



# PLAY

## WOLLONGONG

COMMUNITY ENGAGEMENT REPORT (PHASE 1 NOVEMBER 2013)

Adopted by Council 23 June 2014

## CONTENTS

Background .....	1
Understanding Our Strategic Boundaries.....	2
Summary of Phase 1 Engagement Findings .....	3
Workshop Details.....	4
What We Did and What We Found Out .....	5
1. Children's Workshops .....	5
2. Stakeholder Workshop.....	17
Appendices.....	31
1. Hierarchy Guide .....	31
2. Hierarchy Questionnaire .....	32
3. Hierarchy Mapping Activity Worksheet and Map.....	34
4. Guiding Principles and Activity Worksheet.....	37
5. Guiding Principles Activity – Responses .....	39

## BACKGROUND

The information presented in this report relates to the engagement activities and findings that took place as part of Phase 1 of the Play Wollongong Engagement Strategy. Three workshops in local primary schools and one stakeholder workshop were undertaken to gather feedback which will help to inform the development of Play Wollongong.

Play Wollongong is a project that incorporates a policy, strategy and action plan to guide the delivery of play spaces for 0-12 year olds across the Local Government Area (LGA) for the next 10 years. The policy will revise and update the existing Playground Provision, Development and Management Policy, and the strategy and action plan will be aligned to budget allocation. Play Wollongong will also be informed by research into best practice in play, demographic forecasts and community engagement outcomes.

The aim of the initial round of Community Engagement for Play Wollongong was to talk to local primary students and stakeholders to:

- Advise them of Council's intent to update the current Playground Provision, Development and Management Policy for children 0-12 years and develop a Play Wollongong Strategy and Action Plan.
- Share knowledge with these groups about current trends and thinking in relation to best practice play spaces.
- Seek input from children about play spaces, play elements and their play aspirations for the city.
- Seek input from professional stakeholders in determining what makes a great play space, the importance and value of different play spaces within the play hierarchy and input on what the guiding principles of play should be.
- Inform the community of the challenges and opportunities in relation to the existing supply of play spaces across the city.

The second phase will be to publicly exhibit the draft Play Wollongong Policy and Strategy, seeking community feedback on key areas of the documents. The final phase of the engagement plan is talking to the community at a local level about how to best implement the Play Wollongong Policy and Strategy through the action plan.

Overall, 72 students and 17 stakeholders were involved in the activities which were run from mid-September to mid-October 2013.

Prior to developing Play Wollongong, the 2012 Community Survey identified play spaces as a priority area for Council. The community survey reported play spaces as having high importance for the community yet did not meet resident's expectations. The Play Wollongong engagement highlights Council's ongoing commitment to engage the community in play space development and planning to help address community satisfaction. Over the last five (5) years, Council has worked with children in relation to play space developments at Belmore Basin, the Botanic Gardens, Towradgi Park, Thirroul Beach Reserve and Bruce Park.

From past consultation we know that pre-school aged children enjoy a range of play experiences that include sliding, swinging, climbing, rolling, riding, jumping, and digging. Primary aged children have more age appropriate needs that require more exciting play experiences including open space to run and play sports, bigger slides, different activity areas, huge flying foxes, roundabouts and large climbing nets. The success of previous play space design consultation projects supports the need to engage children and other stakeholders in the planning of community play spaces and to continue to improve the communities' satisfaction and experiences with play spaces across the LGA.

## UNDERSTANDING OUR STRATEGIC BOUNDARIES

To assist with strategically planning and managing play spaces and recreation, Council's adopted Strategic Framework for Open Space, Recreation Facilities and Community Facilities, Planning People Places (2006) divides our LGA into 4 Planning Districts and 10 Planning Areas.

Planning Districts are identified through linking clusters of suburbs based on geography and potential physical and social connections.

Planning Areas are identified as a next layer down from Planning Districts and are based on a more local level that considers supply and demand within clusters of suburbs.

Planning District 4 and Planning Area 10 are located within the Illawarra Escarpment and are not generally considered within this report.



Reference Tool for Our Strategic Planning Boundaries		
<b>Planning District 1</b>	Planning Area 1	Helensburgh, Otford, Stanwell Park, Stanwell Tops
	Planning Area 2	Austinmer, Coalcliff, Coledale, Scarborough, Thirroul, Wombarra
	Planning Area 3	Bulli, Russell Vale, Woonona
<b>Planning District 2</b>	Planning Area 4	Balgownie, Bellambi, Corrimal, Fairy Meadow, Mount Ousley, Mount Pleasant, Tarrawanna, Towradgi
	Planning Area 5	Coniston, Figtree, Gwynneville, Keiraville, Mangerton, Mount Keira, Mount St Thomas, North Wollongong, West Wollongong, Wollongong
	Planning Area 6	Cordeaux Heights, Farmborough Heights, Kembla Grange, Mount Kembla, Unanderra
<b>Planning District 3</b>	Planning Area 7	Berkeley, Cringila, Lake Heights, Port Kembla, Primbee, Warrawong, Windang
	Planning Area 8	Brownsville, Dapto, Haywards Bay, Kanahooka, Koonawarra
	Planning Area 9	Horsley, Penrose, West Dapto

## SUMMARY OF PHASE 1 ENGAGEMENT FINDINGS

The children we spoke to had hundreds of ideas to share with us about their experiences with play. What children told us they liked about play spaces was consistent with previous engagement activities. There were more consistent requests across all schools during this engagement for obstacle courses and more 'unusual' or different equipment. Equipment that offered height and experiences of climbing, sliding, traversing and increased sense of challenge were also frequently mentioned.

Numbers between the three participating schools differed when looking at how many students reported having access to regional play spaces as well as those with access to parks close to their homes, with the two southern schools reporting less access to both.

Children's perspectives around nature play also offered highlighted differences, with some able to identify play opportunities amongst natural elements and environments while others could not. For these children, play was perceived play as an activity that takes place in more traditional fixed equipment play grounds.

Children also seemed to be fairly perceptive of risk, safety and danger. Some students viewed some play activities (such as climbing a tree) as opportunities for harm or hurt rather than freedom and challenge. In developing Play Wollongong, considering how to introduce children and provide opportunities for them to experiment and feel confident to engage with risk is important. There was however many creative and imaginative ideas expressed by the students when they shared how, where and why they play.

At the stakeholder workshop, professionals working with children and families shared their professional and personal views on the play hierarchy and play principles. Neighbourhood play spaces were valued as the most important play space within the hierarchy due to their ability to offer wider play opportunities and social opportunities for local families and children. The ability for children to independently access neighbourhood (and to some extent local) play spaces was identified as being important for a child's development and experience of play.

Regarding the principals of play that will guide Play Wollongong, the stakeholder group was supportive of the 10 principles Council had drafted and felt that they captured the most important considerations. They offered suggestions for how these principals should look and be planned for considering location, accessibility, consultation, equity and community support.

Overall, the participants strongly agreed that Council needs to ensure fair and equitable provision of play spaces across the LGA and that when looking at supply of those play spaces, small numbers of higher quality play spaces are better than lots of spaces that may not meet the play needs of children and families. When allocating new play spaces based on certain data (namely SEIFA and AEDI rankings) Planning District 3 (southern suburbs) was identified as the priority area.

## WORKSHOP DETAILS

The activities undertaken during Phase 1 of the Play Wollongong Engagement Plan are summarised in the following table:

Date	Specific Activities	Stakeholder Group	Content
Mid-September	School workshops x 3	Primary School Children (72 students)	Project overview, journey through their play experiences, five activities
10 October 12pm–3.30pm	Stakeholder workshop	Professionals in children's play and development (17 professionals)	Project overview, current state of play, best practice research, activities on Play Principals and Play Hierarchy

Of the 72 students who took part in the children's workshops, the participating schools and the classes involved were:

Woonona East Public School	23 students	Grade 5/6 class
Hayes Park Public School	25 students	Grade 5/6 class
Farmborough Rd Public School	24 students	Grade 3/4/5 mixed class

Of the 17 participants in the stakeholder workshop, 15 organisations were represented and included:

- Illawarra Multicultural Services
- Department of Education
- CareSouth
- TAFE NSW (Child & Family Studies)
- The Disability Trust
- School of Education, UOW
- Family Services Illawarra
- Healthy Cities Illawarra
- Illawarra Area Child Care
- Interchange Illawarra
- Communities for Children
- Barnardos
- Keiraville Community Preschool
- Illawarra Shoalhaven Local Health District
- Big Fat Smile

## WHAT WE DID AND WHAT WE FOUND OUT

This section provides a brief description of each of the various activities undertaken at the different workshops (methodology) as well as their findings (results).

### 1. Children's Workshops

#### 1.1 Brainstorming Session

*The brainstorming session was done as an introductory group exercise to get children sharing their thoughts about what makes a great place to play; if they had access to a local park nearby and whether they used it; and if they utilised the region's regional play spaces.*

As this was an introductory exercise that was used to start the conversation of Play, and warm up the groups to some of the ideas to be explored in later activities, this activity took a free form format that was guided by the student's comments and discussions. Questions posed to the three schools varied and covered usage, visitation and favourite things to do for play.

Generally speaking, the comments around why children like to play at parks are consistent with other engagement activities of this nature and include going to parks for fun, to walk the dog, run around, hang out with friends, have lunch and get fresh air.



Students had different experiences of accessing local parks with most relating to whether parents permitted independent access or had time to take children. Others were not accessing local parks due to physical barriers such as roads and heavy traffic.

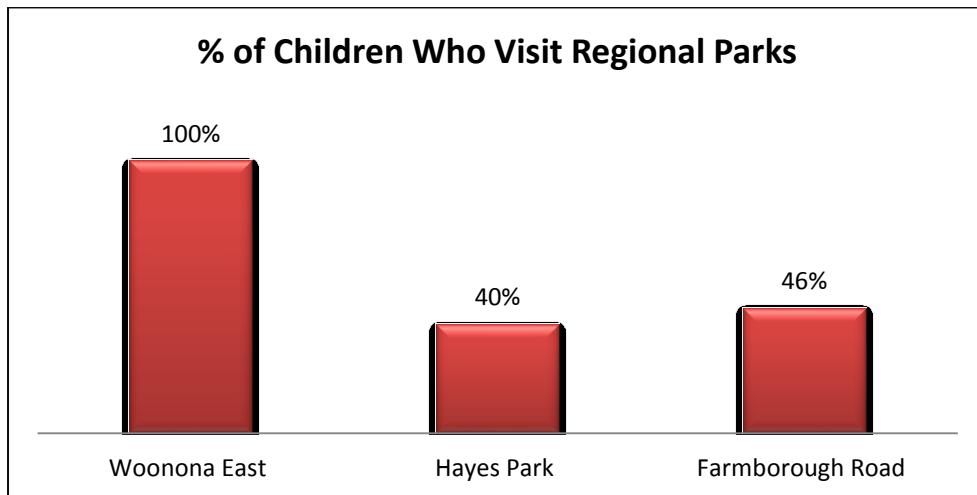
A selection of responses to **What makes a great play to play?** included:

- Bright colours
- Unusual pieces of equipment
- New and modern ideas
- Encourages imagination and creativity
- Big open green space
- Different themes
- Variety
- Connected by obstacles
- Close to picnic, café and rest areas
- Graffiti wall
- Chill out zone

#### *Reported Visitation Rates to Regional Parks*

Different results emerged when looking at the comments and data around reported visitation to regional parks. The percentage of children who reported visiting Wollongong's regional parks highlighted differences between the three schools.





While every student (100%) at Woonona East had accessed one of Wollongong's regional parks, this figured dropped to 46% of students at Farmborough Road and again to only 40% of students at Hayes Park.

Comments from Woonona East indicated that due to the proximity of the school area to regional parks such as Thirroul (and possibly Towradgi), some children were able to access these parks on their bikes via the bike track. Comments from Hayes Park students indicated that for some, visiting regional parks occurred more in holiday periods or when they visit grandparents. This was similar to comments from Farmborough Road students who talked about accessing these parks with grandparents or for birthday parties or family events. Students from this school seemed to have visited the play space at the Botanical Gardens the most. Reasons that were given by Farmborough Road students for not visiting regional parks included:

*"No one has taken me"*

*"Didn't know they existed"*

*"Dad works on weekends"*

*"We need to drive there and it's too hard with my younger brothers and sisters"*

*"We'll go when Dad gets better"*

\*The reasons why children from Hayes Park Public School did not access regional parks was not asked so has not been reported. All Woonona East students accessed regional parks.

## 1.2 Play Survey

*This activity was designed to capture individual data from children about their own usage, access and thoughts on parks and play spaces. Children completed them individually in their small groups with the assistance of the group facilitator if required.*

There were 63 surveys completed from the three schools (72 students). Generally speaking, results showed the majority of children had access to a park that they could walk to and that most of them used. The results showed that:

79% (N=50) indicated that they have a small park or playground near their home.

84% (N=53) said that they could walk to a park near to them.

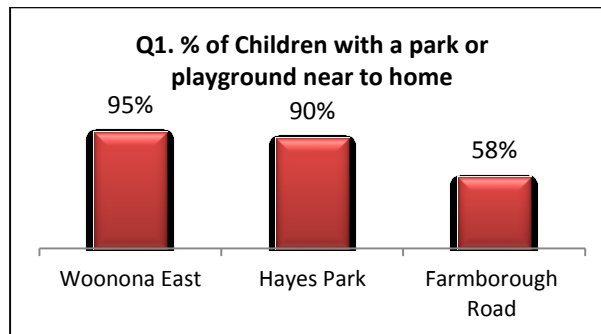
70% (N=44) said that they played in the park close to them.

63% (N=40) indicated that they have a favourite park.

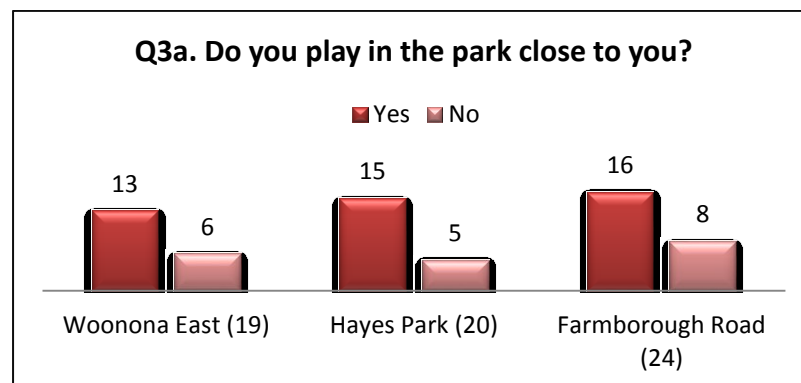


### *Breaking Down Results by Individual Schools*

Looking at the breakdown of data by individual schools for Question 1, the percentage of children from Farmborough Road who had a park or playground near them was only 58%, compared to 95% and 90% from Woonona East and Hayes Park respectively.



For Question 3a, Farmborough Road had the highest number of children (33%) who said they did not play in their local park. Hayes Park had the most number of children accessing their local park.



### *Other Comments and Responses to the Survey Questions*

Highly reported reasons across all schools for using parks included:

- It's fun
- Availability of good equipment
- Open space that allows sports, ball games and running around
- Meeting up and playing with friends and family

These results were consistent and similarly reported by all schools.

Reasons given (N=15) why children do not play at parks included:

- Not having one close to them that they could access (Farmborough Road)
- Play space is too small or with poor equipment (Woonona East)
- Not allowed to or not enough time (Hayes Park)

Interestingly, each school had one common response/reason for not going which was different from other schools.

When asked what was one thing they would do to improve their local park, the most reported responses across all schools were:

- Improve, expand or rebuild the equipment
- Make the area bigger with more fun and exciting elements
- Add sporting fields such as soccer and football
- Add bike tracks

- Clear up graffiti and vandalism

These results were consistent and similarly reported by all schools.

Parks that were mentioned as favourite parks by the different schools included:

Woonona East	Hayes Park	Farmborough Road
Thirroul (4) Nicholson Park Cairns	Towradgi (5) Mullet Creek (2) Dapto	Towradgi (3) Kamahooka Thirroul Sea World Sydney

Some of the things that made these parks special included:

- Specific elements eg flying fox, skate park, slide, monkey bars, spinning wheel
- The social aspect and opportunities eg meet friends, make new friends, enjoy lunch, go fishing, take dog
- Size and variety eg large area with lots of things to do
- Good Location eg close to beach, lake, sporting area nearby

These results were consistent and similarly reported by all schools.

Comments by children who didn't have a favourite park included:

*"I don't go to parks anymore"*

*"I don't really like parks – I find them boring"*

*"Because [parks] aren't fun"*

*"All parks are good" [so I don't have a special park]*

*"I don't actually go to any really really special parks"*

### 1.3 Photo Activity

*In this activity, approximately 60 photos of local and non-local play spaces were displayed and children were asked to select 10 they liked and 10 they didn't like and explain why. The selection of photos represented a range of equipment conditions and play spaces including risky and challenging play, nature play, playgrounds, open spaces and different locations.*

#### *Most Popular Photos*

The photos that received the most number of green (like) dots had risky, challenging activities, natural elements and activities designed with height. Children across all schools liked them because they offered bigger equipment, looked fun, involved climbing and provided a sense of adventure. The six (6) most popular photos were:



48 Votes



45 Votes



34 Votes



29 Votes



27 Votes



24 Votes





### *Least Popular Photos*

The photos that received the most number of red (dislike) dots depicted run down, vandalised or unused spaces. Three local (Wollongong LGA) play spaces were voted as least favourite with comments citing they looked “boring”, “plain”, offered “nothing to do” or had too much “graffiti”. The six (6) least popular photos were:

**38 Votes**



**37 Votes**



**37 Votes**



**35 Votes**



**29 Votes**



**26 Votes**



### *Photos That Received Mixed Comments*

Some photos drew both positive and negative comments and highlighted the spectrum of opinions and perspectives of children when looking at the same image. While most of these photos represent a small number of votes compared to the photos received above, they offer insight into how children perceive different spaces.

### *Nature*

This activity highlighted differences around perceptions of nature as a space for play. Children were presented with several images of natural play spaces which drew mixed comments, two examples of which are provided below.

Natural play spaces allow children to engage with natural elements to assist them develop skills such as balance, coordination and imagination. While some children can value this type of play space and the play opportunity it provides, other children view it not only as void of any opportunity for play but also as a potentially risky space with dangers from falling off rocks, logs etc.

Photos of open spaces also drew mixed sentiment as some saw the openness as good spaces to skate and play sports whereas others saw an open space as ‘boring’ with ‘nothing to do’. Even in open spaces, children could see potential risks and danger by playing on natural elements.

**Image A**



**Votes received: 4 Red & 5 Green**

Positive Comments

*"You can use your imagination & be creative"*

*"It looks like fun"*

*"I like to use natural elements to create things"*

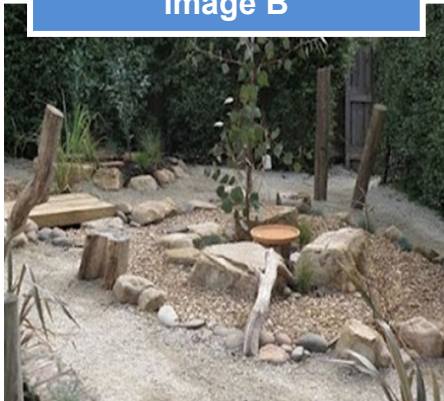
Negative Comments

*"Plain"*

*"Boring"*

*"It's lame"*

**Image B**



**Votes received: 8 Red & 8 Green**

Positive Comments

*"Lots of nature"*

*"It has scenery"*

*"This looks fun"*

*"We could play explorers"*

Negative Comments

*"Nothing to do"*

*"Boring"*

### *Risky and Challenging Play*

This activity provided an interesting insight into how children can perceive danger and physical risk in activities designed to encourage children to find and test their limits while developing their motor skills. Here are two images of play spaces that children identified as both being fun and adventurous but also risky and dangerous.

**Image C**



**Votes received: 10 Red & 16 Green**

Positive Comments

*"Challenging"*

*"I like this one because it's different"*

*"This looks fun"*

*"Because there is a lot of climbing"*

Negative Comments

*"It looks scary"*

*"Boring"*

*"You could hurt yourself"*

**Image D**



**Votes received: 12 Red & 6 Green**

**Positive Comments**

*"Lots of trees to climb"*

*"Climbing trees is fun"*

*"This looks fun"*

*"It looks like fun to climb the trees"*

**Negative Comments**

*"Could fall off and get hurt"*

*"Dangerous"*

*"Fall and break your bones"*

**Play and the Built Environment**

Photos of spaces that offered play areas amongst built up areas also received mixed comments. Some children found this reassuring as people would be nearby (surveillance) and parents would have something to do. Others found these photos dangerous as they were close to cars; noisy; and didn't have barriers and fences to make the children feel safe. Images E & F are two examples where opinions were mixed.

**Image E**



**Votes received: 13 Red & 10 Green**

**Positive Comments**

*"Very relaxing to go to"*

*"Nice and secret"*

*"Cool activities"*

**Negative Comments**

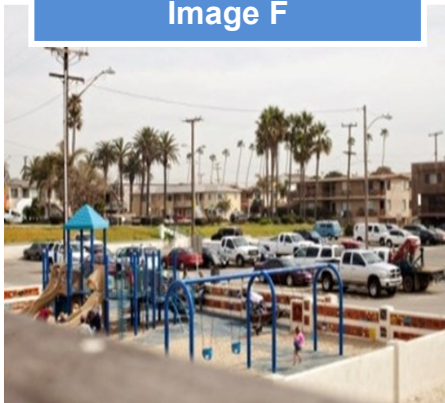
*"Noisy"*

*"Not enough equipment"*

*"Boring"*

*"There is nothing there"*

**Image F**



**Votes received: 10 Red & 7 Green**

**Positive Comments**

*"It's a large place for the public"*

*"Big space" "Big place"*

*"Awesome activities"*

**Negative Comments**

*"There are too many cars"*

*"Too close to a car park"*

*"Dangerous because there's a car park next to it and a little kid could run out"*



## 1.4 Small Group Activity: Imagine Your Play Space

Children were put into small groups and asked to imagine a play space that meets their needs and dreams and those of their family and their local community. This imagined play space was not limited in any way and there were no rules about what it could or couldn't be. As a group they then had to select their top three most important ideas as well as some ideas that would be low cost. These ideas were presented to an artist for the final activity.

From this activity, a huge 338 ideas and suggestions were made by the students about the location, features and design.



Some of the descriptions provided by the children were fabulous with great imagination and detail...

*"A waterslide where you land into a pile of mud then there will be an edge you will get two trains. Then you have to push them to get to a chest within which there is a key to the playground." (Woonona East)*

*"Every day old ideas get teleported out and replaced with new ones." (Hayes Park Road)*

*"A big blue swing with a large net that lots of people can fit on at the same time. If you fall off you fall onto cushions that smell like chocolate." (Farmborough Road)*

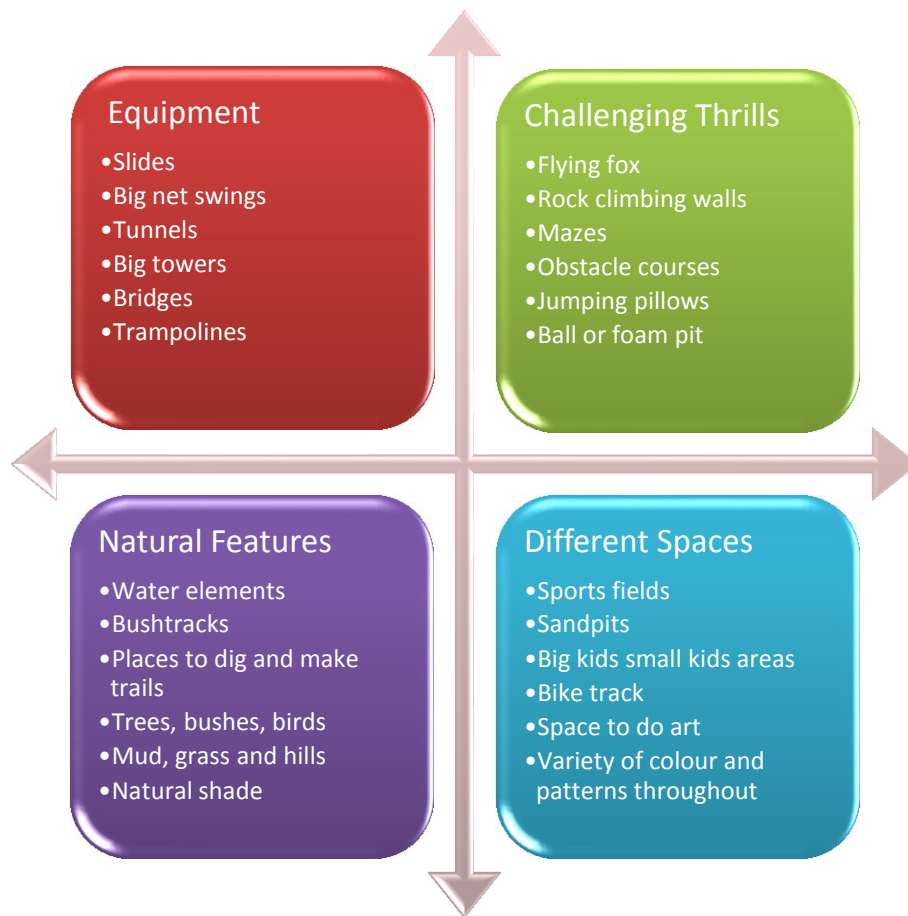
*"A big light bulb so you can see and play in the dark." (Farmborough Road)*

*"Something that looks impossible to do. Something really challenging that tests your skills." (Woonona East)*

*"A world atlas with iconic features in 3D in a pitch black room where all the different information about different countries would light up. Australia would have Uluru and the great barrier reef." (Woonona East)*



From the top three priorities chosen by each group at each school, the most important, reoccurring ideas have been summarised under four themes:



Some other suggestions that came up for features included:

- vegetable gardens and fruit trees;
- a place to get dirty and a place where you can wash it off;
- treasure hunts, games and other competitions;
- guards and camera surveillance to keep everyone safe;
- themed play spaces (water, pirate, dinosaur, animal park); and
- music and sound.

The suggestions for the location of this ideal play space varied and included:

- from forest and bushland to near the lake or the beach;
- from quiet streets to busy areas;
- proximity to the children's homes and/or schools was important;
- accessible by car, bike, train or a tour bus; and
- locating it close to something that parents could do during the visit eg café.

As well as being asked to provide ideas not bounded by anything but their imagination, the children were also asked to provide low cost suggestions. The ideas they felt would be able to be achieved with spending less money included:

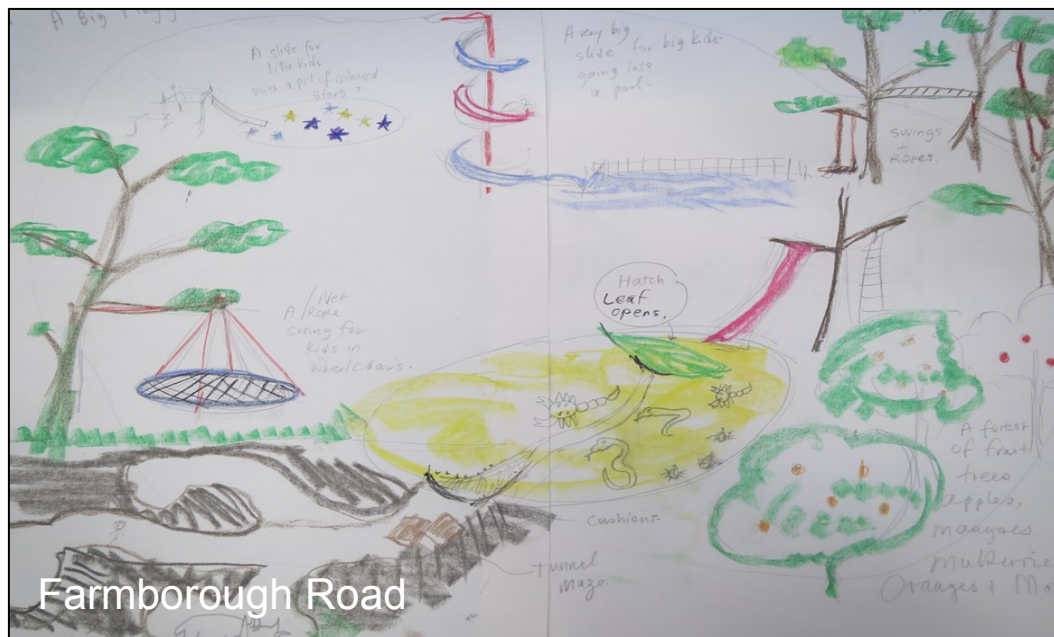
- creating different areas for different aged children;
- creating sports areas;
- picnic tables and shelters;
- using nature to create climbing rocks;
- a simple tyre on a rope swing under a tree;
- nets around trees for camouflage and hiding games;

- using trees to make a rope obstacle course with bridges, swings, cubbies and platforms;
- planting fruit trees; and
- creating a jungle area for shade and games.

## 1.5 Artist Impression

*Each group shared their top three ideas for a play space with a professional artist who then started to create their visions onto paper. The children were able to give feedback as the artist drew to add details such as colours, textures, sizes and dimensions. This activity allowed the children to see their ideas come to life and be part of the creative process.*

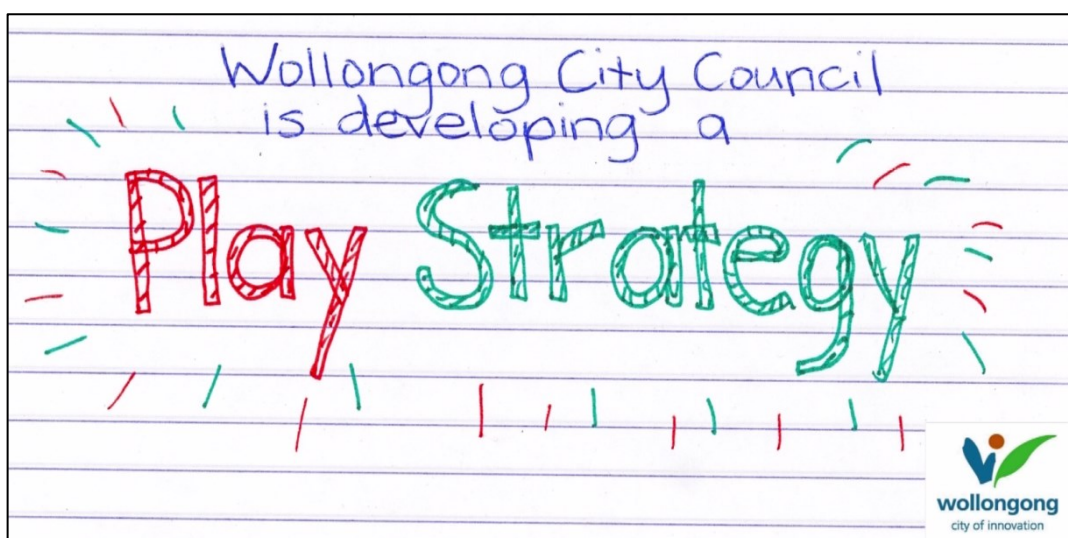
Here are some photos of the play spaces imagined by the children and brought to life by the artist. They visually recreate how the children's priority considerations and elements could look.





## 1.6 Video of Engagement

A video clip of footage taken through the engagement with children was produced and is available for viewing on Council's YouTube channel via this link <http://www.youtube.com/watch?v=2RpyCV3T1J8>.







Thank you to all the schools and students who participated in the workshops and contributed to Play Wollongong.

## 2. Stakeholder Workshop

Following the children's workshops a stakeholder workshop was held for organisations working in child and family services in the LGA. The purpose of the workshop was to inform participants of the background and development of a strategic framework for Play Wollongong along with the current context of Play across the LGA. In particular, the workshop sought feedback and input on the Play Hierarchy and Guiding Play Principles.

More than 90 invitations were sent out to community organisations, government agencies, welfare organisations, children and family services, disability services, Aboriginal services and other members of interagency forums.



The workshop was held on Level 9 Function Room at Council's administration building on 10 October from 12pm–3.30pm. There were 23 RSVPs for the workshop, however on the day 17 attended. The format involved a mix of formal presentations and individual, small group and open group activities.

A summary of the activities and results have been reported in this section.

## 2.1 Icebreaker: Memories of Play

*A warm up, introductory exercise where participants were asked to think of their favourite 'playtime' as a child and sum up that experience in a few words. Prompts included...*

Play time for me was...

Play is...

Memories of Play...

The comments received were mainly related to outdoor play experiences and memories and the exercise evoked feelings of freedom, friends, imagination and nature. The responses included:

Everything **getting dirty**  
Climbing; running; swings; see saw; slippery dip; bikes; scooters; pogo stick  
Playing (unsupervised) with friends in parks, pools etc  
Outdoors: in the bush; risky playground equipment; riding my bike EVERYWHERE  
**BUSH**; catching tadpoles; **natural environment**  
Colourful; family centred; lights; fun; **safe**  
Throwing rocks in the creek or at the beach  
Making cubbies with boxes and cloth  
Risk-taking - exciting - **no supervision from adults**  
Lose sense of time; bikes; bush; freedom  
Free Play - **Open Spaces**  
Outside; dirty; natural materials; **unsafe**  
Fun; socialising; street play; mostly **outdoors** in parks, beaches or backyards; minimal  
manmade resources; great imaginative play using natural resources  
Play is: Fun; Friends; **Freedom**  
Memories = make believe; creating things; outdoors; messy  
**Feeling FREE** and in **CONTROL**  
**Letting go...**wandering **imagination**  
Building sandcastles at the beach & eating hot chips with **friends**  
Dressing up; being outside; Climbing  
Hiding in trees and secret places  
Being outdoors - Freedom  
Climbing on rocks  
Play was: freedom; social; always with others; **exploring; adventure; imagination;**  
**timeless**

Memories of Play

## 2.2 Hierarchy Questionnaire

*This was an individual activity that involved a questionnaire around the value, importance and usage of the different play spaces in the Play Hierarchy. Participants were provided with 'A General Guide to the Play Space Hierarchy' (Appendix 1) to assist them in completing the questionnaire (Appendix 2).*

All 17 participants completed the questionnaire. Fourteen (14) out of 17 reported working directly with children and 11 identified the organisation where they worked.

The results are a mixture of both personal and professional perspectives. While all 17 workshop participants work either directly or indirectly with children, 12 also identified as being either a parent or grandparent of a child/children less than 12 years.

There may have been some lack of understanding around the differences between some of the play spaces in the hierarchy, such as the differences between district and regional and local and neighbourhood play spaces and this should be considered when looking at the results.

The results from the questionnaires are reported here:

- When do you use or are more likely to use the different play spaces?**  
Please tick the most appropriate box. You may tick more than one box.

	Local	Neighbourhood	District	Regional	
During Week	6	7	5	0	18
Weekends	5	8	4	8	25
As part of my job	5	5	3	2	15
With a group	1	2	3	1	7
I don't go	3	2	1	1	7
Other (please specify)	0	0	0	0	0
	20	24	16	12	TOTALS

Overall, neighbourhood play spaces were reported to be the most used play spaces within the hierarchy, followed by local, district and then regional play spaces. Weekends were also the time when most people would access a play space, with neighbourhood and regional play spaces reporting the highest numbers at this time.

During the week though regional play spaces received no reported usage and mid-week usage occurred mostly at the neighbourhood and local levels.

For those accessing play spaces as part of their job, local and neighbourhood play spaces were used more than district and regional play spaces. For those accessing play spaces with groups, the results show that district play spaces were used most.

- Who do you most likely go with to the following play spaces?**  
Please tick the most appropriate box. You may tick more than one box.

	Local	Neighbourhood	District	Regional	
Clients	6	5	2	1	14
Family	8	9	10	9	36
Neighbours	1	1	2	0	4
Visitors	1	2	8	9	20
I don't go	0	0	0	0	0
Other (please specify)	1	1	1	1	4
	17	18	23	20	TOTALS

The results from Question 2 showed that respondents took family members to visit play spaces more than any other group. This was followed by visitors and then clients.

Family members were reported to be taken to all the play spaces within the hierarchy, whereas clients would access local and neighbourhood spaces, and visitors to regional and neighbourhood play spaces.

In general, district and regional play spaces received slightly more indications of use for the users groups in this question than local and neighbourhood play spaces.

**3. How do you, or would you, most often travel to the following play spaces?  
Please tick the most appropriate response.**

	Local	Neighbourhood	District	Regional	
Walk	12	9	0	0	21
Cycle	1	2	1	1	5
Car	4	5	14	13	36
Public Transport	0	0	0	0	0
Staff Vehicle	1	3	1	1	6
I don't go	0	0	0	0	0
Other (please specify)	0	0	0	0	0
	18	19	16	15	TOTALS

Regarding the different modes of transport used to access the various play spaces, the car was by far the most reported means used, followed by walking.

The car was reported most frequently in regards to accessing district and regional play spaces, while walking was used to access local and neighbourhood play spaces. Staff vehicles were used the most to access neighbourhood play spaces.

Only five people indicated that they used their bike to access any of the play spaces and no one utilised public transport.

From the responses to this question, neighbourhood and local play spaces were reported to be travelled to the most.

**4. How often would you use the different play spaces?  
Please tick the most appropriate response.**

	Local	Neighbourhood	District	Regional	
> 3 times a week	1	0	0	0	1
Weekly	8	8	4	1	21
Monthly	3	4	3	5	15
Yearly	1	1	1	2	5
Every once in a while	2	2	6*	5*	15
Other (please specify)	0	0	0	0	0
	15	15	14	13	TOTALS

\*One respondent noted 'A few times a year'

According to the results of Question 4, local and neighbourhood play spaces were used the most on a weekly basis. Regional and district play spaces were more likely to be used by everyone once in a while, although there was some monthly use of regional play spaces as well.

There was only one report of using a play space more than three times a week and this was for a local play space.

Overall, all play spaces were reported to be used fairly evenly with higher use of local and neighbourhood play spaces on a weekly basis.

**Overall figures for number of times each play space was selected in questions 1-4.**

	Local	Neighbourhood	District	Regional
Frequency	70	76	69	60

In calculating the number of times each play spaces was used in Questions 1 to 4, we see that neighbourhood received the most indications, followed by local, then district and lastly regional play spaces.



**5. What do you enjoy most about using each space? ie what is the value of this space to you?**

This question asked participants to comment on what they enjoyed about each play space within the play hierarchy. A summary of the comments has been collated and separated into positive and negative comments:

Local	Neighbourhood	District	Regional
<ul style="list-style-type: none"> <li>• Good for quick, short stays</li> <li>• Introduce local families to play who may be socially isolated</li> <li>• Useful for younger children 0-5 years</li> <li>• Easily accessible by foot</li> <li>• Away from traffic</li> <li>• Provide opportunities to meet neighbours</li> </ul> <p>• Not much value - generally too small with very poor equipment and usually deserted - not welcoming</p>	<ul style="list-style-type: none"> <li>• Wider variety of equipment for different ages</li> <li>• More widely used than local</li> <li>• Accessed by older children to meet friends without adults/parents</li> <li>• Important communal meeting space for local children and families</li> <li>• Accessible play spaces you can walk to</li> </ul> <p>• Not enough here to engage children with for a long time</p>	<ul style="list-style-type: none"> <li>• Can spend longer periods of time</li> <li>• Suitable for picnics to catch up with friends and family</li> <li>• Higher quality and more variety in the equipment</li> <li>• Located in larger parks with more space</li> <li>• Suitable for teenagers as well as being adult and child-friendly</li> <li>• Better facilities and play opportunities</li> <li>• Suitable for visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Unique features that are not available anywhere else</li> <li>• Great locations</li> <li>• Surrounded by natural assets and impressive views</li> <li>• Good for all ages</li> <li>• More challenging and specialised equipment</li> <li>• More to do in surrounding area eg feed ducks/fish, bike tracks, swim, cafes</li> </ul> <p>• Can be too busy</p>

**6. In considering the play and social needs of children in the LGA, can you rank the different levels of play space hierarchy from most important (1) to least important (4)?**

	Local	Neighbourhood	District	Regional
<b>1 = Most Important</b>	5	6	2	2
<b>2 = Important</b>	2	6	5	3
<b>3 = Less Important</b>	2	3	8	3
<b>4 = Least Important</b>	7	1	1	7

This question asked participants to rank the importance of the play spaces within the hierarchy according to the play and social needs of children in the LGA.

It is important to consider individual comments and consider if participants were responding from a professional or a more personal view, which is not necessarily clear. When combining the counts of most and more important (votes 1 and 2) **neighbourhood play spaces followed by local play spaces were ranked as being more important than district and regional.**

**Regional and local were ranked as the least important play spaces in the hierarchy.**

This exercise resulted in different opinions within the group and it is difficult to draw any conclusions from these results as the indications for which play spaces are most important are mixed.

*Value of Neighbourhood Play Spaces*

When looking at the comments participants gave with their choices, some examples of why neighbourhood spaces were most important included their proximity and access for local families and children, as well as providing a space that children could access independently, without parents or supervision. Specific comments on the importance of neighbourhood spaces included:

"Children need access to play spaces in their own areas, close to home. Given parental concerns for children's safety, children should be able to spend only 5-15 minutes accessing these spaces." (Barnardo's)

"Better to reinvest money for local play spaces to the NEIGHBOURHOOD parks and play programs to bring local children together into locally accessible play spaces. .... Neighbourhood parks have the most potential to get kids back outside playing together in their own area." (Unidentified)

"I think each neighbourhood needs access to natural play spaces with some fixed equipment." (TAFE, Child & Family Studies)

"Neighbourhood play spaces are used more and are more accessible to that local area. With local play spaces these are the most important!" (Interchange Illawarra)

### **Value of Local Play Spaces**

For participants who selected local play spaces as the most important, most of the comments they provided also focused around accessibility, social aspects and the ability of children to independently access these spaces. Some felt that these play spaces had higher rates of use than other play spaces. Specific comments included:

"Accessibility; community building. Families getting to know one another in the area." (Unidentified)

"Everyday access for children and families." (Illawarra Area Child Care)

"Ease of access on a regular basis is critical." (Unidentified)

"Great for little kids still at home." (Illawarra Shoalhaven Local Health District)

"For primary school children - independent access is most important so local and neighbourhood are priority spaces. Needs of children to independently access play spaces should be prioritised." (Keiraville Community Pre-School)

However, there were more votes for **local play spaces being less important** than more important. These comments felt that local play spaces offered limited play opportunities for a wider age range and are often poorly equipped.

Specific comments included:

"People will travel a small distance to use better facilities and equipment rather than use poor equipment and facilities that are close. It would be better to do less playgrounds well." (Family Services Illawarra)

"If prioritising funding then I would rather it be spent on an area that caters for a wide age-range." (TAFE, Child and Family Studies)

"I believe that local level parks have very limited (play) value due to the poor quality of the equipment and facilities in these locations. They are a drain on funds and resources which could be better reinvested in the neighbourhood park and play programs." (Unidentified)

### *Value of Regional and District Play Spaces*

For participants who selected regional play spaces as the most important, it was the variety of more interesting and challenging equipment catering for children of different stages of development, skill level and ages that was noted. Similarly, their location near open spaces providing a venue with good surrounding facilities for social gatherings and special events was also mentioned several times. Some commented that regional play spaces, despite their superior facilities, were often too busy, leaving district play spaces more attractive and well maintained.

Specific comments for the importance and value of regional and district play spaces included:

*"[Regional] because play needs to be part of family and community gatherings." (Unidentified)*

*"Great for 'special' visits/outings and should attract visitors eg with water features [as well as providing] more risky experiences as parents are usually present." (TAFE, Child and Family Studies)*

*"Often have more equipment and larger spaces [we] would use for 'special' occasions or events such as parties and picnics." (Illawarra Area Child Care)*

*"The need to cater to all levels of ability and stages of development." (Unidentified)*

*"Older children, family and friends, social activities and visitors means we use regional and district play spaces more." (UOW, The Early Years)*

## **2.3 Hierarchy Allocation Mapping Exercise**

*In small groups, this exercise asked participants to decide where they would allocate new play spaces in the LGA based on an annual budget figure, realistic costings for new play space construction and key planning data. The information they were provided with included:*

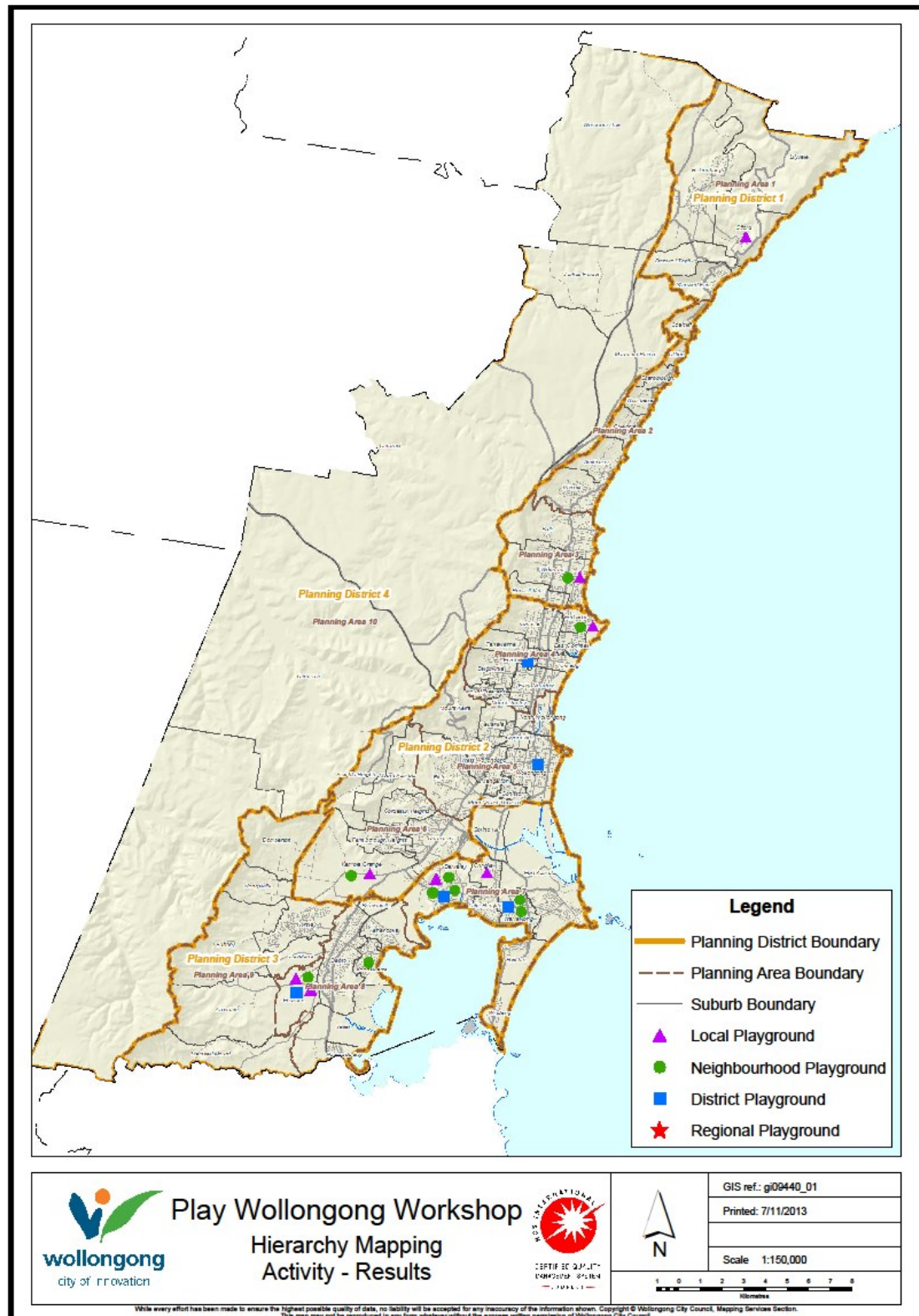
- the four planning districts of the LGA (Districts 1–4);*
- the population figures for children aged 0–12 in each suburb;*
- the SEIFA\* ranking of each area; and*
- areas where children are developmentally vulnerable in one or more AEDI<sup>#</sup> domains that is above the Wollongong community average.*

*The budget participants were given was \$600,000. This is Council's average annual budget to build new and renew existing play spaces across the LGA.*

*A copy of the activity sheet, map and the definitions of SEIFA and AEDI can be seen in Appendix 3.*

This activity stimulated a lot of discussion as group members negotiated the different data and budget considerations. Even though participants were encouraged to consider their existing knowledge in their decisions, such as where current regional play spaces are located or where current supply in some areas is already good, overall, participants felt that it was **most important to allocate to the areas with high SEIFA rankings and AEDI vulnerabilities**, ensuring allocation went where it was most needed.

The results from all four groups have been plotted together on the map below. It shows that Planning District 3 received the majority of play spaces and budget allocation.



### Play Space Allocation by Suburb

The table below shows how often specific play spaces within the hierarchy were allocated, with neighbourhood play spaces being allocated (valued) the most, especially in **Berkeley and Warrawong**.

#### Hierarchy mapping exercise results by number and area for each individual play space

Play Space	No of Allocations	Suburb Areas
Neighbourhood	9	Berkeley x 3
		Warrawong x 2
		Bellambi
		Koonawarra
		Penrose/Dapto/Brownsville
		Woonona/Russell Vale
Local	8	Penrose/Dapto/Brownsville x 2
		Bellambi
		Berkeley
		Cringila
		Helensburgh
		Unanderra/Kembla Grange
		Woonona/Russell Vale
District	5	Berkeley
		Fairy Meadow
		Penrose/Dapto/Brownsville
		Warrawong
		Wollongong
Regional	0	

#### General Comments

Some groups expressed that it was a hard exercise as there was **not enough money**. Two groups initially put in a regional play space but then felt it was too expensive and prohibited other areas from receiving any spaces. Similarly, others spoke of wanting to spread the budget around as best they could. Two tables thought it would be more effective to allocate the budget to **upgrading and enhancing** existing play spaces rather than installing new ones. Another suggestion was to work with a **bi-annual budget** to get more “bang for your buck.”

Participants highlighted the importance of **community engagement and community participation** in location selection for new spaces. It was felt that without local support and involvement in the decision making process, play spaces would be less likely to ‘work’.

**Education and engaging with families about the benefits of play** was another theme that emerged. It was identified that the provision of play spaces and supporting parents to understand and connect with play are separate issues. Attracting families to parks and outdoor space regardless of what equipment is or is not in that area is crucial. Targeted support and educational programs can offer this.

There were various views on the type of play space different areas required. For example, one group preferred to put in lots of local play spaces (four spaces), especially in the Penrose and new development areas so new communities could gather and socialise. Other groups though felt this area required a neighbourhood space, and another a district level play space.

One table strongly focused on neighbourhood play spaces – allocating four of them within their total budget. They believed that neighbourhood play spaces have the most potential to connect communities and provide for families who need the benefits of social interaction and physical activity.

It was noted that when choosing locations, consideration should be given to people who do not access more popular areas like the lake, park, beach or foreshore areas. Lack of transport was noted in particular for families in **Bellambi and Berkeley**.

## 2.4 Guiding Principles of Play Activity

*This activity provided small groups with Council's recommended guiding play principles. They were asked to comment on what the principles meant to them and consider how they could be planned for. The groups then came together to share their discussions and review Council's definition of each principle, looking for any differences, similarities or gaps.*

The list of principles and the activity sheet can be seen in Appendix 4.

The stakeholder group was supportive of the ten principles, and felt they offered a sufficient and complete set of guiding principles to develop Play Wollongong. The feedback provided on the components, planning and consultation of the principles has been summarised below. The detailed feedback is included as Appendix 5.

Key considerations in planning for the principles included:

- Accessibility: appropriate parking, bike paths and walking tracks
- Mandating play areas within new development areas
- Community consultation
- Locating play spaces near community hubs and central areas
- Providing appropriate fencing which maintains accessibility, especially for children with disabilities
- Prioritising budgets
- Site considerations such as traffic volume
- Utilising key data such as SEIFA, AEDI and demographics etc when considering location

Suggestions for supporting and promoting play spaces included:

- Establishing neighbourhood or volunteer teams eg Adopt a play space
- Increasing awareness of all abilities parks
- Encouraging community ownership and community events
- Providing Council's customer service and graffiti phone numbers at locations

In terms of community consultation, remarks included:

- Consulting more children in activities
- Including older children from local schools, not just primary students
- Consulting with all members of the community including local residents, grandparents, retail and business sectors, families and people with disabilities
- Providing multiple consultation opportunities and activities and ongoing consultation opportunities

## 2.5 Evaluation Results

Evaluation forms were provided to participants at the end of the workshop. Sixteen (16) (from 17) were received with nine (9) identifying the organisation they represented. Ten (10) people rated the workshop as Excellent; five (5) as Good and one (1) did not respond. Specific comments included:

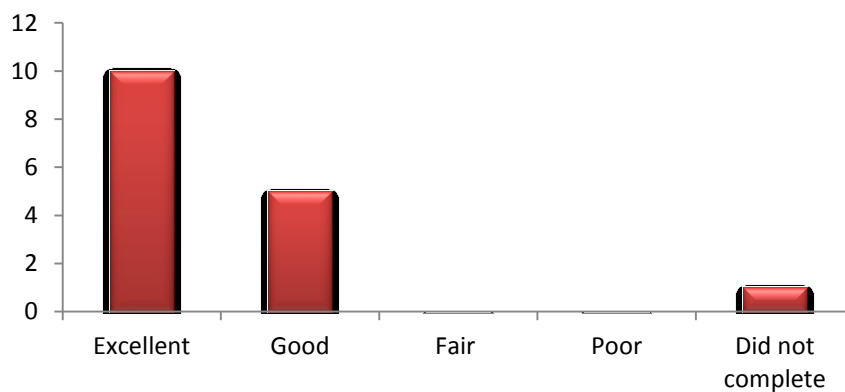
*"Great to have the opportunity to participate and contribute ideas."*  
(Healthy Cities Illawarra)

*"Thank you - very organised."* (Families at Farmborough)

*"Would be good to reflect on how other countries do play."* (ISLHD)

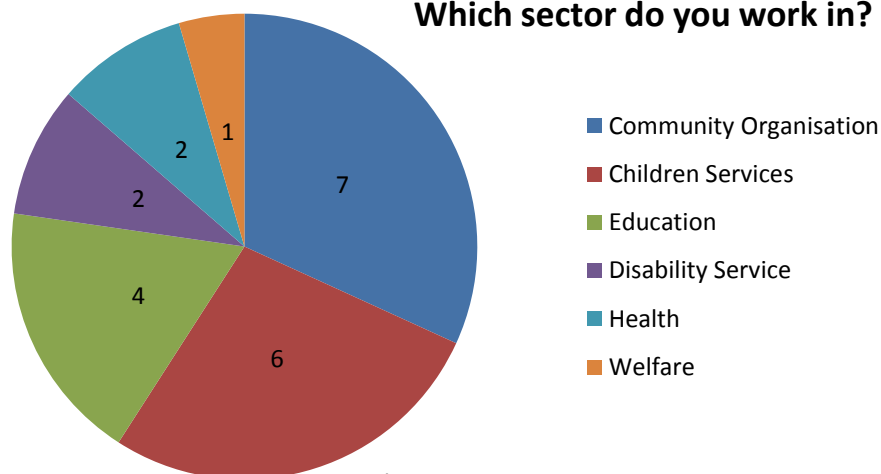
*"Thanks for the opportunity to participate."* (Keiraville Community Preschool)

### Overall, how would you rate today's workshop?



While nine (9) participants identified their organisation specifically, the responses for the sectors respondents worked in included:

### Which sector do you work in?



\*Participants could select more than one



**1. After today's presentation and activities, could you please rate how strongly you agree or disagree with the following statements?**

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Council needs to provide fair and equitable provision of play spaces across the whole LGA	0	1*	0	2	13
It is more important to have a smaller number of high quality play spaces than to have a lot of play spaces available that may not meet the needs of children	0	1	1	11	3
Council should consider removing play spaces where the walking catchment overlaps	0	4	4 <sup>#</sup>	7	

Additional comments received included:

\* "It's all about the outcomes of equal access." (Participant comment)

# "Unless it is used and wanted by the community." (Interchange Illawarra)

# "Depends on usage." (Keiraville Community Preschool)

For Question 1, participants were asked to rate how strongly they agreed or disagreed with three statements about play space provision, allocation and supply. The results and additional comments showed:

- strong support for fair and equitable distribution of play spaces across the LGA; and
- high levels of support for having smaller numbers of high quality play spaces (rather than more spaces that are not meeting the requirements of children).

In terms of removing play spaces where a walking catchment area overlaps, more people agreed than disagreed that this was acceptable and four (4) were unsure or undecided.

**2. Can you suggest any other ways that Council can deliver play spaces using its existing budget allocation more effectively?**

For this question, eight (8) comments were received that focussed on:

- families with children with a disability;
- fencing and appropriate access;
- play programs;
- community ownership of play spaces;
- linking with schools, and
- enhancing existing spaces.

Specific examples of areas that could be improved for accessibility included:

*"Fencing parks and making them disability friendly. A good example is Kíama Park near surf club (but fence it).*

*Remove fence on wheelchair swing at lagoon near Stuart Park and provide info to families about how to access key.*

*Promote disability friendly parks by notifying community about where they are located.*

*Botanical Gardens is a great park but too many gates. Need to add a sign on gate that says 'Don't let children that are not yours out.'*

*Ray Crescent, Balgownie is an excellent park but needs to be fenced near a huge stormwater drain. A quarter fenced no good."*

*(Interchange Illawarra)*

**Other comments included:**

*"Need some short term play programs after renewal or new projects which draw children into those parks to connect with each other and play in these spaces." (Healthy Cities Illawarra)*

*"Enhance existing spaces with low cost natural items providing increased richness. Facilitate community ownership eg maintenance, gardens etc." (Keiraville Community Preschool)*

*"To support the delivery of facilitated play programs to increase the awareness of the role of play in our lives." (Families at Farmborough)*

*"Linking with Schools." (Illawarra Shoalhaven Local Health District)*

*"Viability/usage of existing parks: plan for upgrade rather than establish new. This may be more cost effective. Business investment." (Illawarra Area Child Care)*

*"Just ensure that suggestions are acted upon." (unidentified)*

*"Consideration should be given to resourcing play through 'play facilitators' and this will enhance the outcomes from provision of play spaces." (unidentified)*

**Workshop Evaluation Results**

Participants mostly agreed or strongly agreed with a selection of comments on the workshop content, effectiveness and facilitators as well as how they felt they were able to contribute to the day. The results have been presented in the following table:

## WORKSHOP EVALUATION

4. For each of the following statements please mark your response to the items.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>A Workshop Content &amp; Effectiveness</b>					
Workshop purpose and aims were clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	7
The activities were well organised and clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	6
The activities stimulated me to think about play space usage and distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	6
The pace of the activities was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	2	7	6
I had the opportunity to express my opinion and ideas	<input type="checkbox"/>	<input type="checkbox"/>	1	10	4
I felt listened to	<input type="checkbox"/>	<input type="checkbox"/>	1	8	5
The Play Strategy was well explained	<input type="checkbox"/>	<input type="checkbox"/>	1	8	6
Workshop activities were varied and appropriate (visual aids, handouts, small groups etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	7
All participants were able to be actively involved	<input type="checkbox"/>	<input type="checkbox"/>	1	8	6
Venue was suitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	7
<b>B Workshop Facilitators</b>					
The facilitators were well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	7
The facilitators were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	7
The facilitators used plain English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	7
The facilitators allowed everyone to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	7
<b>C Personal Reflections</b>					
I have increased my understanding of the considerations Council has in planning for play spaces in the LGA for the next 10 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	7
I feel this has been an effective forum to contribute to	<input type="checkbox"/>	<input type="checkbox"/>	1	7	6
I feel I was able to provide my input into the development of the play space hierarchy and play principles	<input type="checkbox"/>	<input type="checkbox"/>	2	7	6
<b>TOTALS</b>			9	150	107

\* Not all boxes/statements were ticked by respondents. There was one survey where the second (back) sheet was not completed.

## APPENDICES

### 1. Hierarchy Guide

#### Play Strategy Workshop – Activity 1: Hierarchy

A GENERAL GUIDE TO THE PLAY SPACE HIERARCHY			
Hierarchy	Time/Travel Distance	Features	Indicative Cost
Local	Walkable:  5 minutes / 400 metres	A local play space should be safe and appealing but is generally a small play space that may only cater for one age group (e.g. toddlers 2-4 years or 5-8 year olds). The play space may include standard play equipment however the natural landscape will be maximised for play.	Up to \$50,000
Neighbourhood	Walkable:  15 minutes / 1000 metres	A neighbourhood play space should be good quality and could include a number of pieces of equipment that cater for more than one age group. The play space will generally include standard rather than unique equipment and surrounds and an emphasis will be on utilising the natural landscape elements.	\$50,000 - \$150,000
District	Car Journey:  Up to 15 minutes car travel	A district play space should be high quality and include unique features and landscaping. The quality and uniqueness of the play space could be as significant as a regional play space, however, a district play space is generally smaller in size.	\$150,000 - \$300,000
Regional	Destination:  Up to 1 hour car travel	A regional play space should be substantial quality and will generally be larger than other play spaces. It will include unique and innovative features, and provide a range of equipment and activity opportunities. Features could include innovative equipment and design, adventure components, accessible design and equipment for children with a disability (i.e. catering for all levels of ability), fencing of some play areas to create unique enclosed areas, integrated landscaping and art features.	\$300,000 - \$600,000

## 2. Hierarchy Questionnaire

### Play Strategy Workshop – Activity 1: Hierarchy Questionnaire

*Please complete the following questions individually in regards to your usage and views on the different play spaces within the Play Hierarchy.*

1. When do you use or are more likely to use the different play spaces?

Please tick the most appropriate box. You may tick more than one box

	Local	Neighbourhood	District	Regional
During Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As part of my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

2. Who do you most likely go with to the following play spaces?

Please tick the most appropriate box. You may tick more than one box

	Local	Neighbourhood	District	Regional
Clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

3. How do you or would you most often travel to the following play spaces?

Please tick the most appropriate response

	Local	Neighbourhood	District	Regional
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

4. How often would you use the different play spaces?

Please tick at the most appropriate response

	Local	Neighbourhood	District	Regional
> 3 times a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone once in a while	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)				

## Play Strategy Workshop – Activity 1: Hierarchy Questionnaire

5. Please provide comment on what you enjoy most about using each space? i.e. what is the value of this space to you?

Local	
Neighbourhood	
District	
Regional	

6. In considering the play and social needs of the children in the LGA, can you rank the different levels of play space hierarchy from the most important (1) to the least important (4)?

- \_\_\_ Local Play Space
- \_\_\_ Neighbourhood Play Space
- \_\_\_ District Play Space
- \_\_\_ Regional Play Space

7. Can you explain why you made the choices you did?

---



---



---



---



---

8. About you

Do you work directly with children? YES NO (please circle)

Are you a parent of children aged 12 years and under? YES NO (please circle)

Organisation (optional): \_\_\_\_\_

### 3. Hierarchy Mapping Activity Worksheet and Map

#### Play Strategy Workshop – Activity 2: Hierarchy Mapping

#### Activity Sheet: Hierarchy Mapping Exercise (20mins)

**Brief:** The map you have been given shows four important aspects to consider when planning for the locations of play spaces. The information you can see on the map shows:

1. the four planning districts of the LGA (Districts 1 - 4);
2. the population figures for children aged 0 - 12 in each suburb;
3. the SEIFA ranking of each area;
4. areas where children are developmentally vulnerable in one or more AEDI domains that is above the Wollongong community average.

With these considerations in mind, you have a **\$600,000** budget to ensure that the distribution of play spaces is as fair and equitable as possible. There may be other considerations you feel need to be taken into account too, such as some of the information or research you have heard today or know from your own experience. You have been given a calculator if needed. The costs to install new play spaces are as follows:

Regional play space	\$400,000
District play space	\$200,000
Neighbourhood play space	\$100,000
Local play space	\$50,000.

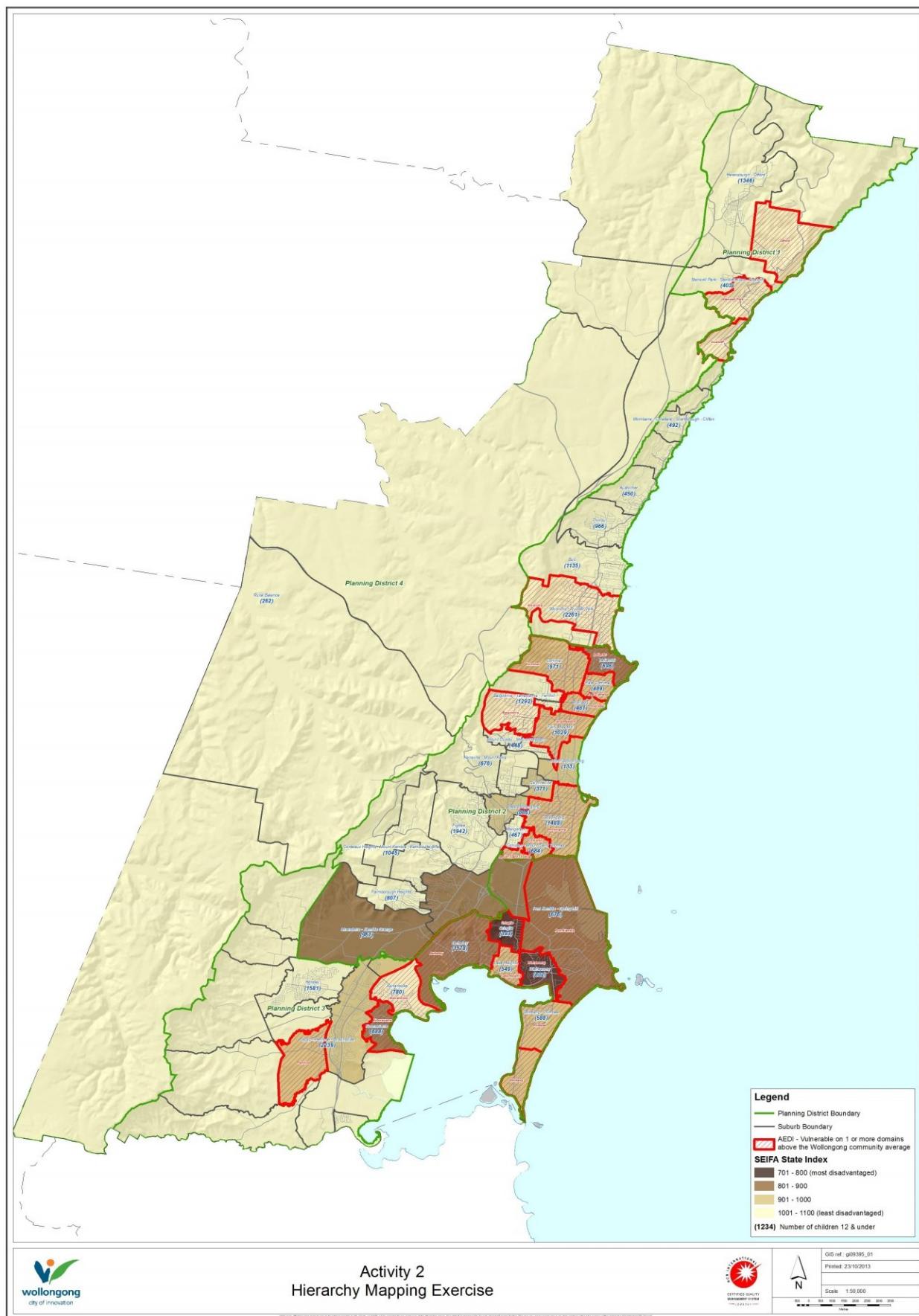
**Activity:** Using the map, indicative costings and the 4 considerations provided above, use the coloured stickers to show how and where you would distribute the budget for one year.

Please use post it notes or write on the map or butchers paper provided to explain why you have decided to utilise the budget in these areas. Consider new, renewal, enhancing and disposal of play spaces within your budget.

There are no right or wrong answers. We have allocated 20 minutes to do this so take your time.

At the end of the 20 minutes, you will present your map and share with the larger group how you arrived at your decisions.





**Definitions of SEIFA AND AEDI**

SEIFA\* = Socio-Economic Indexes for Areas (SEIFA). SEIFA is a product developed by the ABS that ranks areas in Australia according to relative socio-economic advantage and disadvantage. The indexes are based on information from the five-yearly Census. The higher the SEIFA ranking, the higher the Index ranking, the higher the social disadvantage. For more information visit [www.abs.gov.au](http://www.abs.gov.au).

AEDI<sup>#</sup> = The Australian Early Development Index (AEDI). AEDI is a population measure of how young children are developing in Australian communities. It measures five areas of early childhood development. These areas are closely linked to the predictors of adult health, education and social outcomes and are: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based); and communication skills and general knowledge. For more information visit [http://www.rch.org.au/aedi/about\\_aedi/](http://www.rch.org.au/aedi/about_aedi/).

#### **4. Guiding Principles and Activity Worksheet**

##### **Play Strategy Workshop – Activity 3: Principles of Play**

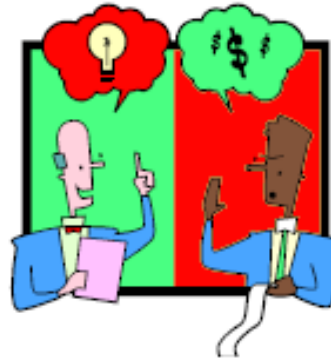
###### **Guiding Principles of Play**

1. All play spaces will be located in open space that is accessible and supports play.
2. All children will have access to a play space within reasonable walking distance of their residence.
3. Engagement will be undertaken with the community including children.
4. Play spaces will be designed for a range of ages.
5. Play spaces will be designed to be inclusive to enable children of all abilities to participate.
6. Informal play spaces will be provided across the City.
7. Natural play elements will be included in play spaces as a priority.
8. Play spaces will provide children with an appropriate level of risk and challenge.
9. Play spaces will include infrastructure to support amenity and increase safety.
10. Play spaces will be well maintained.

## Play Strategy Workshop – Activity 3: Principles of Play

### Activity Sheet: Our Guiding Principles

(25mins)



In order to achieve the delivery of best practice in the location, design, planning and delivery of high quality play spaces that fully support the needs of children Council is committed to a set of key guiding principles. These principles will influence the location, planning, design, development and management of play spaces at all stages.

***Looking at each principle....***

- i) Describe what it looks like***
- ii) How can it be planned for?***

**Use the butcher's paper to record your discussions and responses**

## 5. Guiding Principles Activity – Responses

### Activity 3: Principles of Play

Looking at each principle....describe what it looks like? How can it be planned for?

Describe what it looks like	How can it be planned for?
<b>1. All play spaces will be located in open space that is accessible and supports play.</b>	
Open green area Natural shade to encourage ball games, running Gross motor play Kite flying	Land dedicated to play spaces (e.g. for new developments) Accessible for parents and children Using data information when thinking about the location of the park
Parking and transport Shade and water Walkable – pathways and bike tracks Away from major roads / railway tracks Toilets are clean and accessible	Well maintained paths Appropriate parking = no costs/fees/time limits Placed around a community hub eg Housing; Retail; Neighbourhood Centre
<b>2. All children will have access to a play space within reasonable walking distance of their residence.</b>	
A green space allocated to an area of so many houses	A bike, skate, walking track for kids to utilise to and from the park
Close to schools	Consider demographics where it is the 15 minute radius from all the children in the area. Being aware of new developments
<b>3. Engagement will be undertaken with the community including children.</b>	
Visiting local playgroups, pre-schools, schools etc interviewing students, teachers and parents.	Taking the interviews/consultation of students into the budget before planning.
More than 1 consultation day – it's a number of meetings to include all age groups e.g. teenagers, elderly grandparents; schools; retail	Keep consulting the community!!
<b>4. Play spaces will be designed for a range of ages.</b>	
A fairly big space would be needed to accommodate a range of children's ages and abilities	Use more natural resources such as sand pits, bike tracks, water play to cover all ages
	Consult with local members living near the park; elderly living close by; kids of all ages; families and people with disabilities.

### Activity 3: Principles of Play

Looking at each principle.....describe what it looks like? How can it be planned for?

Describe what it looks like	How can it be planned for?
<b>5. Play spaces will be designed to be inclusive to enable children of all abilities to participate.</b>	
A large space	Consider fencing all/part of park Consider location of park: quieter areas, low volume of traffic Use more natural resources such as sand pits, bike tracks, water play to cover all ages
Parking for all / disability park Sensory items Fencing on certain parks 1 gate instead of 3 Addressing all abilities not just wheelchair accessible	Focused promotion on disability friendly parks Consult all members of the community
<b>6. Informal play spaces will be provided across the City.</b>	
Safe – A defined area Seating – inviting people to stay	Remove rules Limit signs Use planting etc. for barriers Design public space to be child-friendly Encourage private & business sector involvement
Utilise natural physical environment Safe e.g. open spaces and areas of grass	Budget priorities Community consultation and planning
<b>7. Natural play elements will be included in play spaces as a priority.</b>	
Use natural features for boundaries Sand, earth, tracks for bikes, water courses Trees that attract birds etc	Embed slides in hills Use natural materials Incorporate planting into the design
Using natural materials – rocks, plants, dry creek beds, sand Loose natural materials that can be moved	Identified sites Maintenance, safety checks, Neighbourhood support team Could involve older local children in local schools



### Activity 3: Principles of Play

Looking at each principle....describe what it looks like? How can it be planned for?

Describe what it looks like	How can it be planned for?
<b>8. Play spaces will provide children with an appropriate level of risk and challenge.</b>	
Variety of fixed equipment Height Varied surfaces/levels Water play	Trees you can climb Structures that you can get up high
Trees for climbing Rocks Test skills in balance – gaps, stepping, hanging from Risk taking opportunities Mounds and hills	Identify appropriate sites Forward planning eg. Trees for climbing
<b>9. Play spaces will include infrastructure to support amenity and increase safety.</b>	
Shade; seating Away from traffic Shallow water Water foundations Exercise equipment for adults	Shade – natural and structures Fencing/barriers where needed Toilets
Shade; seating Fencing near roads/cycleways Water for play; drinking & dogs Bins and facilities to clean/tidy up	Maintenance
<b>10. Play spaces will be well maintained.</b>	
No graffiti Everything works Grass mowed No litter	Doggy doo bags provided Bins provided and emptied Advertise who to call if there is graffiti or a maintenance issue Regular Council maintenance checks Caretaker role – “Adopt a Park” – volunteers, neighbours
Empty bins Clean and tidy Welcoming – looks like someone cares Usage	Community ownership – hosting events like a sausage sizzle Just has to be planned for and coordinated Community involvement from the beginning