

SOUTH  
HORNBY  
SCHOOL

TE MANU TUKUTUKU

Neighbourhood  
Play System

# Te Manu Tukutuku South Hornby School

AUGUST 2023



Te Kāwanatanga o Aotearoa  
New Zealand Government

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The tamariki, staff, and community of Te Manu Tukutuku South Hornby School, Hornby Community Centre, and EPIC Sports Trust.



# Executive Summary

Sport Canterbury is committed to getting more people, more active, more often, and one of the ways in which we achieve this is through play. In 2022, Sport Canterbury commenced work alongside Sport NZ Ihi Aotearoa to define and develop one of our neighbourhoods through the context of play. This work was called the Neighbourhood Play System. The purpose of the Neighbourhood Play System model is to encourage play and movement at the neighbourhood level through co-designed projects. Understanding and unlocking community strengths informs how we might do this.

A Neighbourhood Play System project involves a comprehensive analysis of the current state and quality of play opportunities at the neighbourhood level within a 750m to 1km radius of a local school. Te Manu Tukutuku South Hornby School, located in the Hornby suburb of Ōtautahi Christchurch, was identified for a Neighbourhood Play System project based upon its existing status as a Healthy Active Learning school and its close proximity to the Sport Canterbury office. This allowed us to undertake the insights gathering phase of the Neighbourhood Play System easily. 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 and, most importantly, the tamariki of Te Manu Tukutuku South Hornby School.

The kaupapa of the Neighbourhood Play System project was to understand how the rapid development of urban systems has impacted on the accessibility and quality of play experiences for tamariki in the Hornby neighbourhood. The Te Manu Tukutuku South Hornby School Neighbourhood Play System is the first of its kind in Waitaha Canterbury. The key to the Neighbourhood Play System model is placing tamariki at the centre of the entire project, enabling their voices to be heard, and listening to what their needs, wants, hopes, and dreams are for play in the spaces and places they grow and develop.

Within the school gates there are a range of play opportunities for tamariki to be involved with, and the school was continuously considering how it could strengthen and enhance further play opportunities on offer. The school's vision is "Create Pathways to Grow Heroes". It endorses play as a key contributor to this goal.

Figure 1: Aerial image of part of the 800m radius of the neighbourhood of Te Manu Tukutuku South Hornby School.



Figure 2: Snapshot of active transport modes used by some ākonga at Te Manu Tukutuku South Hornby School.



On a day-to-day basis, tamariki living in South Hornby face significant barriers to accessing and engaging in play experiences. The main feature of the area is a series of intersecting busy roads and highways. High traffic volumes and speeds in the neighbourhood create an environment where many whānau are not comfortable allowing or empowering their tamariki to travel independently to play spaces.

South Hornby tamariki exist in a largely grey environment with wide roads, a paucity of public green spaces and tree canopy, as well as unhealthy messaging such as vape shops, fast food outlets, and liquor stores. Parts of the neighbourhood are also poorly maintained, and graffiti and unrepaired vandalism are common. We know these children want to be active in the neighbourhood, but there is a tension that hinders this outcome. Although there is a good provision of play opportunities on school grounds and through local reserves, traffic severance and parental fears combine to make play across the neighbourhood more difficult.

Despite the many challenges faced by the suburb's residents, the school, and tamariki, we heard about, and felt a lot of, Hornby pride, which presents as an opportunity to use play as a conduit for this ambition and optimism.

Recommendations identified for the future include:

- Championing play
- A complete approach to improving road safety to empower independent mobility
- Working with and leveraging local partnerships to activate play opportunities
- Improving the diversity, accessibility, and equity of current conditions and spaces to work towards improved play provision.

Improving the quality of and access to play on a local scale will encourage all tamariki to develop a love of play and being physically active. The model seeks to fill some of our knowledge gaps around the planning, design, and delivery of informal play systems to facilitate the activation of places and communities, and deliver positive play outcomes.

# Play and why it's important

## 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](http://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 (see Figure 3): “That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

Figure 3: Rights of the Child - Article 24-31.

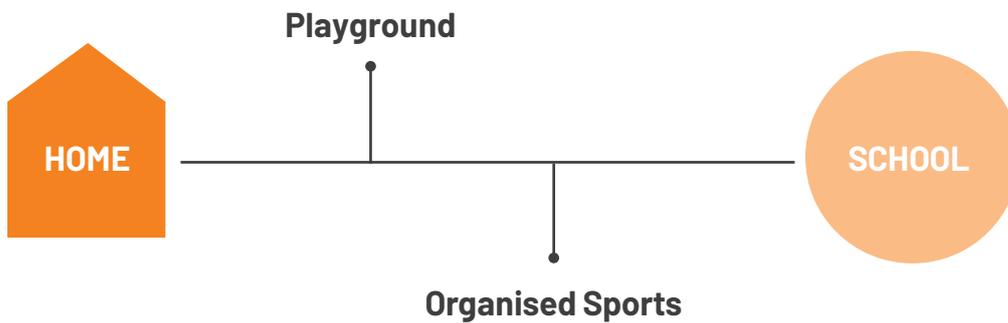


## Play is under threat

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 3). For too many tamariki, however, access to these play spaces and play locations is determined by systemic barriers, such as income and postcode.

Figure 4: Car-centric play system.

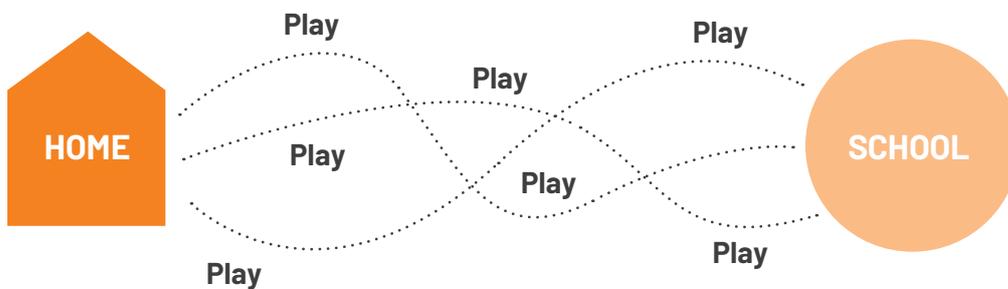


## The neighbourhood footprint

Tamariki and whānau need safe and clean streets, access to green spaces, clean air, things to do, the ability to get around, the freedom to see friends, and somewhere to call home. Schools are usually located at the heart of neighbourhoods and communities, but more and more often, school grounds are not publicly accessible after hours (with many schools fenced and gated). This dramatically decreases play opportunities.

The neighbourhood footprint surrounding a school is important in creating a liveable and playful city for our tamariki and their whānau. As tamariki spend most of their time at home or at school, these two settings should be used as anchor points for play within the neighbourhood footprint. Providing safe travel routes to 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 4).

Figure 5: Walkable play system.



# The Neighbourhood Play System

## The Neighbourhood Play System blueprint

### Kaupapa/Purpose

The Neighbourhood Play System blueprint has been developed to reflect the understanding that play is not confined to defined areas and encompasses a wide community system, including driveways, streets, parks, and alleys. It is not intended to be a step-by-step guide. Instead, it explains the many steps that need to take place to support the governance, funding, technical design, and monitoring of child-friendly urban environments.

It has a blueprint for identifying the key barriers and opportunities for tamariki to play, both within the school gates and outside in the surrounding neighbourhood. This blueprint adopts a tamariki-led approach, using co-design practices with tamariki and their whānau who live, work, and play in that community to empower their agency over these spaces and places. The blueprint will operate in tandem with activation plans, opportunities, and a Kaupapa Māori Play Model to ensure a holistic approach is taken that reflects and responds to Aotearoa New Zealand's unique cultural, social, and environmental context.

The Neighbourhood Play System blueprint has been developed to explore a more sustainable approach to developing and managing a local play system.

This is characterised by three concepts:

1. The process is iterative and will continue to be updated as we learn.
2. The process is based on an approach of collaboration and co-design.
3. Ongoing monitoring and evaluation of goals and impacts is critical.

Improving the quality of and access to play on a local scale, facilitated through the development of an integrated play strategy will encourage all tamariki to engage further in play activities and be physically active.

This project is a direct strategic fit with schools and communities that have adopted the Healthy Active Learning project. Many of our community partners are already applying this thinking, so this project is about formalising that mahi as a cogent package and plotting a path to permanent changes that support more play across neighbourhoods and communities.

Objectives of the Te Manu Tukutuku South Hornby School Neighbourhood Play System:

- Gain a deep understanding of the state of play in the area and a set of baseline data.
- Create a range of local activations that make play happen in the short term and begin to normalise play in new ways.
- Generate a range of recommendations to make the area more permanently playable.
- Establish a governance group to bring permanent change to life by reflecting our learning in local play assets and the built environment.





## Approach

### Desktop analysis

Desktop analysis was conducted to map and gain current understanding of the local context, including the built and natural environments.

Due to the rapid nature of the project, Statistics New Zealand 2018 Census data provided sufficient information for understanding the population demographics of the suburb of South Hornby, as well as the nature of housing, median age of the suburb, deprivation levels, and access to transport modes and so on. This was augmented through an exploration of other online sources (outlined in the appendix).

A mapping service was used to note the following considerations:

- Locations of dedicated play spaces (for example, playgrounds, parks/fields, beaches, bush areas)
- Locations of other play locations (for example, community halls, libraries, churches, marae, temples)
- Locations of other soft infrastructure (for example, drinking fountains, seating areas)
- Details of:
  - walkable catchments (for example, footpaths)
  - pedestrian crossings
  - traffic lights
  - road signs
  - alleyways
  - cycle paths
  - main roads
  - public transport routes (bus, train, ferry)
  - waterways
  - street lighting
  - unsafe areas

### Site visits

Site visits were conducted to appraise accessibility, site conditions, tamariki friendliness, hazards presented by the natural and built environments, traffic flow, and potential barriers to play. The following was noted during the visits:

- The condition and appearance of play spaces and play locations at the school and in the surrounding neighbourhood (for example, new, dirty, or broken).
- Any physical barriers that might reduce access to play spaces and play locations for tamariki (for example, difficulty using footpaths, busy roads, high-speed areas, gated play location, high curbs, bollards preventing use of alleyways, no street lighting, vandalised areas, narrow cycle paths).
- Coverage from rain, wind, and sun (for example, shading, trees), and seating.

### Tamariki engagement

Our first in-depth conversations with Te Manu Tukutuku South Hornby School – Te Manu Tukutuku took place through a rapid pilot between 8–21 March 2022. Subsequent supporting data has been captured over the ensuing year.

### School survey

A survey was distributed to the school teachers to collect data from year 1–6 students. The year 1–4 student surveys were facilitated by teachers, and the year 5 and 6 student survey was self-directed using school devices.

The questions included:

- How do you usually get to and from school?
- Where do you like to play at school?
- Where do you like to play in your neighbourhood?
- What stops you from playing?

### Physical activity leaders' workshop

A workshop was run with 10 of the Te Manu Tukutuku South Hornby School physical activity leaders, facilitated by Sport Canterbury's Healthy Active Learning community connectors. The purpose of this session was to empower the voice of tamariki and provide them with an opportunity to express their thoughts, ideas, and experiences with play.

The following questions were posed to the students during the session:

- What words come to mind when you think 'play'?
- What do you like about play spaces in your neighbourhood?
- What ideas do you have to make the spaces more playable?
- What else in your neighbourhood stops you from playing?

Students were provided with the opportunity to share their experiences and ideas through kōrero, drawing and writing on post-it notes that they placed on pictures taken of their local natural environment.

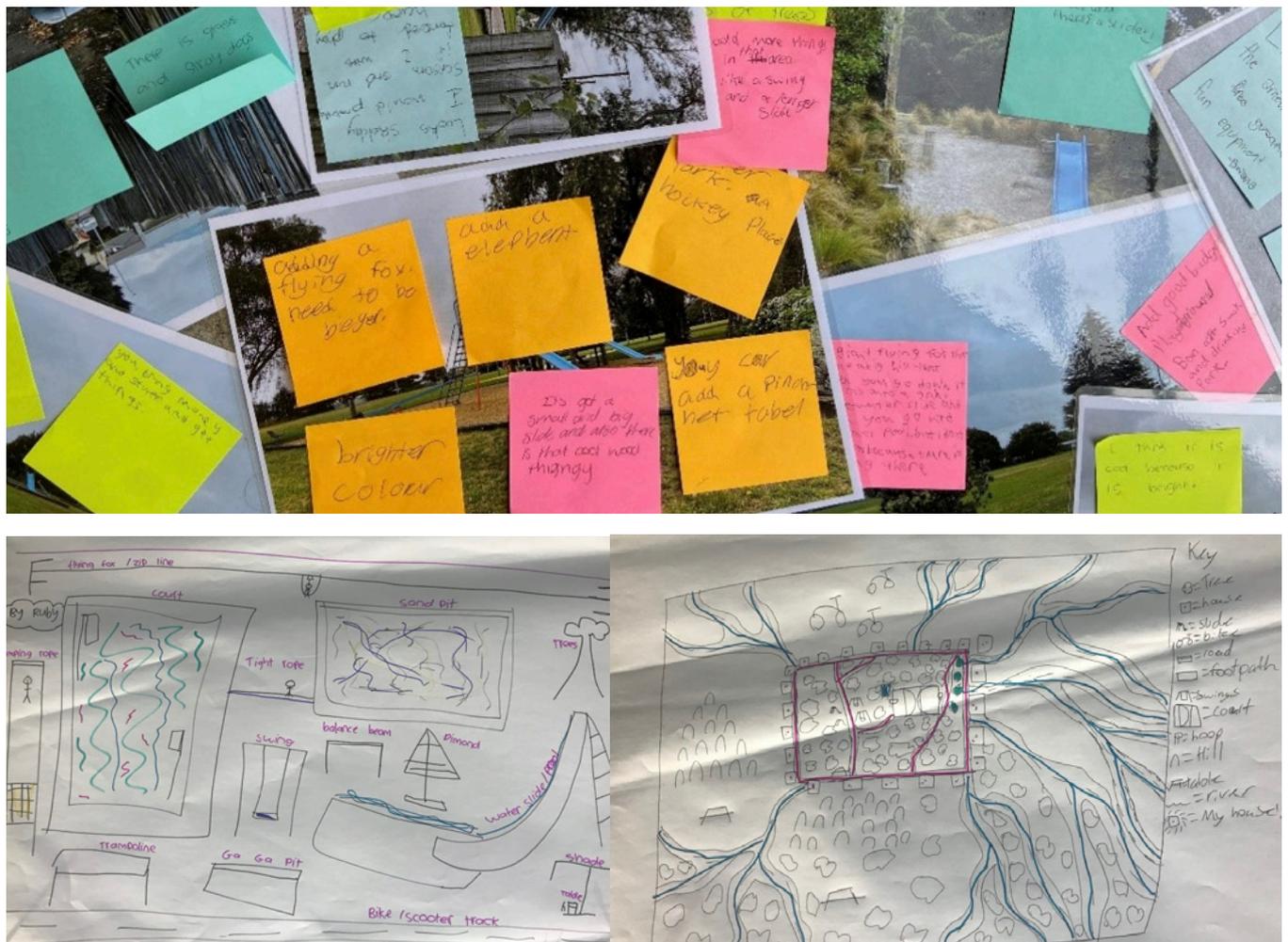
### Teacher and staff survey

A survey was sent to the school teachers and staff to gain a deeper understanding for how play diversity, equity, and inclusion is supported at Te Manu Tukutuku South Hornby School.

The following questions were posed to staff via an online survey:

- How do play spaces and opportunities at the school cater to diverse play needs (age, ability, culture, etc.)?
- What are the biggest enablers to play in the school (including built environment)?
- What are the biggest barriers to play in the school (for example, the spaces, places, and buildings)?
- What barriers and/or enablers are you aware of to play in your school's neighbourhood?
- What are the biggest opportunities within the school and/or neighbourhood (including the built environment) where we can improve play?

Figures 6 and 7: Insights from a Physical Activity Leaders workshop on play.



## Whānau survey

An online survey was sent out to the whānau of Te Manu Tukutuku South Hornby School ākonga via the school's administration email. The purpose of this survey was to gain a true understanding of the local play environment, through the eyes and voices of those who live, learn, and work in the suburb of South Hornby.

The following questions were asked to whānau:

- Are you and your whānau aware of where you and/or your tamariki can play in your neighbourhood?
- Do play opportunities and spaces in your neighbourhood and community cater to your whānau play needs (for example, age, ability, etc.)?
- Where do you support your tamariki to play? (tick as many that apply):
  - Home
  - Around the neighbourhood in public spaces
  - Around the neighbourhood at a private residence (for example, with friends/neighbours)
  - Community venues/facilities/groups
  - School
- Do play opportunities in your neighbourhood support increased access to nature/outdoor play? If yes, how?
- Can you describe any areas in your neighbourhood where tamariki play that you have safety concerns?

The response rate was positive with over 60 different whānau responding to the survey, providing Sport Canterbury with valuable insights into the play environment and a feel for the South Hornby area.

## Community engagement – virtual hui

A number of virtual hui were held with various action partners who had previously engaged with, or were currently engaging with, the South Hornby community. Sport Canterbury was able to identify these action partners through previous engagement and/or relationships with these organisations, particularly through our Healthy Active Learning community connectors. The purpose of these hui was to collect information and insights into the current and future initiatives, plans, and projects that support play in the South Hornby neighbourhood. The following action partners were consulted:

## EPIC Sports Project

- EPIC Sports Project is a charitable trust that provides opportunities for young people, aged 5–24, from low socio-economic communities to participate in a variety of sports and recreation activities, free of charge.
- The trust believes that:
  - “through sport and dance we inspire hope by helping young people develop a sense of value, belonging, and self worth in low socio-economic communities.”
- The trust offers the following opportunities for play:
  - Get Active @ Wycola Park from 3.30–4.30pm every Monday during school terms.
  - Hip hop classes from 3.30–4.30pm every Thursday during school terms at the local Salvation Army building.

## Hornby Community Centre

- Recognising the mahi of local community organisations is critical to the Neighbourhood Play System project. Often, these organisations contribute significantly to local initiatives, and also have a clear understanding for the needs of the community with which they operate.
- Members of the Hornby Community Centre were asked to kōrero with the Sport Canterbury Neighbourhood Play System team about their involvement and mahi with the neighbourhood, looking at play enablement and independent mobility.

## Christchurch City Council Community Recreation Advisor

- The Community Recreation Advisor for the Hornby ward provided a range of data and resources to the Sport Canterbury Neighbourhood Play System team to support their desktop analysis, as well as providing insightful kōrero into the Christchurch City Council's future plans for recreation, infrastructure, transport, and independent mobility development in the Hornby area.
- The Community Recreation Advisor was able to provide the following resources:
  - Hornby Ward Profile February 2022
  - Results from the School Travel Survey 2021
  - Hornby Community Vision

# Hornby Community

## History

On 1 May 1958, a decision was made to acquire five to six acres of land between Main South Road and Shands Road for a new primary school site in Hornby. The school was originally going to be identified as Hornby No.2. The already existing Hornby School was planned to become an Intermediate School only, making Hornby No.2 a primary school. This new school was officially named South Hornby on 4 September 1958.

Once the purchase of land was settled, the Ministry of Works gave approval for the development of buildings on the South Hornby site. Site preparations and building developments occurred between February 1961 and May 1962. Between 1962–1973, the Te Manu Tukutuku South Hornby School roll fluctuated in numbers, peaking in 1972–1973 with a school roll of approximately 890 students. When the school was decapitated upon the opening of Branston Intermediate, the roll had been steadily sitting between 250–350 pupils.



## Current conditions

### Te Manu Tukutuku South Hornby School

South Hornby is a neighbourhood with a diverse range of people, cultures, and spaces. It has a large mix of residential, commercial, and industrial components. In addition, the suburb is divided by numerous high-traffic roads, including a state highway and rail network. Whilst this contributes to the identity of the South Hornby community, it also presents significant barriers to the enablement of play for tamariki and their whānau. Independent mobility is compromised significantly due to the landscape of the suburb.

South Hornby was identified as a location to pilot the Neighbourhood Play System model for a number of reasons:

- The school is part of our Healthy Active Learning phase one cohort.
- The school currently sits at a rating of 478 on the Ministry of Education Equity Index (2023).
- The school is located around the corner from the Sport Canterbury Ōtautahi Christchurch office – this allowed for logistical and practical needs to be met due to the rapid nature of this pilot.
- The diverse landscape of the suburb.

Te Manu Tukutuku South Hornby School is a year 0–8 primary school, and it currently has a roll of 267 ākonga, with:

- 25% identifying as Māori
- 56% as Pakeha
- 8% as Pasifika
- 11% as other ethnicities

## Demographics

South Hornby sits within the broader suburb of Hornby, which is one of the eight electoral wards within Ōtautahi Christchurch. The current Hornby/Sockburn ward population is 23,300, making up 6% of Christchurch City's population. For the purpose of this report, Census data has been gathered for the area Hornby South.

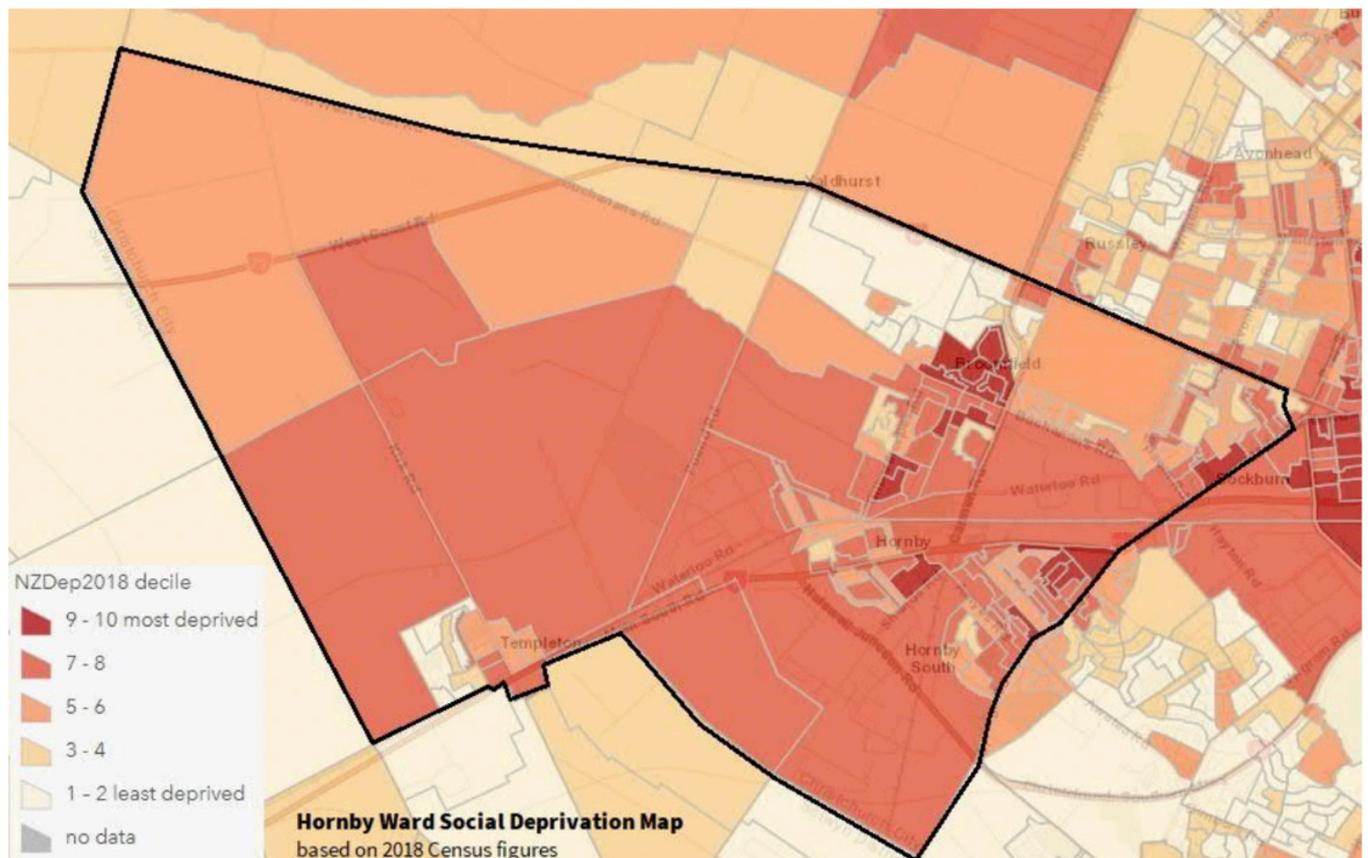
The median age is 36.1 years with around 17% of people being aged under 15 years, and 39% aged 15–39 years.

The most common ethnic group in Hornby ward is European, with 68% of the population identifying with this ethnic group. The next most common ethnic group in Hornby was Asian (21%), followed by Māori (13%), and Pacific peoples (6%). This data aligns to the Te Manu Tukutuku South Hornby School's roll, where the majority of students identify as European, followed closely by Asian.

Over half (53.4%) of the ward live in higher deprived areas of the city with a social deprivation rating of over seven.

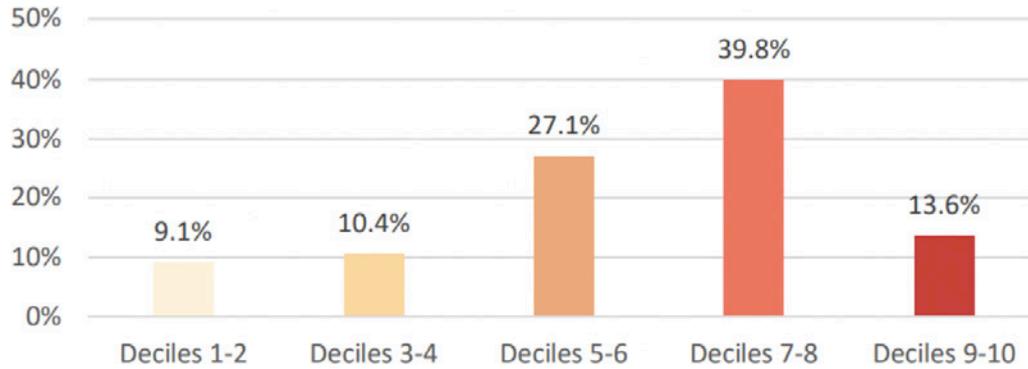
Environmental Health Intelligence NZ monitors deprivation levels across New Zealand communities. Their deprivation tool shows that the Te Manu Tukutuku South Hornby School home zone sits predominantly in the 'highly deprived' to 'most deprived' range (Figure 6). This is relevant to the Neighbourhood Play System report, given the correlation between deprivation and other factors like public health, public safety, and social disturbance.

Figure 8: Hornby ward social deprivation map (EHINZ, 2018).



The scale of deprivation ranges from 1 to 10: 1 represents the areas with the least deprived scores. 10 represents the areas with the most deprived scores.

Figure 9: Proportion of Hornby ward population living in New Zealand deprivation quintile areas (Christchurch City Council, 2019).



Data collected from the past three Census reports shows Hornby is a steadily growing area, with a 10% population growth between 2013–2018.

Figure 10: Hornby ward population (Christchurch City Council, 2019).

| Area        | 2006   | 2013   | 2018   | % change 2013–2018 |
|-------------|--------|--------|--------|--------------------|
| Hornby ward | 18,900 | 21,100 | 23,300 | 10%                |

Figure 11: Ethnic groups in Hornby ward (Christchurch City Council, 2019).



### Personal income

- The median personal income for residents (aged 15 years and over) living in Hornby ward was \$32,300 in 2018. This was compared with a median of \$32,900 for all of Christchurch City.
- 34 percent of people aged 15 years and over in this ward had an annual income of \$20,000 or less, compared with 33 percent of people for Christchurch City as a whole.
- In Hornby ward, 28 percent of people aged 15 years and over had an annual income of more than \$50,000, compared with 32 percent of people in Christchurch City.
- In this ward, 12 percent of people aged 15 years and over were receiving a main government benefit (unemployment, DPB, sickness or invalids). This was compared with 11 percent for Christchurch City as a whole.

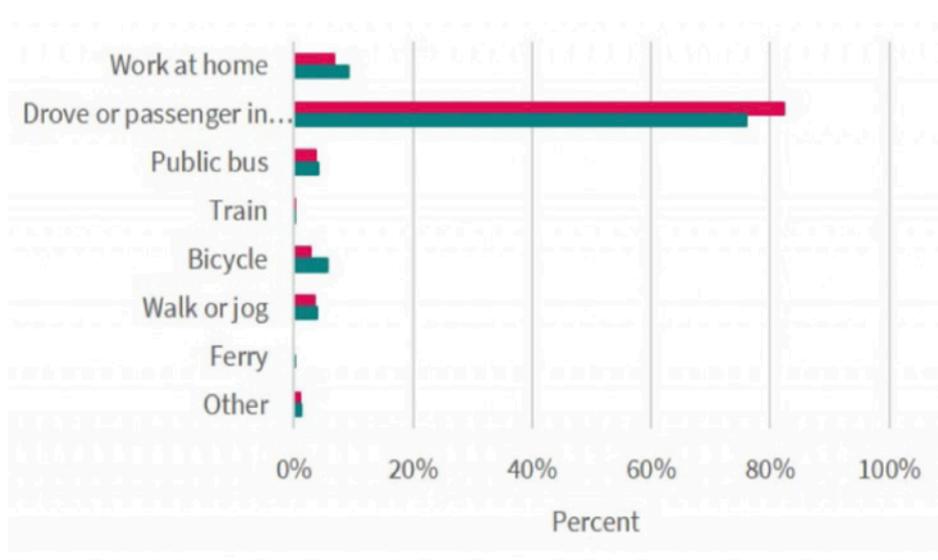
Figure 12: Hornby ward personal income (Christchurch City Council, 2019).



### Travel to work

- In 2018, 82 percent of workers in Hornby ward (aged 15 years or over) usually travelled to work in a private or company car/truck/van, either as a driver or passenger. City-wide, this was 76 percent.
- 4 percent usually travelled by bus, 3 percent by bicycle, 3 percent by walking/jogging, while 7 percent usually worked at home.

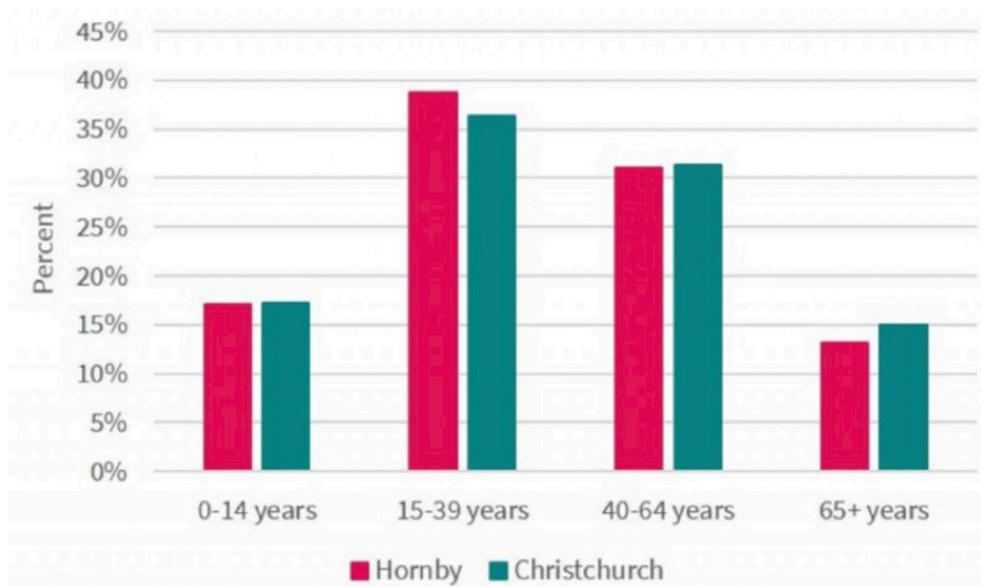
Figure 13: Hornby ward transport modes for workers (Christchurch City Council, 2019).



### Life-cycle age groups

- The median age in 2018 was 36.1 years for people in Hornby ward. The median age in Christchurch City was 37.1 years.
- This ward had a higher proportion of people aged 15-39 years, and a lower proportion of people aged 65+ years, than for all of Christchurch city.
- In this ward, 17 percent of people were under 15 years, 39 percent were aged 15-39 years, 31 percent were aged 40-64 years, and 13 percent were aged 65 years and over.

Figure 14: Hornby ward life cycle age groups (Christchurch City Council, 2019).



# Current state of play

Figure 15: 3D image of Te Manu Tukutuku South Hornby School against the spectre of local development.



Figure 16: Entrance to Te Manu Tukutuku South Hornby School.



## Inside the school gates

Figure 17: Aerial view of Te Manu Tukutuku South Hornby School from the southeast.



Te Manu Tukutuku South Hornby School offers its tamariki a range of play opportunities. It's self described as a 'play school' and believes strongly in "hav[ing] fun while you learn. Fun leads to creativity that you can share with others." The school has an abundance of large green spaces, providing free play opportunities and the chance for tamariki to engage in nature-based play.

From a resource standpoint, the school offers:

- Junior and senior playgrounds
- A sandpit area
- A gaga pit
- Loose parts play shed
- Bike and scooter tracks
- A swimming pool (which is also open to whānau)
- A gymnasium/hall
- A Play Pod, which was gifted to Te Manu Tukutuku South Hornby School by Sport Canterbury in March 2021

Figure 18: The school pool.



Figure 19: A gaga pit – a popular play activity at South Hornby School.



Figure 20: Te Manu Tukutuku South Hornby School's Play Pod.



The school is on flat land and there are few barriers to movement around the school or inclusion of groups of students. The playgrounds are in good condition, although the senior school playground will be coming to the end of its life within a few years.

In some ways, the school is an aesthetic extension of its surroundings, with much concrete and greyness, although there have been bright new additions to the street façade and there is a current conversation amongst staff regarding how to bring more colour and light to the environment.

Figure 21: Graffiti and disrepair in an alleyway adjoining the school.



Figure 22 and 23: Play assets at Branston Park.



# Across the community

## Location and traffic

Te Manu Tukutuku South Hornby School is located on Amyes Road, where an average of 7,500 cars travel each day. Five per cent of those 7,500 are classified as heavy vehicles. There are no pedestrian crossings or traffic light systems located outside the school gates, which could provide access to Branston Park and other play facilities.

The nearest traffic light system for tamariki to cross safely is 500m down the road, across a railway line, next to a liquor outlet, and within a busy area driven by commerce and industry. This traffic light system links the school to other burgeoning Canterbury communities and, as this report argues, that development has been to the detriment of local children.

## Parks and playgrounds

In the absence of fit-for-purpose road crossings, it appears that most of the play that takes place in South Hornby happens within the school gates, or inside the confines of the homes of tamariki.

There are at least five parks, playgrounds, and reserves that fall within the 800m of the school, and yet the majority of these go unused due to their inaccessibility and not being fit for purpose.

Through the physical activity leaders workshops and student surveys we completed, a key theme that arose amongst the students was that they were only accessing these spaces when accompanied by an adult or older sibling. Many parents and whānau didn't feel comfortable or safe allowing their tamariki to play in these spaces due to negative encounters and past experiences in these spaces.

Figure 24: South Hornby roading and infrastructure map.

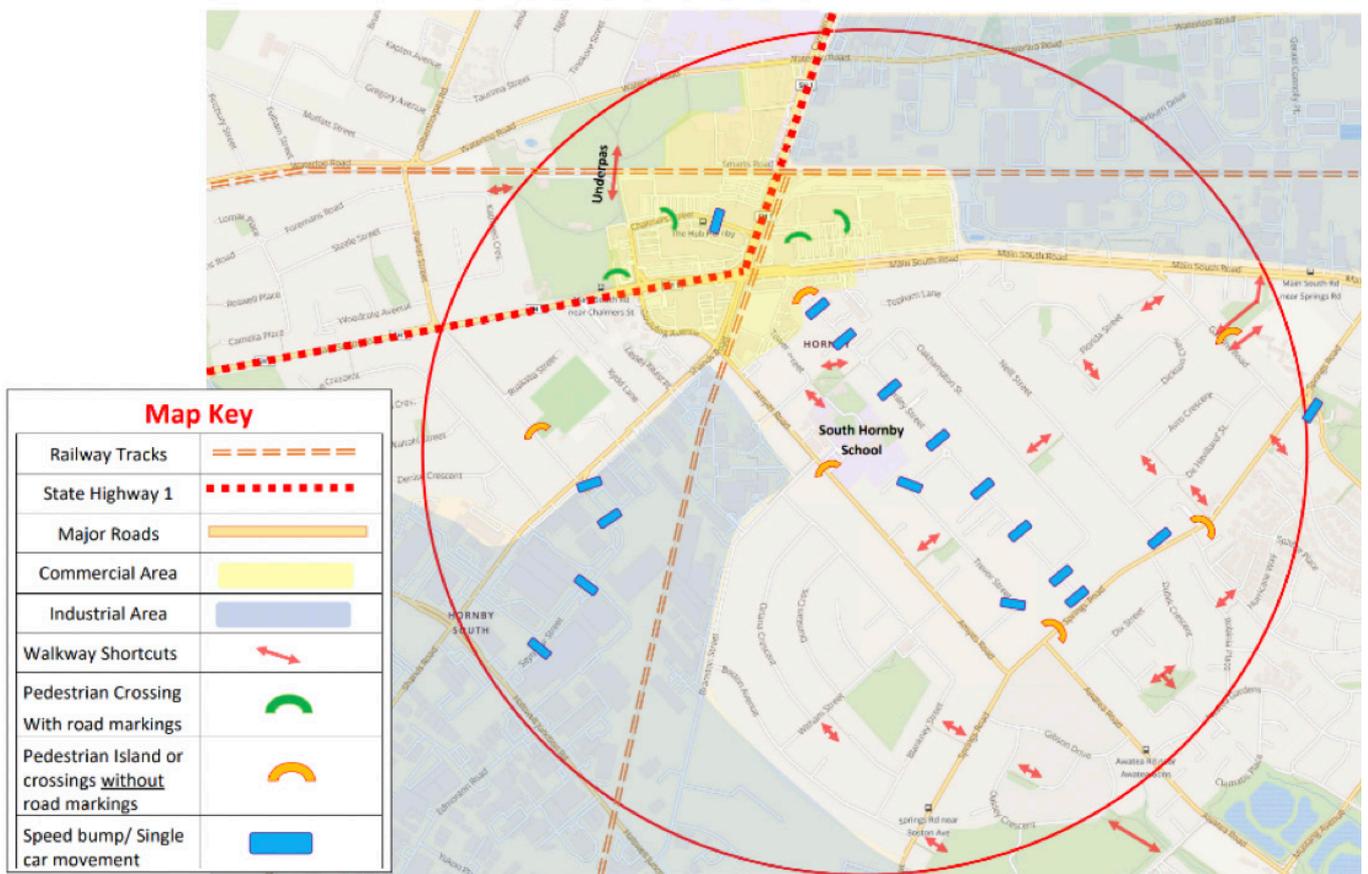


Figure 25: South Hornby parks and green spaces map.

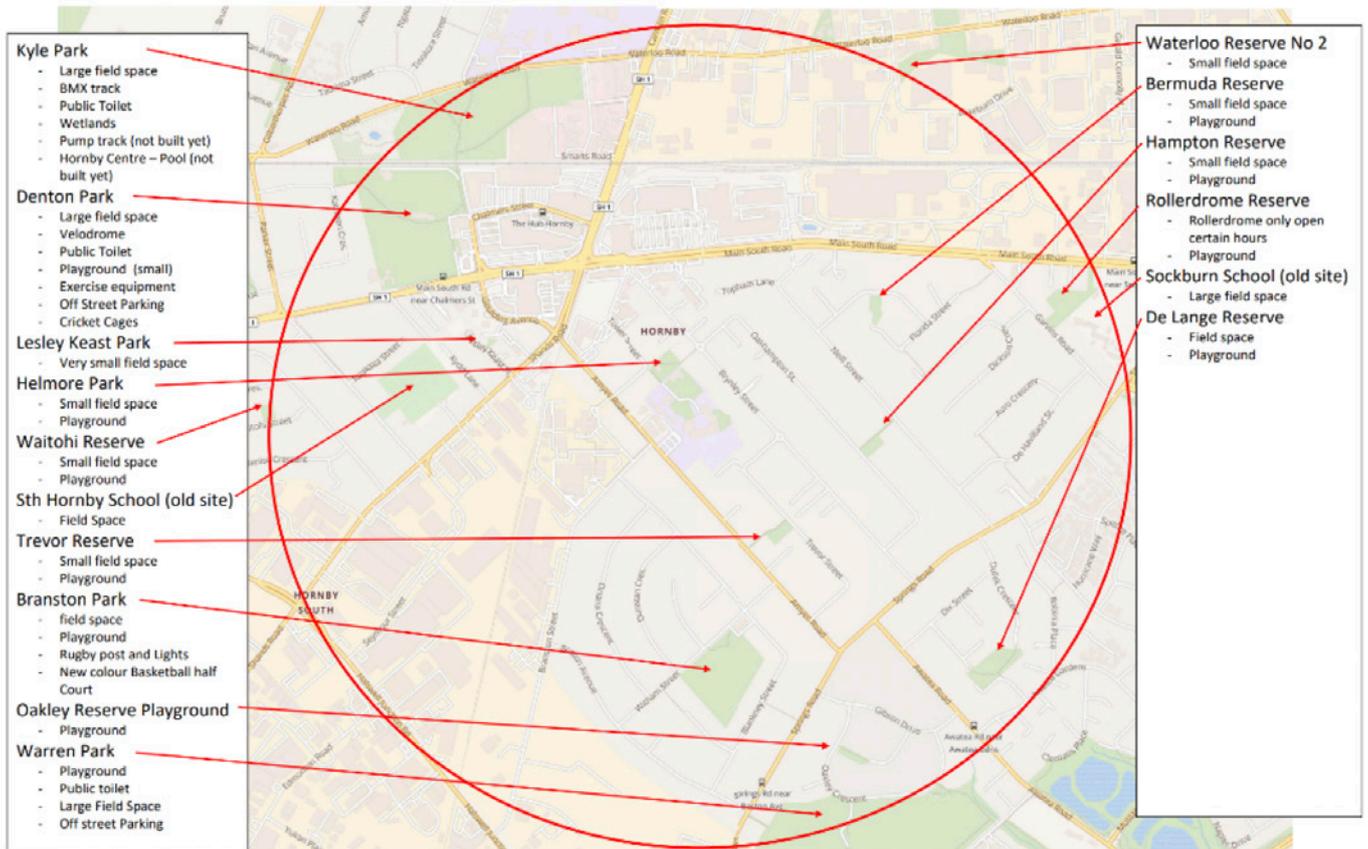


Figure 26: Play during break times using the Play Pod donated by Sport Canterbury to Te Manu Tukutuku South Hornby School in 2021.



**Barriers to active travel choices**

According to the Christchurch City Council School Travel Survey completed in 2021 of schools/kura throughout Ōtautahi Christchurch, 42.9% of tamariki would prefer to walk to school if they had the choice or opportunity (Christchurch City Council, 2021). Currently, only 22% of year 0–8 students walk, with roughly 50% of students travelling to school by car every day.

The primary reason identified by parents for driving was the amount of traffic on the roads, contributing to a feeling of concern for their child’s safety and a reluctance to allow their child to use active transport modes. The secondary reason was the perceived convenience of parents dropping children off on their way to work.

# What we heard

Physical activity leaders workshop

What words come to mind when you think 'Play'? **Let people play**

**Gaga pit!**

Stay safe

**Free time**

Playing with friends

Being kind

Have fun

**Wonder**

Including

**Happy**

Playing on things

What do you like about the play spaces in your neighbourhood?

**There's a big field**

I like that there is space for me to play and I like the trees

**I like the park because of the bright court, and I like swings**

I like how it gives my family a chance to go out

**Slide and swings**

The amount of free ground

**It's colourful**

What ideas do you have to make the spaces more playable?

## Colourful waterslide

Make it bigger with new stuff, water slide, gaga pit, safe tree to play on

## New swimming pool and slip and slide

More space, a playground, a restaurant, giant flying fox, archery, and a treehouse

What stops you from playing in your neighbourhood?

## I can't go because it's too far

I can't go to the park by myself and I can't go with mum and dad because they are working

## My parents work and don't have time to take me

My mum won't let me because there could be weird people at the park

## The sketchy people I'm busy doing sport

# What could the ideal state of play look like here?

The purpose of this section is to articulate what the ideal state of play in South Hornby might look like. In doing so, we are able to identify many positives that already exist in the current conditions, particularly inside the school gates. There are also clear leads on what gaps exist, and how we must address them. The following sections constitute the Te Manu Tukutuku South Hornby School Neighbourhood Play System's overall aspiration for the play sufficiency or play friendliness of the area.

## Access and movement

This aspect 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.

### What success looks like at Te Manu Tukutuku South Hornby School

- The school has a range of play assets, which are accessible and can be used at any time
- Students have all-hours access – lighting creates more time for play and security, passive supervision in the South Hornby neighbourhood area
- Tamariki can freely and safely move and play between home and school.

### What success looks like across the Neighbourhood Play System area

- Tamariki have enough space to play
- Tamariki use active travel modes to access all of their activities
- There is somewhere for everyone to play
- There is ready access to the taiao (natural environment)

## Built and natural environment

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

### What success looks like at Te Manu Tukutuku South Hornby School

- There are enough good playgrounds on school grounds
- There is a range of opportunities for play and different types of play

### What success looks like across the Neighbourhood Play System area

- Roads and cars aren't a barrier to play
- The area is more than just a passive environment that prioritises the movement of cars – there is a focus upon active engagement and connection
- There is evidence that the built environment may encourage meaningful play and exploration



## Awareness and agency

This aspect 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.

### What success looks like at Te Manu Tukutuku South Hornby School

- The school considers that play is important and they support children to play
- Investment in play is sufficient and there is an approach to maintenance

### What success looks like across the Neighbourhood Play System area

- Tamariki are allowed to go out and play, go to playgrounds, and play independently and with friends in the neighbourhood
- Adult decisions support play provision and work on removing the barriers to play

## Enjoyment

This aspect refers to the degree to which tamariki of all ages and abilities, with their whānau, continually enjoy their play experiences.

### What success looks like at Te Manu Tukutuku South Hornby School

- Tamariki enjoy playing at the school, embracing risk and physicality in the South Hornby neighbourhood area
- Tamariki enjoy playing with friends in the neighbourhood

### What success looks like across the Neighbourhood Play System area

- Tamariki enjoy spending time outside in their communities, in dedicated play spaces, and other play-friendly areas



# Strategic context

## Relevant plans and policies

### Christchurch City Council Physical Recreation and Sport Strategy

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

### Christchurch City Council Strengthening Communities Together Strategy

Strong communities give people a sense of belonging and encourage them to take part in social, cultural, economic, and political life. This refreshed strategy focuses on impact and outcomes, with more emphasis on collaboration and partnership to address the needs of Ōtautahi Christchurch communities. The strategy contains four pillars that set out Christchurch City Council's commitment to working alongside the community over the next 10 years (Figure 25).

Figure 27: Te Pou Pillars Christchurch City Council, 2021 Te Haumako; Te Whitingia Strengthening Communities Together Strategy Overview document.



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

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

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

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

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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



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

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

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

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

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

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

### Christchurch City Council Urban Development Strategy

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

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

The ‘Play for Tamariki During and Beyond a Crisis’ resources are developed by Sport Canterbury’s Healthy Families Ōtautahi team on behalf of Sport New Zealand Ihi Aotearoa to provide a strategic approach to play, particularly in times of crisis. These sets of resources inform the preservation and enhancement of play for tamariki in Aotearoa New Zealand to support positive wellbeing during and beyond a crisis. These resources include reports, frameworks, and toolkits. It is hoped that these resources will provide whānau, communities, and organisations (including territorial authorities and central government departments) with a way of supporting the wellbeing and recovery of those affected by, and those providing support through, trauma during and beyond a crisis.

### Sport NZ strategic plan and direction for play

Kia Hīanga, Sport NZ Ihi Aotearoa Play Plan 2022–2025 sets out Sport NZ’s bicultural vision for play in Aotearoa New Zealand, with the focus over 2022–2025 on play for tamariki 5–12 years of age in a bicultural context. Kia Hīanga includes a series of actions that Sport NZ Ihi Aotearoa has committed to, to improve the quality of experience, opportunities, and support for play, and further develop the Aotearoa Play System.

### Sport Canterbury’s theory of change

Sport Canterbury believes:

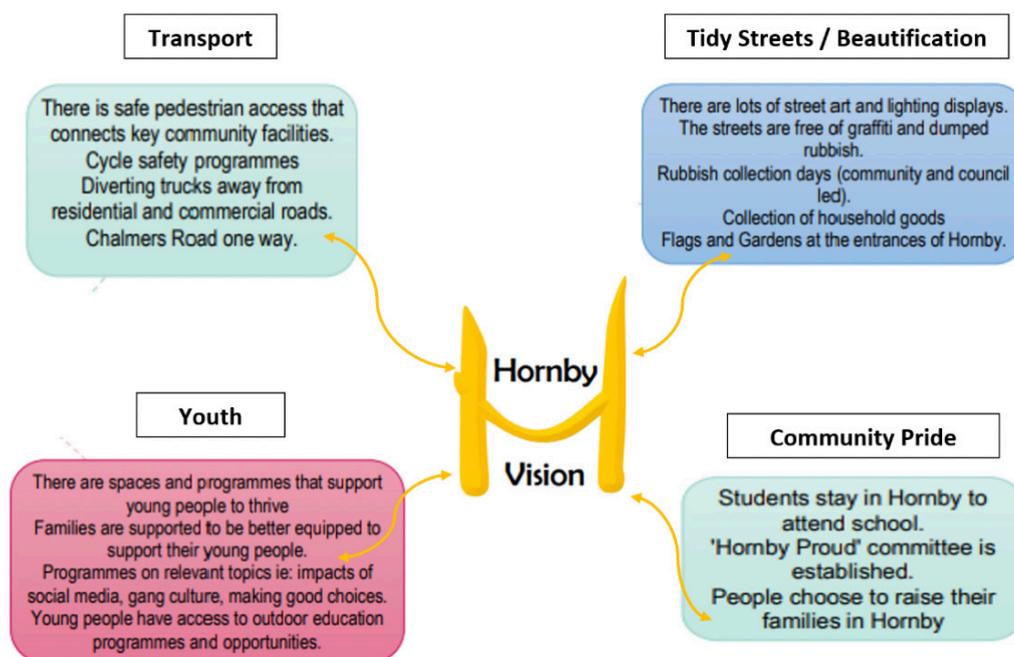
“If we support equitable partnerships to protect accessibility, equity, and inclusivity to play by amplifying and connecting a range of opportunities at neighbourhood, local government, and regional levels, then this will support participation in more play enablement and eventually lead to a play-centric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

### Hornby community vision

In terms of local strategy, following the Christchurch earthquakes, the Hornby community gathered together for a constructive discussion about local strengths, weaknesses, opportunities, and threats. There were many positives from the process, including the draft completion of the Hornby vision.

Below is a condensed version of the Hornby vision, with a series of pillars that may guide our work and the impact of this paper. Each of our recommendations will align to the Hornby vision as we consider that there is buy-in already for this approach and unity around its direction. Also, many of the conversations with students and staff reinforce this approach.

Figure 28: Hornby community vision.



# Recommendations

The following recommendations have been made to increase play. They are listed in the order we consider they are best to be rolled out:

Pillar of the Hornby vision

## Tidy Streets/Beautification; Community Pride

Recommendation

## Playful streets or play trails

**Timeframe: Short term (6–12 months)**

If we are to create a more playful local environment, it will be important to optimise the utility of what exists. This requires us to work with our community to understand how playful interventions could be retrofitted to the existing infrastructure.

Given the high number of parks and reserves that fall within the 800m radius of the school, there are a number of spaces and places where a community play trail could be created and implemented. Play trails are a great way to normalise play across an entire community, and actively move beyond considering the needs of tamariki in public spaces to actually giving them agency over the spaces and places in which they live, grow, and play in.

We believe that two play trails could be implemented:

Play trail tahi: 800m

- Start at the front gates of the school (Amyes Road)
- Across to Branston Street
- Down Blankney Street to Witham Street
- Finish at Branston Park Playground.

Play trail rua: 1.1km

- Start at the back entrance of the school (Tower Street)
- Cut through Helmore Park
- Across Brynley Street to Oakhampton Street
- Down Oakhampton Street to Oakhampton Reserve.

Play trails would encourage exploration of the neighbourhood and community, and would place the tamariki and their safety at the forefront of the neighbourhood, reiterating the fact that roads and footpaths are for pedestrians as well as machines. This would also encourage independent mobility, aligning with Christchurch City Council's Christchurch Transport Strategic Plan 2012–2042.

A combination of recommendations from Sport Canterbury, as well as ideas from the students at Te Manu Tukutuku South Hornby School, were made for the play trail:

- A mural down the Tower Street alleyway aligning to the school values/themes
- Street art, painted footpaths, and signs encouraging play, for example, "This is a PLAY zone"
- Play stencils
- Play-on-the-way activities, for example, hop scotch, jumping pads, etc.
- Pop-up activations
- More diverse play equipment to allow for increased and accessible physical activity opportunities for whānau and community members.

Improving the network of spaces connecting Hornby's public and play areas could be a key step towards activating a culture of play across the neighbourhood.



Pillar of the Hornby vision

## Tidy streets/beautification

Recommendation

### Increased tree canopy

**Timeframe: Mid term (12–36 months)**

From scoping the natural environment of the South Hornby area through data and insights, it was discovered that the Hornby area has the least amount of tree canopy in Ōtautahi Christchurch. Tree canopy is incredibly important for the health and wellbeing of people and places. Trees provide natural shade and shelter, improve the air quality, and thus improve immune system functioning, as well as providing opportunity for free play.

Opportunities to involve Te Manu Tukutuku South Hornby School in tree planting, and other flora and fauna-based projects to increase the tree canopy and natural landscape of the Hornby area should be looked into further.

Pillar of the Hornby vision

## Community pride

Recommendation

### Championing play

**Timeframe: Short term (6–12 months)**

Hosting community events centred around play, such as annual play hui, whānau play days for intergenerational play, cultural days, etc., at both the school and local spaces such as Helmore Park, Trevor Reserve, or Oakhampton Reserve throughout the year will better inform play and clearly communicate the social and developmental benefits of play with all. This provides the opportunity to celebrate play and enhance the whanaungatanga of the Hornby community.

Clearly communicating the social, health, and educational benefits associated with a robust play culture can ensure that, as Hornby continues to develop, play doesn't get left behind.

Pillar of the Hornby vision

## Community pride

Recommendation

### Placemaking and place beautification

**Timeframe: Short term (6–12 months)**

There are several spaces around the neighbourhood where graffiti and tagging are prominent. Tamariki expressed interest in being involved in the creation of a mural, with the mural linking to the history of the area and the school's values. This would support improving the sense of place and strengthening the 'Hornby proud' feeling amongst tamariki

and residents, by working with the community to develop a central piece of public art that is of significance and meaning to them. This artwork could be added to and updated periodically.

Pillar of the Hornby vision

## Transport

Recommendation

# Take steps to improve road safety, and reduce physical severance by roads

**Timeframe: Long term (3+ years)**

At present, there is a general sense that active modes of transport are neither attractive, inclusive, nor accessible. There are immediate actions which could be taken to ensure that both social and built environment factors are addressed in making the South Hornby community feel safer and adopt active modes of transport. Targeted traffic calming interventions can be made now to the South Hornby

community. As an example, it must be safer to cross Amyes Road outside the school, as this is a key contributor of cars into the community, and, at present, it is considered that they move too fast. This may include a pedestrian crossing, traffic lights, improved lines of sight, and calming of speeds on connecting streets ('20 is plenty' etc.).

Pillar of the Hornby vision

## Transport

Recommendation

# Planning for the future of the built environment

**Timeframe: Mid term (12 months – 5 years)**

Sport Canterbury and Te Manu Tukutuku South Hornby School acknowledge that it takes significant time and resources to implement changes to the physical environment. What we ask is that the school's tamariki, their whānau, and hapori are given a seat at the table and provided with an opportunity for their voice to be heard when plans and developments impacting their neighbourhood are being implemented. Top-down decision-making processes are likely to miss the day-to-day needs and experiences of the local community, and particularly those of community members marginalised by race, disability, age, and other differences. Community-led engagement and ongoing participation across different levels of decision-making are crucial in ensuring that any changes respond to the specific, place-based needs of residents. As such, we wish to commence conversation in a consistent and focused fashion.

A tactical conversation needs to take place with Christchurch City Council's transport team regarding future developments in the area and how we retrofit our environments to promote more safe mobility. This may lead to the development of:

- Pedestrian crossings
- Cycleways
- Signs which promote awareness
- Transport awareness training
- Creation of a safe zone of 100m around the school.
- School street campaigns
- A new school crossing on Amyes Road
- General improvements to footpaths and berms

Pillar of the Hornby vision

## Youth

### Recommendation

# Diversity and accessibility of play space equipment

**Timeframe: Mid term (12 months – 5 years)**

Within the scoped 800m radius of the school and beyond, there are a multitude of parks, reserves and green spaces. Ākonga and whānau, through workshops and surveys, described how many of the playgrounds are not providing quality play opportunities for their age. There is a desire for more water-based and risky play opportunities, such as waterslides and trees to climb on. There is the opportunity to

enhance these spaces so they cater to more tamariki and are more safe and inclusive.

This may also include:

- Consideration for more individual, fully accessible wharepaku (toilets)

Pillar of the Hornby vision

## Community pride

### Recommendation

# Explore opportunities for local business involvement in supporting local play projects, events, and activations

**Timeframe: Short term (6–12 months)**

Enabling play opportunities in South Hornby can be supported by leveraging off partnerships with local enablers and establishing new partner opportunities to support

local play sufficiency. Building on and enhancing these connections and relationships will determine the success and exposure of play opportunities in the neighbourhood.



# Conclusion

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

Completing a Neighbourhood Play System at Te Manu Tukutuku South Hornby School allowed us to gain insight into the day-to-day lives of tamariki living in the South Hornby neighbourhood. We were able to capture a snapshot of the current conditions for the time, space, and permission tamariki are afforded for play in their neighbourhood. Tamariki of the South Hornby neighbourhood have not been given agency over the spaces and places in which they live, learn, grow, and develop. If these children were to have agency, they would step outside their school gates into a world of grey, with the only pops of colour courtesy of vaping stores, bottle shops, and fast-food joints. Busy roads cut off tamariki from accessing play within their neighbourhood, and the only time they are afforded the luxury of safe road crossing is when the Te Manu Tukutuku South Hornby School road patrol team are out between 8.30 to 9.00am and 3.00 to 3.30pm on Amyes Road, Monday to Friday. Outside of these times, tamariki must fend for themselves.

Play exists in South Hornby, however the current and future tamariki of South Hornby deserve more than play simply existing. There are a multitude of parks, playgrounds, and reserves that simply sit there unused. This is largely due to restrictions to their independent mobility, the accessibility, and inclusivity of play spaces, and the negative social behaviours that grapple the community. Whilst the sense of pride amongst the Hornby community is strong, to allow this pride to remain and strengthen, the tamariki of South Hornby and their voice needs to be considered and valued when decisions are being made that impact their lives – particularly that of their play experiences.

This neighbourhood has evolved to be a key link in industry and commerce – this is both the biggest strength and weakness of the area. Vehicle mobility has forced children onto the sidelines. This report is about repositioning the child as a priority, alongside the economic imperative. We can do this by dedicating spaces, with calmed traffic, safer crossing spaces, and bespoke play interventions.

No matter the play-based intervention promoted, the key element will be engagement. If the potential users of the intervention are not merely consulted but actively engaged from initial scoping through implementation, the benefits for the community increase well beyond the scale of the intervention itself. Mutual communication, interaction between neighbours, and a durable sense of ownership over the eventual intervention can yield significant intangible positives, self-policing, decreased anti-social behaviour, and community cohesion among them, enabling us to realise the goals of the Hornby vision.

What we have proposed in this document is a range of projects, events, and considerations, based on the insights and suggestions of the children of Te Manu Tukutuku South Hornby School, which will begin to make the neighbourhood more playable. We hope that this report showcases how placing the voice of the participant at the centre of community development and interventions, allows for the true needs of the community to be met and sustainable outcomes to be reached. If we can identify how to unlock play through community strengths, we become another step closer to ensuring that our tamariki enjoy flourishing childhoods.





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