s time at Enderley Park was almost never positive, but that has changed and now almost everything I hear about the park and Community Centre is positive. ”

School staff member

3. Raymond Park (Fairview Downs): This sports park has cricket and football fields, toilets, a modular playground unit and large established trees. It is used for club sport in the summer by Northern Districts Cricket Club and in winter by WaiBOP Football/Hamilton Wanderers.
4. Carrs Park (Fairview Downs): This small neighbourhood park is mostly grass and large established trees with a swing and a seesaw.

Long term plan funding

The Council Long Term Plan allocates budget for upgrades parks and playgrounds in the catchment.

- \$200k has been allocated for ‘like-for-like’ renewal of Raymond Park playground and other park assets. Council completed community engagement on these renewals between August and September 2022. Design for this renewal is finalised and is due for installation in 2024.
- \$320k has been allocated for Enderley Park playground and other park assets, with community engagement scheduled for 2023. This renewal is now tied into the Enderley Community Centre business case and is unlikely to take place within the current Long Term Plan.

A business case is also in development for the future of the Enderley Community Centre. Concept designs have been commissioned for the site and they currently include a new multi-purpose hall, covered court, play area, and a skate park. This follows on from the community event at the Enderley Community Centre in 2020 to understand the community’s aspiration for the centre, park, and neighbourhood.

Soft infrastructure

There are limited amenities to support play in the catchment.

Toilets can be found at Porritt Stadium (two toilet blocks, but only one is available outside club sport hours), Raymond Park (during sport hours) and inside at the Enderley Community Centre. The only outdoor drinking fountain is at Porritt Stadium. Seating is limited throughout the catchment, found only at a few bus stops as part of viewing for sport at Porritt Stadium, and limited picnic table seating at Enderley and Raymond Park. All the parks have established trees and most streets have trees providing some level of shade.

Figure 15: Ball games in centre of the school.

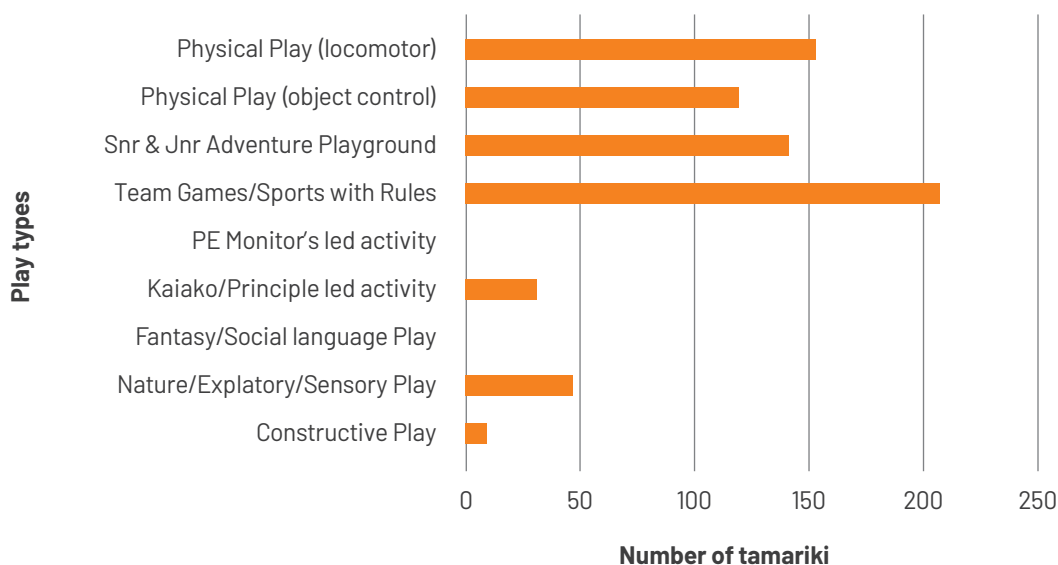


Inside the school gates

Play observations

The observations conducted during break times identified what types of play tamariki were engaged with. The different play types demonstrate the dominance of physical play: 'locomotor' (such as chasing, climbing, and jumping), 'controlling an object' (such as using balls, sticks, racquets, bats, ribbons or hoops), or playing on a playground (see Figure 14 below).

Figure 16: Types of play tamariki were engaged in.



The school playgrounds (junior and senior) drew large numbers of tamariki, but the courts and footpaths were even more popular, especially for bouncing balls. Students were also observed enjoying climbing, swinging, and balancing on railings and benches around classroom areas. Tag and chasing games were popular all over the school and the school's basket swings were always popular.

Although the field was not well utilised, some tamariki were observed playing a self-organised game of football and a dodgeball-type game, with others sitting on the obstacle course features.

Team games were the most evident and popular type of play, with numbers ranging from 7-18 playing football, basketball or the very popular 'footin' – a local school game that is best described as a hybrid between netball and dodgeball. Footin was played at each breaktime, across the school by different year groups, managed by students (or a kaiako if present). Kaiako-led or -engaged activities were also popular, drawing in tamariki to play.

There were no constructive play opportunities as the sandpit was out of use and the school has no junk play assets. There was a lack of play engaged in nature, as the gully/nature area was 'out of bounds' due to recent wet weather and a 'fight-club' organised by tamariki. However, some tamariki were still observed accessing this area.

Student voice

When asked what they enjoy about their school playground and fields, students said: Playing with balls, practising basketball, playing on the monkey bars, playground and swings (especially pushing), as well as playing games or sports with friends.

When asked what would make break times more enjoyable or fun, comments included: Big-ticket items such as a new playground, flying fox, diving board and merry-go-round, to more practical ideas with tamariki showing an interest in adventurous play and nature engagement, such as playing in the mud, climbing trees, riding tricycles, scooters or go-carts, and having a trampoline.

Other answers included having more balls and basketball hoops and organised games, an obstacle course, and a wall to kick balls and throw tennis balls against.

What we Heard

Mapping exercise

The most common sites for play identified through all the maps were school, home, parks or playgrounds and McDonalds. The senior students had a few examples of play occurring outside defined or specific play locations.

The Five Crossroads McDonalds, just outside the catchment, has a playground and the tamariki associate importance and fun with that space.

Although some adult residents said the playground at Enderley Park reminded them of a jail, Enderley Park and playground was the most popular site for play for tamariki. The tamariki are particularly fond of the afterschool programme offered by TPECT at the community centre, located in the park.

Most students, especially senior students, talked about enjoying play at school, two middle students complained about not being able to use the school grounds to play outside of school time and drew the school's spike-topped fences in their pictures.

Many of the tamariki talked about playing with family, especially going places (near or far) with aunties and uncles. For instance, one boy shared stories about sliding down the stairs on a mattress at Nanny's house and going with Aunty to a park to look for eels.

Most tamariki in the senior class were part of the walking school bus and some had their own bikes or scooters. In the middle class, only about a third of the tamariki were part of the walking school bus with the rest being driven. These differences are reflected in the tamariki maps below. Although the year 3 and 4 students tended to be more creative, the older students' maps appear to be based on their roaming rather than generic street shapes that may be a result of being driven in car.



Figure 17: Year 3/4 map picturing home, Enderley Park, and the school (with its spiked fences) as the only play locations.

“ Last week my brother was chased by a dog. ”



Figure 18: Year 5/6 map prioritising play in the school car park.

" I go and ride in the school car park on my bike. "

Figure 19: Year 3/4 map identifying a love for Raymond Park and street trees in Fairview Downs.



Figure 20: Year 5/6 map with expansive view of landmarks in the catchment and surrounding neighbourhood.



" I love riding my bike around the neighbourhood. "

Neighbourhood photo exercise

Below are selected key sites in the catchment area with quotes from students from each of the engagement classes. (The year 3 and 4 class included stamps to show how they rated the image and space).



Figure 21: Old Porritt Stadium Throwing Cage. A tree has fallen on the cage during the cycle further damaging it.

“ That’s where they practice for the Olympics. ”

Student

“ It’s broken and old. ”

Student



Figure 22: Enderley Park and Playground.

“ Enderley Park is fun. We do the afterschool programme. ”

Student

“ Scary people live at Enderley and there are lots of fights there. ”

Student



Figure 23: Insoll and Tramway Road Intersection.

“ Rough surface not good for riding on, boring, no seating, and it’s dangerous. ”

Student

“ I like walking along Tramway Road because it’s on the way to the tunnel. ”

Student



Figure 24: Porritt Reserve Walkway.

“ That’s the stinky park. I don’t like it because it smells bad. ”

Student

“ I like it for its nature, peace and quiet. It’s fun to jump over the creek and build huts. ”

Student



Figure 25: Alderson Road underpass and entrance.

“ We like the echo in the tunnel and it’s good to ride/skate there. ”

Student

“ It looks creepy, not welcoming, and stinks. ”

Student



Figure 26: Halberg to Tramway alleyway.

“ I like it because I use it to get to my brother’s kindy. ”

Student

“ I don’t like walking there by myself, or the rubbish dumping. ”

Student



Figure 27: Carrs Park.

“ I don’t like it, it’s boring as there’s not much equipment. ”

Student

“ I like this space as its close to my house. I hang out with my sisters and walk our dog there. ”

Student



Figure 28: Insoll Avenue School.

“ School is my favourite. I love playing at school. ”

Student

“ You can meet others whānau out the front, but cars can run you over. ”

Student



Figure 29: Raymond Park playground.

“ It’s a good park to play at and it brings back memories. ”

Student

“ I don’t play there. I don’t play cricket, and it has prickles. ”

Student



Figure 30: Mardon Road shops.

“ I don’t like the tagging. ”

Student

“ I like going there when I’m bored, to hang out with my cousins or get snacks with Nan. ”

Student

Play memory exercise

Few of the tamariki had favourite local play memories, even if they have lived in the area all their lives. Older tamariki expressed enjoyment playing in natural spaces, including forests and the ocean, but these were related to locations outside the catchment and not local natural spaces such as the Porritt Stadium gully. Specific play venues outside the catchment were also a highlight for play memories, including Waterworld on the other side of the city and Rainbows End in Auckland (usually for special events such as birthdays rather than regular attendance).

The only local examples were related to play with immediate and extended family (which featured significantly) when they would go for walks to get snacks from the local shops. Younger tamariki had more examples of play occurring in the backyard or inside the home and playing with pets.

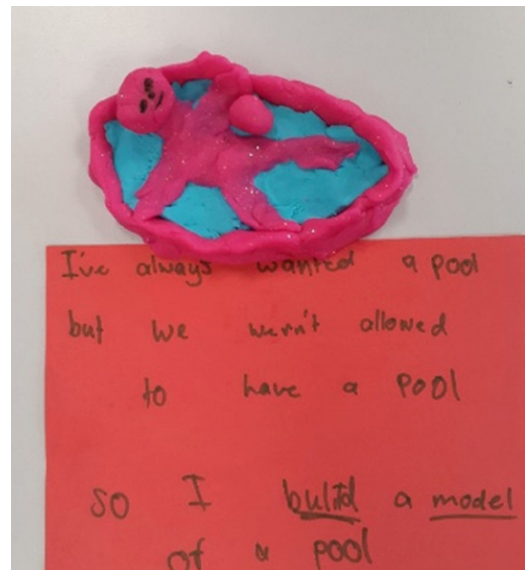
“ When it’s hot, we go for walks to buy iceblocks. ”

Year 3/4 student



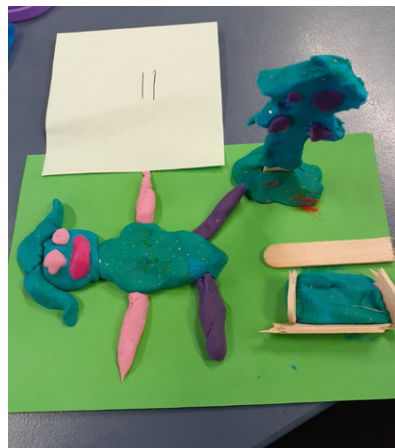
“ I love to swim and be in the water. It’s fun to get wet and play in the rain. We used to have ‘free swims’ at lunchtime at school, which I loved. ”

Year 5/6 student



“ I’m doing the splits in my rooms. I do cartwheels and handstands as well. ”

Year 3/4 student



“ My happy place is in the forest where I like to relax under the trees, talking and eating with my friends ”

Year 5/6 student



Walking school bus observations

Observations made on the school walking buses included:

The “Back Bus” (North on the Context Map)

- The only observable play was tamariki balancing on the car park sleepers outside Insoll Kindergarten.
- There is no crossing of any kind in the area to support crossing Snell Drive into the playground or reserve.
- New speed deterrent measures for bicycles have been put in place on the reserve track, which could also be used for play.

The “Tramway Bus” (South on the Context Map)

- Overgrown trees hanging over residents’ fences prevented a large group of tamariki to walk alongside each other, reducing opportunities to interact and play.
- The only observable play was Pokemon card trading, shouting for echos in the tunnel, and two tamariki on a bike and scooter.

The Insoll Bus

- This is an informal walking bus that doesn’t have one specific direction, with no staff supervision. Tamariki walk down Insoll Avenue, then take the route they need to get home. Two thirds of the kids walked with the rest on scooters or bikes.
- One boy bounced a basketball and one girl did a handstand.
- A section of new footpath on Blake Street and Keats Crescent was good for the few bikes and scooters being used.
- Some gang members were hanging out fixing a car in a driveway, who said they really like the Enderley Community Centre because it gives the kids something to do, which gives themselves more free time.

Based on school staff observations, there is low bike and scooter ownership in the area, but it is not uncommon to see several tamariki and rangatahi riding on the same bike or scooter.

Figure 31: Sport Waikato staff engaging with tamariki about their play experiences during break time.



Recommendations

The following recommendations have been made to increase play:

School play opportunities

All of these school play opportunities are intended to also support student agency as identified as a next step for development in the 2019 ERO Report.

Afterschool play club

Trial an afterschool play club on Tuesday and Thursdays (alternate days to the TPECT afterschool programme) to open the school fields and playgrounds up to the community. This has added value because the school site and surrounding area sits within a provision gap for the Council's target of residents living 500m from a local park or reserve.

“ I don't like that we can't play on the fields after school or on weekends. ”

Student

Cycling

Bring in the Council bike-skills team to provide a one-off play opportunity that would also support skills in this area of need.

Improving the connection with TPECT's bike maintenance programme and any organisations that do bike giveaways would enable skill transference to improve active transport in the neighbourhood.

Figure 32: Peachgrove Road.



Playground rules

Evidence suggests that when everyone can play in ways that are meaningful to them it reduces instances of bullying. Explore ways to modify school policy and approach to banning play spaces or activities, to continue to enable opportunities. For example, if students created a fight club because of an interest in rough and tumble play, could this appetite be satisfied by enabling a different activity like Bull Rush or even engaging with a martial arts provider?

Play opportunities

Requests from students included getting new permanent play assets, for example, a flying fox, merry-go-round, playground renewal, mud play (consider connecting with [STEM Curiosity](#) for example, for mud and junk play), being able to climb trees, and ride bikes or scooters around. Though not specifically requested, junk-play assets and wet-weather clothing would provide support for additional play opportunities during school time.

Timetable changes

Increasing break-time allocations would be a simple way of adding more time for play. If time reductions were also related to behavioural issues, the school could consider modifying their timetable to a 'play-eat-learn model'. Other schools in the same kaahui ako have done this with support from Sport Waikato's Taakaora Ora/Healthy Active Learning team and seen observable benefits.

Accessible play opportunities

Berm play

Hamilton City Council could align their Berm and Verge Beautification and Maintenance Policy with the Play Strategy to encourage and enable residents to collaborate on berm play ideas. This, for example, could be used to create play opportunities in the berm and/or street corner at the Insoll Avenue and Tramway Road intersection to also try and prevent or deter bad driver behaviour.

Footpaths

Recent footpath resurfacing improvements along Tramway Road between Insoll Avenue and Fifth Avenue on the Western side of the road have recently been completed. Resurfacing other footpaths in the catchment would improve the surface for wheeled play. Play and wayfinding stencils could be added to current and future upgraded footpath sections to enhance the play journey.

Safety improvements

Incorporating TPECT's suggested roading and lighting improvements and additional support measures from the Council could enable 'play on the way' opportunities in the alleyways, and improve safe connectivity throughout the catchment.

“

I wouldn't go by myself. I don't feel safe.”

Student

Figure 33: Underpass entrance footpath.



Figure 34: Car parked on berm on Tramway Road and Insoll Avenue intersection.

Shared path

An additional play concept was initially explored as part of the Peacocke Wasterwater project. This was a pump track type route parallel to the Wairere Drive shared bike and walking path in another area, which was dug up and needed to be returned to 'normal'. Ultimately, health and safety concerns and costs were cited as reasons not to include this idea. However, being a wide shared path with a wide verge, there are other path and lawn activations that could occur along this stretch.

Underpass climbing wall

The Council completion of the planned climbing traverse in the Alderson Road underpass. The project has been funded by Infrastructure Alliance (a Council and Downer partnership) and contractors are currently confirming the design and install process.

Built environment play opportunities

Bike/scooter track

Capitalise on the existing TPECT afterschool bike maintenance and riding skills programme (and the potential to deliver the Council bike skills programme), by enhancing Enderley Park with a bike track that can also be used by scooters.

Empty open space

There are two empty sections of grass (classed as road reserve) that could both be activated for permanent or temporary play (see images below).

Figure 35: Between the Tramway Road, Wairere Drive, and Fifth Avenue interchange.

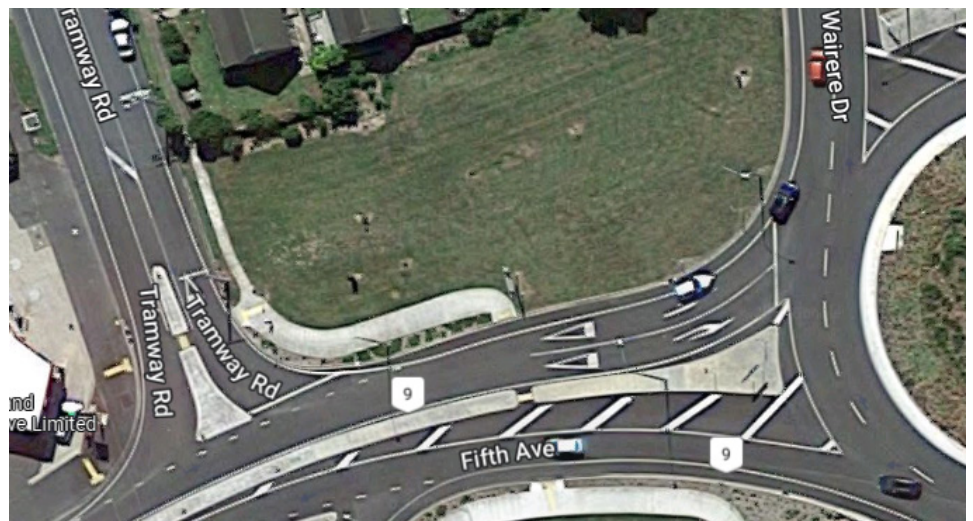


Figure 36: Between Wairere Drive, Tramway Road, and Carrs Road.



“ Biking is fun, but it’s not safe to cycle here. ”

Student

Enderley Community Centre

Play and design concepts drawing on mātauranga Māori should be a key priority for any future development of the Enderley Community Centre.

Nature play

Develop natural play opportunities, particularly at Porritt Stadium and the Snell Drive Reserve through mown paths, fallen trees, and rejuvenating the waterway and bush area. The school could participate in this process through their Enviroschools programme.

Playground renewals

Council to complete the planned renewals for Raymond Park Playground and Enderley Park Playground.

Softball

Insoll students are excellent at playing softball, but the only softball diamonds are on the other side of the city, which are hard for students to get to. Respond to community feedback asking for a softball diamond by turning the old throwing cage at Porritt Stadium into a softball/baseball diamond.

Wins

During the NPS project, two recommended opportunities were completed.

Accessibility improvement

In 2022, Te Papanui Enderley Community Trust advocated for a myriad of transport related safety improvements in Enderley. The first of these projects to be approved and completed by Council was a raised pedestrian crossing linking the pedestrian cut-through from Eliot Street to the Mardon Road shops – a route used by tamariki to get to Enderley Park and the community centre.

Built environment improvement

The Local Play Advocate championed the inclusion of play outcomes in the Council's Peacocke Wastewater project. This was a capital project for wastewater-piping along Wairere Drive to provide a wastewater linkage for the new Peacocke subdivision.

\$15,000 from the project budget was allocated to enable new play features in the entrance to the Alderson Road underpass that had been closed off during the project construction. Senior school students at Insoll Avenue School submitted their play ideas and a synthesised design was approved and installed, including a footpath maze, planted area obstacle course, and jump challenge area.

The project activates the southern "Tramway" walking school bus route and adds a new play opportunity close to the park provision gap (shown in the Context Map). The project was completed during the October 2022 school holidays ready for Term 4.

Figure 37: Kids Playing on Play Features.



Conclusion

The importance of play for the wellbeing and development of tamariki cannot be overstated. Play enables higher rates of physical activity, brain and skill development, positive learning behaviours and risk assessment, creativity, imagination, supports emotional and mental health, and builds independence and self-esteem.

These qualities of life are important for all the stakeholders involved in this NPS report. However, despite the importance of play and the way play projects can support the strategic outcomes for the city and many of the local stakeholders, play is not being given the importance it and the local tamariki deserve.

This NPS report reveals tamariki experiences and the catchment itself as an area of great contrast. In all cases, there were differing stories and opinions about all the parks, playgrounds, and informal areas for play and navigation in the neighbourhood, including the school itself. Tamariki experience enjoyment at the parks and purpose-built playgrounds in the catchment but also recognise that they're limited in what they provide (especially compared with destination playgrounds in other parts of the city) and that this makes them boring. These spaces don't support imaginative play, creativity and risk taking. There is also an opportunity to incorporate purakau and whakapapa into the design of play assets to better reflect the neighbourhood.

Despite a lack of play assets, tamariki make do with what they have and speak positively and have a sense of ownership of the places they are familiar with.

During school time and within the school grounds there is adequate support for tamariki to engage in meaningful play, but more can be done to improve the quality of opportunities. Outside of school there is increasing advocacy to support the wellbeing, navigation, and opportunities for tamariki, but a lack of cohesion is evident between stakeholders, especially when it comes to considering collective play interventions.

Overall, this NPS project paints a picture of local pride, hope, and great opportunity in one of the most underprivileged areas of Kirikiriroa Hamilton. There are many areas and ideas that have been neglected or treated poorly, and there are few high-quality play opportunities available. Nonetheless, a collective response from the participating stakeholders to the voices of tamariki and the community to support their play will go a long way in meeting their needs, achieving strategic outcomes for the catchment, and contributing to a positive future for the city.

Figure 38: Popular basket swings in use.



Appendix - Play Observation Sheet

What kind of play are students involved in?	Alone	Small groups (2-4 children)	Large group (5+ children)	Extra details (Where in school/Age groups)
Physical play: Locomotor/risk movement <ul style="list-style-type: none"> walking around chasing games, Tag games skipping, jumping, running, leaping, dancing gymnastics, balance beam, elastics, clapping games climbing rough'n'tumble obstacle course equipment jump rope, Jump Jam other: play on rails/benches around classroom areas Physical play: Object control skills <ul style="list-style-type: none"> playing with sporting gear (balls, bats, etc) tblloid type gear (hoops, stilts, elastics) 	IIII II IIII IIII	IIII IIII IIII IIII II II II IIII IIII IIII IIII IIII IIII IIII	I I II	* Tag and chasing games popular all over the school * Students were observed to enjoy climbing, swinging and balancing on railing and benches around classroom areas * Playing with a large ball on the court proved very popular for numerous tamariki – mostly playing in small groups (2-6)
Constructive Play: Gross and fine motor-skills <ul style="list-style-type: none"> toys, Lego, robotics Loose Parts Play arts and crafts other: piano 	I	II		* Piano was used intermittently by students
Team games/sports with rules: <ul style="list-style-type: none"> sports (football, rugby, netball, basketball, etc) games (dodgeball, Capture the Flag, 4 square, etc) Simon Says, Follow the Leader, Snakes n Ladders 			IIII II IIII IIII II * Data calculated at 11.5 participants per session)	* Two activities proved extremely popular, played across the school on hard surfaces (court) and field. Each break saw football and Footin, drawing large numbers of tamariki participating in groups ranging from 7 – 18.
Nature/exploratory/sensory play: <ul style="list-style-type: none"> sandpit play climbing, rolling, sliding down banks engaging with trees, gardens, bush, forest play involving water (puddles, drains) messy play (dirt, mud) hut/shelter building other: tunnel/bank play (front of school area) 	II	II IIII I IIII		* During the week that observations were being made, the gully/nature area was OUB due to 2 factors: wet weather and an organised "fight club"
Fantasy/imaginary, social/language play: <ul style="list-style-type: none"> playing pretend, dressing up, role playing of superheroes, families, doctor/nurses, shopkeepers, etc communicating, telling jokes/stories 				
Limited movement <ul style="list-style-type: none"> eating, sitting, watching reading 	I	II		
Play on adventure playground(s): <ul style="list-style-type: none"> senior adventure playground swings junior adventure playground 	Total # Seniors:	2, 12, 11, 11, 8, 11, 5		
	Swings	10, 8, 10, 10, 9, 10		*Always popular/full, with between 2-5 tamariki waiting in line
	Total # Juniors:	10, 18, 9, 9, 12, 16, 6		* Small groups playing together
Other: List relevant information				
Ākonga-led activities:	*Everything with student led, but there PE shed leads			
Kaiako-led activities:	* Teacher-led activities included basketball (14) and Footin game' (16)			
Hall/gymnasium:				
Swimming pool:				
Other:				
Notes:				



Level 1, Harbour City Centre
29 Brandon Street
Wellington 6011, New Zealand
PO Box 2251 Wellington 6140
Phone: +64 4 472 8058
sportnz.org.nz

Te Kāwanatanga o Aotearoa
New Zealand Government