

HOPE AND DREAMS

Randwick Park
Community Survey Analysis 2015

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Randwick Park Community Survey Analysis 2015

Prepared for: Randwick Park Residents' Association Incorporated

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INTRODUCTION

The Randwick Park community is working hard to support its local residents. There is a concerted effort to move away from a deficit based narrative which often stereotypes this neighbourhood, to an assets based narrative which more accurately reflects the ongoing development of this thriving community. With support from the Manurewa Local Board, community based development is an important component in shaping Randwick Park's future. Many of the stories behind Randwick Park's success have been collated and written up in a descriptive document entitled 'Hey, This is Randwick Park: Stories of a Community Doing Good for Itself'. There are numerous stories of significant change in Randwick which warrant telling, the living document serves as an evidence base which displays success stories of residents, and the keenness of the community to continue developing their story together.

This report is the result of survey research carried out by members of the Randwick Park community that was designed to better understand residents' hopes and dreams. The research was a truly collaborative effort and brought together a number of organisations and individuals, including the Manurewa Advisory Board, Urban Neighbours of Hope New Zealand Trust, Randwick Park Residents' Association Incorporated and Warriors of Change. The creation of the survey was heavily supported by Mary Autagavaia, who was employed part-time as a Community Navigator by the Manurewa Advisory Group; made possible by a grant made to the community under the Community Investment Fund (MSD). Mary helped the community to create the surveys, trained those who would be working on the project, and helped co-ordinate the project in its entirety. Members of Randwick Park's Warriors of Change and local Residents conducted most of the survey interviews. Warriors of Change is a young adult leadership development group, comprising Māori, Cook Island, Tongan and Samoan young adults aged 17 to 26 years of age from across the Randwick Park community. These interviewers were supported by volunteers from Urban Neighbours of Hope NZ Trust and the Randwick Park Residents' Association Incorporated.

The research was carried out with the intention of better understanding the aspirations of Randwick Park residents, and to use this knowledge to inform ways of helping community members achieve those hopes and dreams. With the construction of a new community facility in the pipeline, the results are also intended to give insight into how this asset could best serve the community. This community-led research aims to help make the Randwick Park community a great place to live and enable the community to be developed in a way that takes account of everyone's wants and needs. Community-led place-making is a key strategy of Auckland Council and the Research and Evaluation team at Auckland Council is pleased to support this project.



Introducing Randwick Park

Randwick Park is located in Manurewa, Auckland. The area known as Randwick Park to the community includes both the Randwick Park and Hyperion census area units (CAUs) as seen in Figure 1 below, and is home to 5772 residents. Below are some relevant statistics for this area from the 2013 census:

- 50.9% of residents are female and 49.1% are male.
- The median age is 27.2 (compared with 35.1 for Auckland)
 - 31.3% of the population are under 15 years old (compared with 20.9% for Auckland)
 - 64.4% are between 15 and 64 years of age, (compared with 67.5% for Auckland)
 - 4.3% are 65 years and over (compared with 11.5% for Auckland).
- 90.6% of households have one or more motor vehicles.
- The mean number of usual household members is 3.7 (the mean for Auckland is 3).
- 33.3% of Randwick Park and Hyperion CAU households in private dwellings do not have access to the internet and 26.3% do not have access to a telephone, whereas this is the case for only 18.4% and 13.8% (respectively) of Auckland.



Figure 1. Map of Randwick Park and Hyperion CAUs

Socioeconomic Deprivation

Figure 2 below shows the socioeconomic deprivation levels of the Randwick Park and Hyperion CAUs. The deprivation level is calculated for each meshblock¹ in New Zealand by combining census data relating to income, home ownership, employment, qualifications, family structure, housing, access to transport and communications. Deprivation scores are grouped into deciles: 1 signifies the areas with the least deprived scores and 10 represents the areas with the most deprived scores. Therefore, a value of 10 indicates that a meshblock is in the most deprived 10% of areas in New Zealand. As clearly illustrated in Figure 2 by the red shading (meshblock boundaries are in black), the combined Randwick Park and Hyperion CAUs have a number of highly deprived areas. Notably, the three meshblocks in the top North East corner are considerably less deprived.

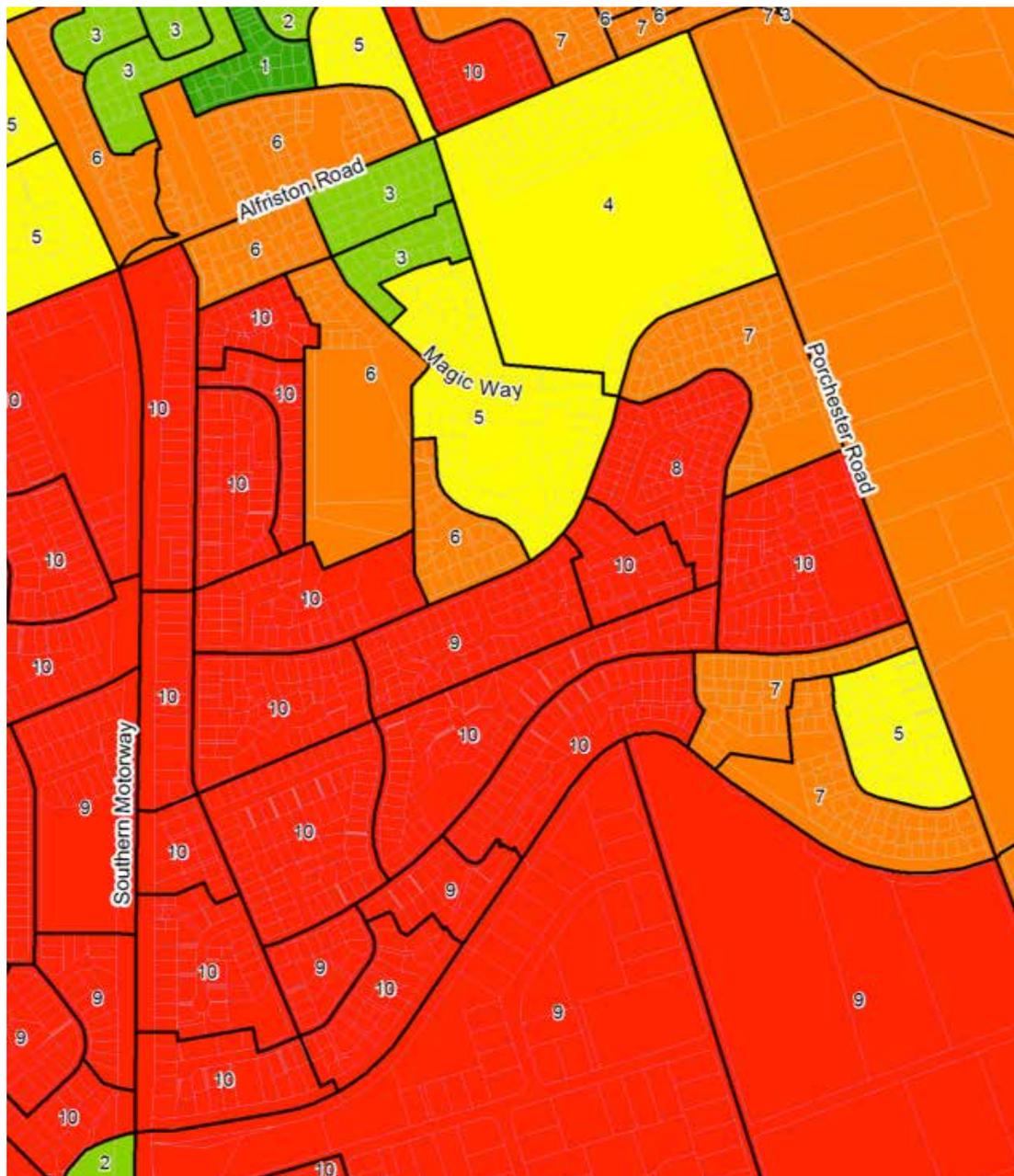


Figure 2. 2013 socioeconomic deprivation levels of Randwick Park and Hyperion CAUs meshblocks.

¹ A meshblock is the smallest geographical area defined by Statistics New Zealand. Each meshblock has a population of approximately 60-110 residents.

Ethnicity

In the 2013 census, 25% of Randwick Park residents identified as European, 27% as Māori, 35% Pacific, 27% Asian and 3% Middle Eastern/Latin American/African (MELAA). This is displayed below in Figure 3 which compares the 2013 broad ethnic group census statistics for Randwick Park and Hyperion CAUs with Auckland. Compared with Auckland as a whole, Randwick Park has a lower proportion of European residents and over twice the proportion of Māori and Pacific peoples, with a slightly larger proportion of Asian and MELAA ethnic groups.

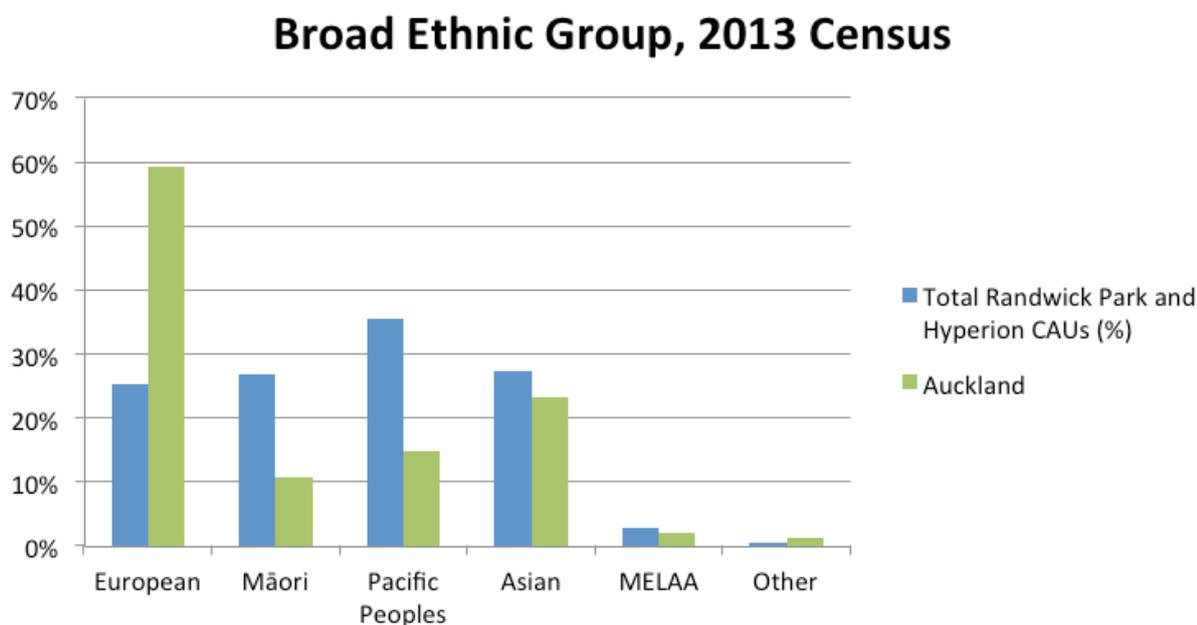


Figure 3. 2013 broad ethnic group statistics for Randwick Park/Hyperion CAUs and Auckland.

Education

In terms of qualifications, it is notable that 28.8% of Randwick Park and Hyperion CAU residents aged 15 years or over have no qualifications, which is considerably higher than the 16.8% of Auckland residents. Furthermore, only 7.6% of Randwick Park and Hyperion CAU residents aged 15 years or over hold a Bachelor degree and/or level 7 qualifications (lower than the 17% of Auckland residents of the same age group).

Employment

Of the Randwick Park and Hyperion CAU residents aged 15 years and older, 44.2% are employed full-time, 9% are employed part-time and 10.3% of residents are unemployed, which is close to double the unemployment statistic for Auckland (5.4%).

Income levels

The median annual income for Randwick Park and Hyperion CAUs is \$23,700. This is less than the median income for Auckland which is \$29,600. The distribution of income for the resident population aged 15 years and over is displayed in Figure 4 over page. The biggest discrepancy is between those earning \$50,001 or more, with only 18.6% of the Randwick Park and Hyperion CAUs earning this level of income compared to 29.2% of Auckland. Additionally, 24.7% of Randwick Park and Hyperion CAU residents earn \$5,000 or less, compared with 18% of Auckland.

Total Personal Income, 2013 Census

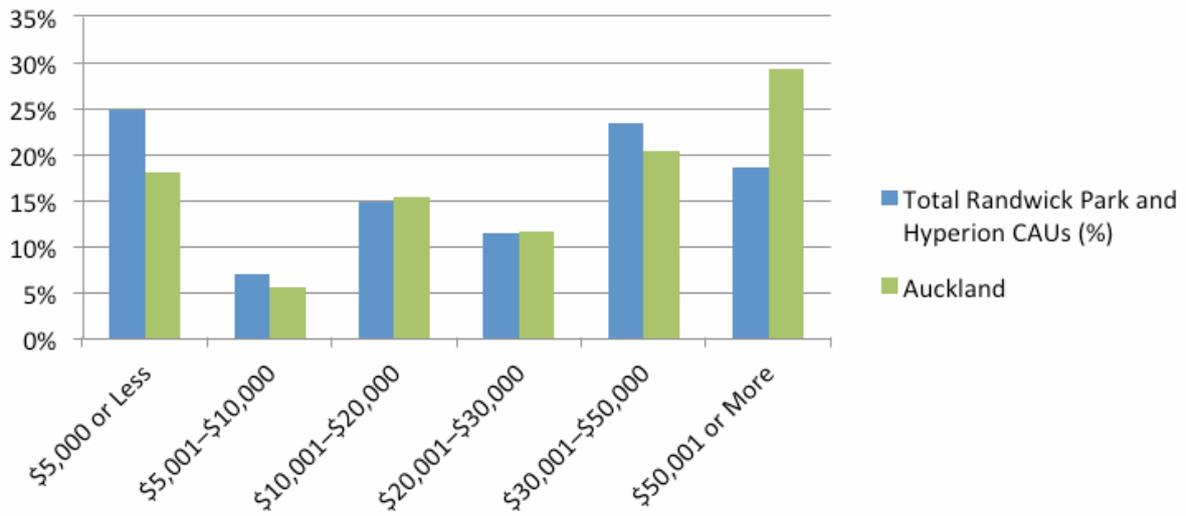


Figure 4. 2013 total personal income for Randwick Park/Hyperion CAUs and Auckland.



METHODOLOGY

The collaborative research team (comprising Randwick Park Warriors of Change, Urban Neighbours of Hope and the Manurewa Advisory Group) carried out a survey in the Randwick Park area entitled 'Randwick Park Community Assets Map Survey'. The survey aimed to capture a variety of information, including residents' hopes and dreams, their interest and engagement in a range of sports, hobbies and other interests, and their involvement and interest in family and community activities.

The main research instrument (survey) was created as four different surveys, three extended versions and one short tick box survey. Each survey was designed to meet a slightly different audience in a slightly different location (see Appendix A and B). Respondents were asked to participate in the survey through personal connections and networks of the interviewers, through door-knocking at residents' homes, or approaching people at community events. Participants' responses were recorded in different ways. Some people were given a survey and asked to complete it themselves while others were engaged by research volunteers in a structured interview where the interviewer recorded participants' answers to each survey question verbatim.

Although 423 surveys were completed, this report focuses on two distinct groups of the surveys – the 'short' survey (see Appendix A) and an amalgamation of the 'longer' surveys (see Appendix B for an example). The results from the 156 participants who completed the short survey are represented in the results section entitled 'what do local residents want?' This data is analysed to show the preferences of local residents by age, gender and ethnicity.

Across the three longer surveys which asked residents about their hopes and dreams, the wording and order of the questions differed slightly. This potentially impacted on the way respondents answered and created some difficulties for analysing the data. To aid analysis, the various questions were categorised into three groups so that themes could be identified and comparisons made. These three groups were 'short term hopes and dreams', 'long term hopes and dreams' and 'achieving hopes and dreams'.

Results from those participants who completed one of these three longer surveys are presented in the results sections entitled 'what are the hopes and dreams of local residents?' and 'what do local residents believe it would take to achieve their hopes and dreams?' 260 people completed one of these three surveys. The results for those participants aged 18 years or older are presented (n=165).

The results were analysed thematically² and coded using NVivo which is a computer software package designed to manage text-based information. The dominant themes that emerged across participants' responses will be outlined in the following sections.

Results

The results from analysing the two primary survey components are reported in this section. First, descriptive quantitative results are presented. Second, the qualitative analysis of the more in-depth aspects of the research is discussed.

² Thematic analysis focuses on identifying dominant patterns of meaning across a given dataset.

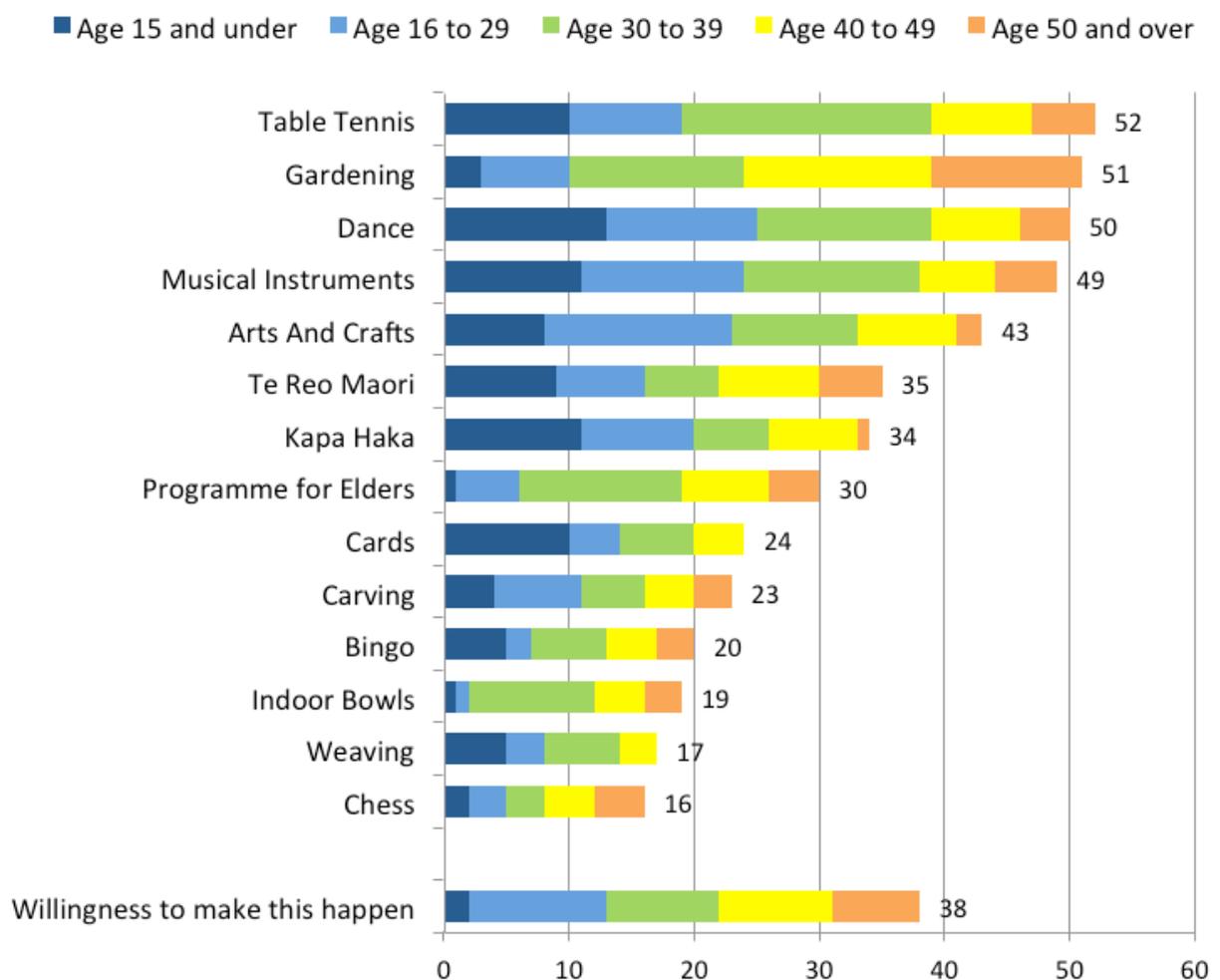
Quantitative Analysis: What do local residents want?

This section addresses the short survey which asked participants to indicate what they would be interested in, if these interests/activities/opportunities were available in Randwick Park. Participants were offered a range of options from which to choose, including hobbies and interests, sports and recreation, helping others, community, education for your children and grandchildren, adult training, financial and employment. Additionally, each section asked the participant to indicate their 'willingness to help make this happen' or 'willingness to attend a course about this' by ticking an adjacent box. The results are displayed in graphs such that age groups and gender comparisons can be made. Unfortunately, breakdowns by ethnicity were not statistically reliable owing to small base numbers so have not been included here. However, tables showing ethnicity breakdowns are provided in Appendix C.

Hobbies and Interests

Most respondents (137 out of 156) indicated they would be interested in some kind of hobby or interest based activity in Randwick Park. Overall, preferences for the specific listed hobbies and interests were ranked as shown in the graph below. The numbers represent each individual who indicated that activity.

Interests and hobbies age breakdown

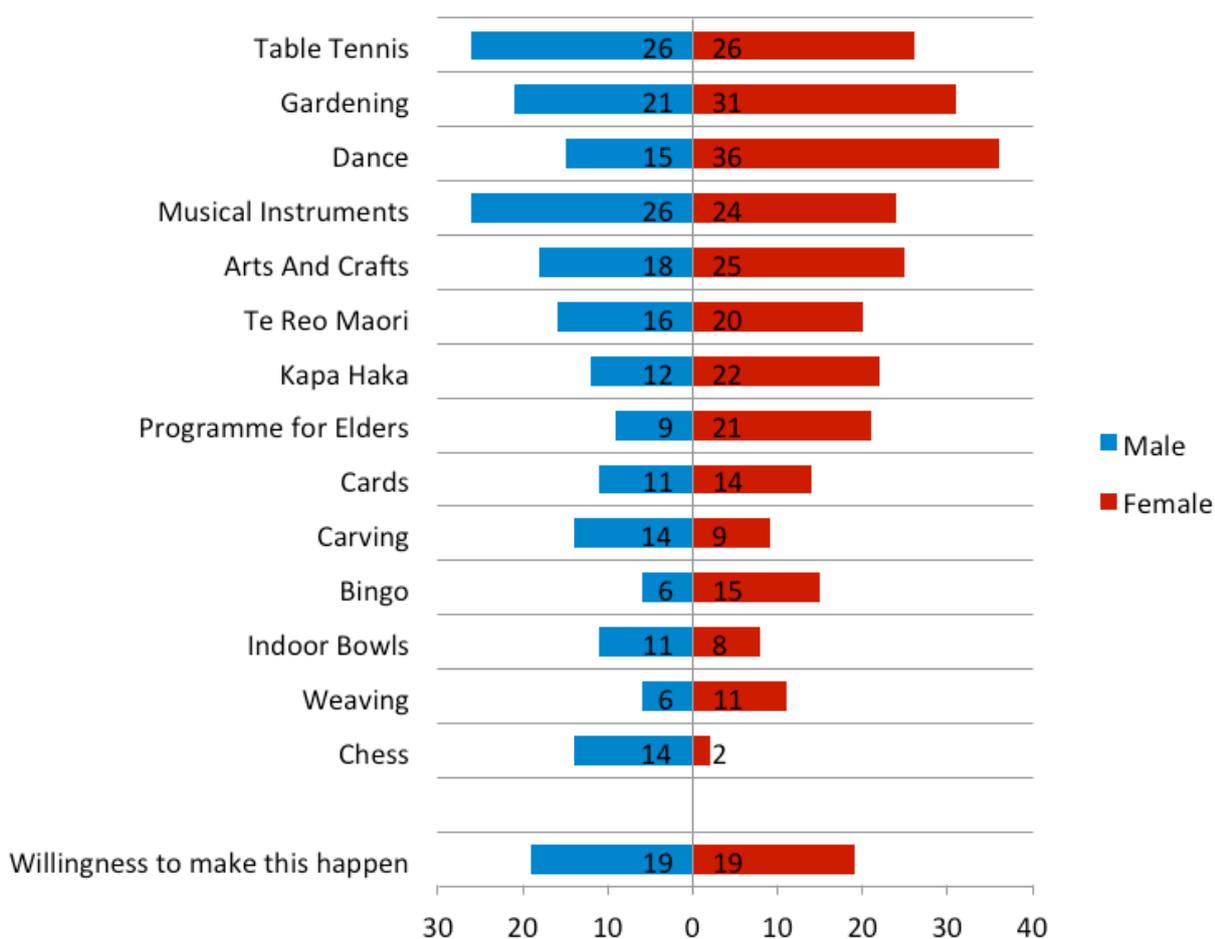


The top five activities of interest to respondents were *table tennis* (52 participants), *gardening* (51), *dance* (50), *musical instruments* (49), and *arts and crafts* (43). *Te reo Māori* and *Kapa Haka* were also popular with 35 and 34 participants respectively indicating they were interested in such activities. Thirty eight of the 137 respondents said they had ‘willingness to help make this happen.’³

Preference rankings differed by age. For those aged 15 and under, the top two preferred activities included *dance* (13) followed by *musical instruments* and *Kapa Haka* (11 participants each). Very few people (2) under the age of 16 indicated they were willing to make this happen. For 16 to 29 year olds, *arts and crafts* (15) was the most popular followed by *musical instruments* (13). Respondents in the 30 to 39 age group favoured *table tennis* (20), followed by *musical instruments*, *dance* and *gardening* (each with 14 participants indicating their interest). Participants in the 40 to 49 age group favoured *gardening* (15), with *table tennis*, *arts and crafts* and *te reo Māori* following closely behind (each with 8 participants). Those 50 years and over also favoured *gardening* (12), followed by *table tennis*, *musical instruments* and *te reo Māori* (5).

Additionally, hobbies and interests differed by gender as seen in the graph below. Of the 69 female respondents, the most popular interest was *dance* (36), followed by *gardening* (31). Of the 68 male respondents, the top preferred activities were *table tennis* and *musical instruments* equally (26). Equal numbers (19) of male and female participants were ‘willing to make this happen.’

Interests and hobbies breakdown by gender

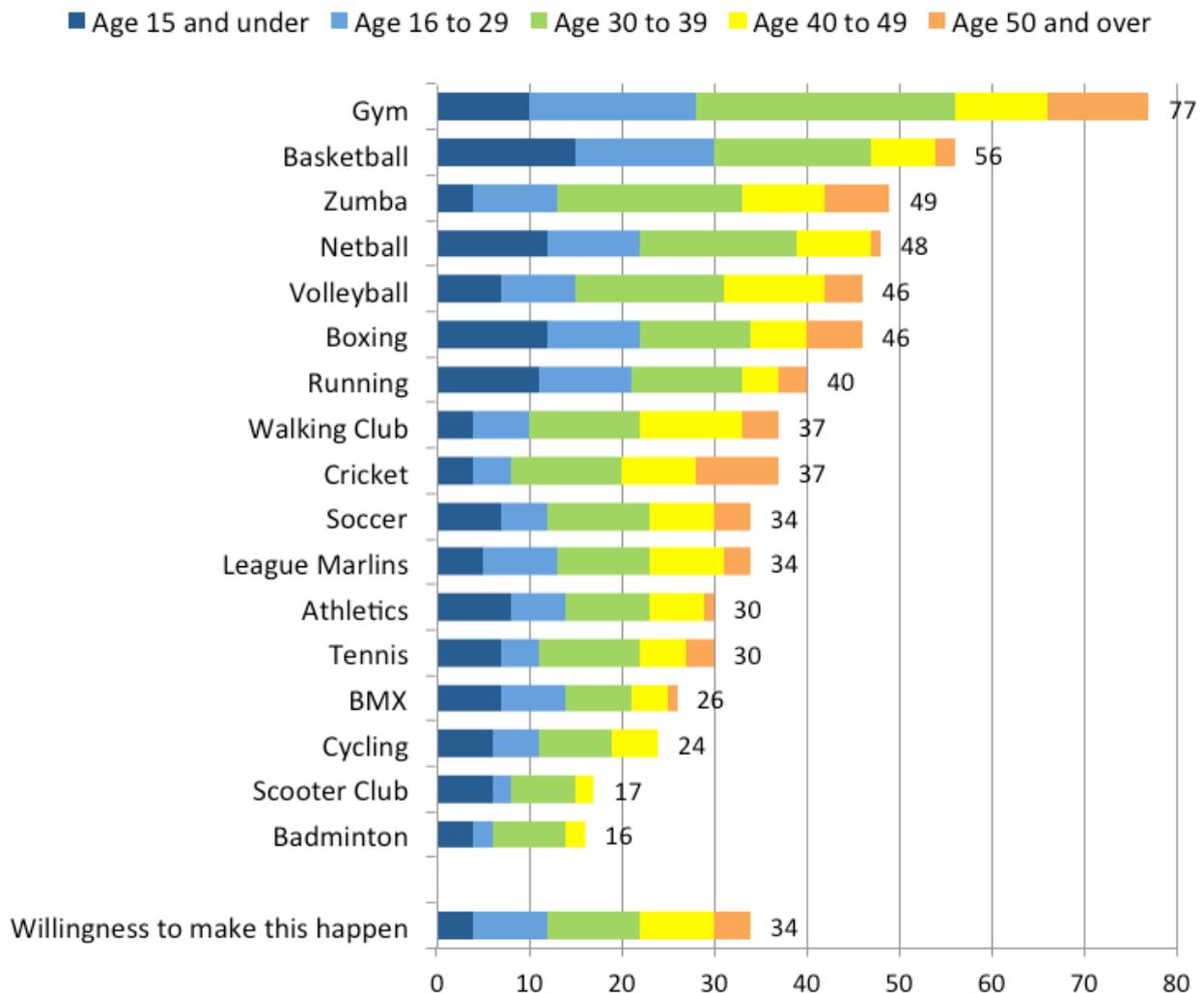


³ ‘Willingness to make this happen’ could indicate a willingness on the respondent’s part to support a programme (financially or through volunteering skills) or it could indicate a willingness to personally commit to participating in an activity.

Sports and Recreation

Nearly all respondents (145 out of 156) indicated they would be interested in some kind of sport or recreation based activity in Randwick Park. Overall, preferences for the listed sport and recreation activities were ranked as shown in the graph below.

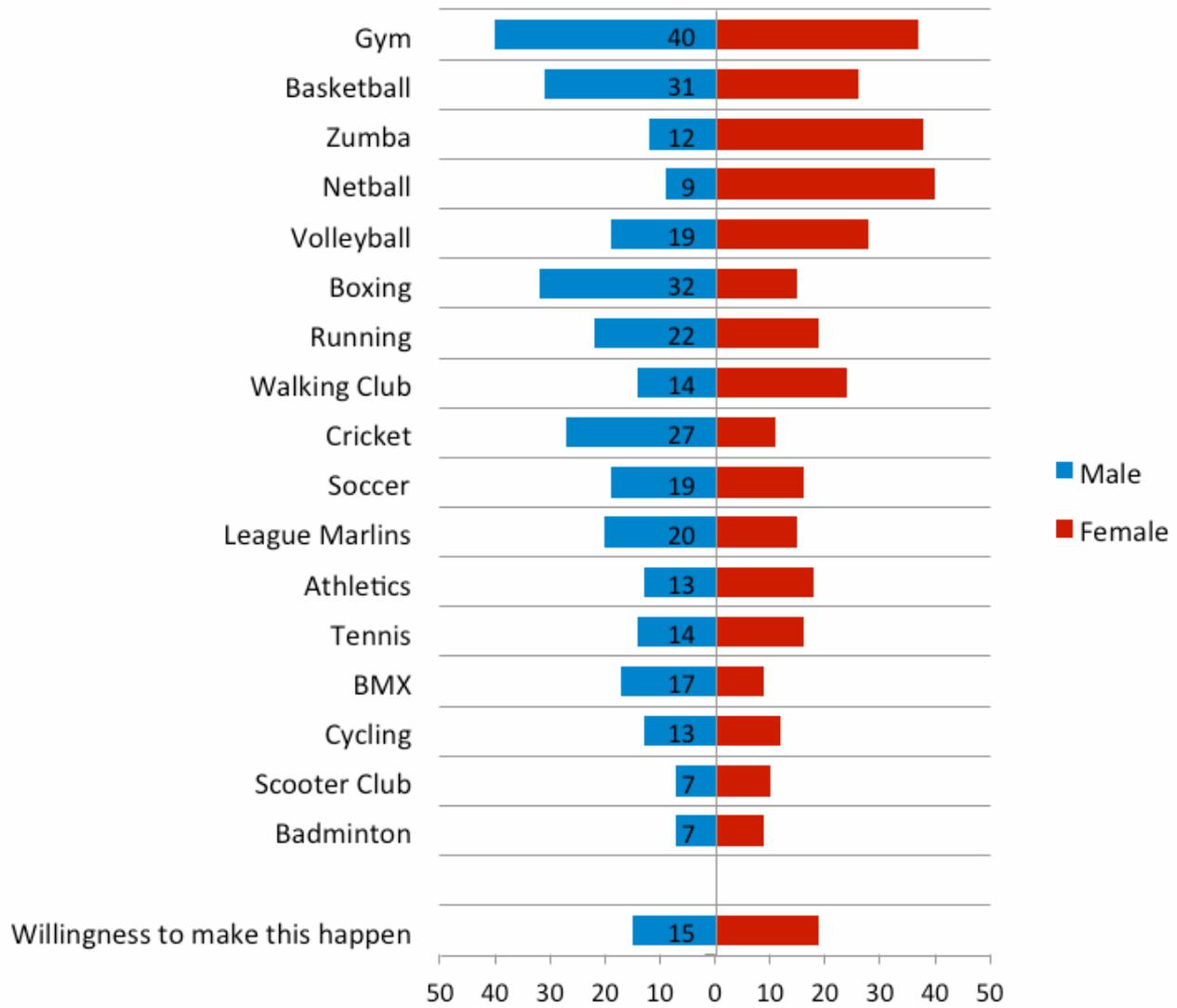
Sports and recreation age breakdown



The top six sport and recreation activities of interest to respondents were *gym* (77), well ahead of the next ranking activity, *basketball* (56), followed by *Zumba* (49), *netball* (48), *boxing* (46), and *volleyball* (46). Thirty four respondents indicated a 'willingness to make this happen.' In terms of the top two preference rankings by age, *basketball* (15) was most popular for respondents 15 years and younger, followed equally by *boxing* and *netball* (12). For those aged 16 to 29, *gym* was the top preference (18), followed by *basketball* (15). *Gym* was also the top preference for participants in the 30 to 39 age group (28), which was followed by *Zumba* (20). The top two equally preferable sport and recreation activities for those aged 40 to 49 were *volleyball* and *walking club* (11). For participants aged 50 and over, the most popular activity was *gym* (11), followed by *cricket* (9).

In terms of gender, as shown in the graph below, of the 68 female respondents, the top sport and recreation activities were *netball* (40), followed by *Zumba* (38) and *gym* (37). For the 76 male participants, *gym* came out on top (40), followed by *boxing* (32) and *basketball* (31).

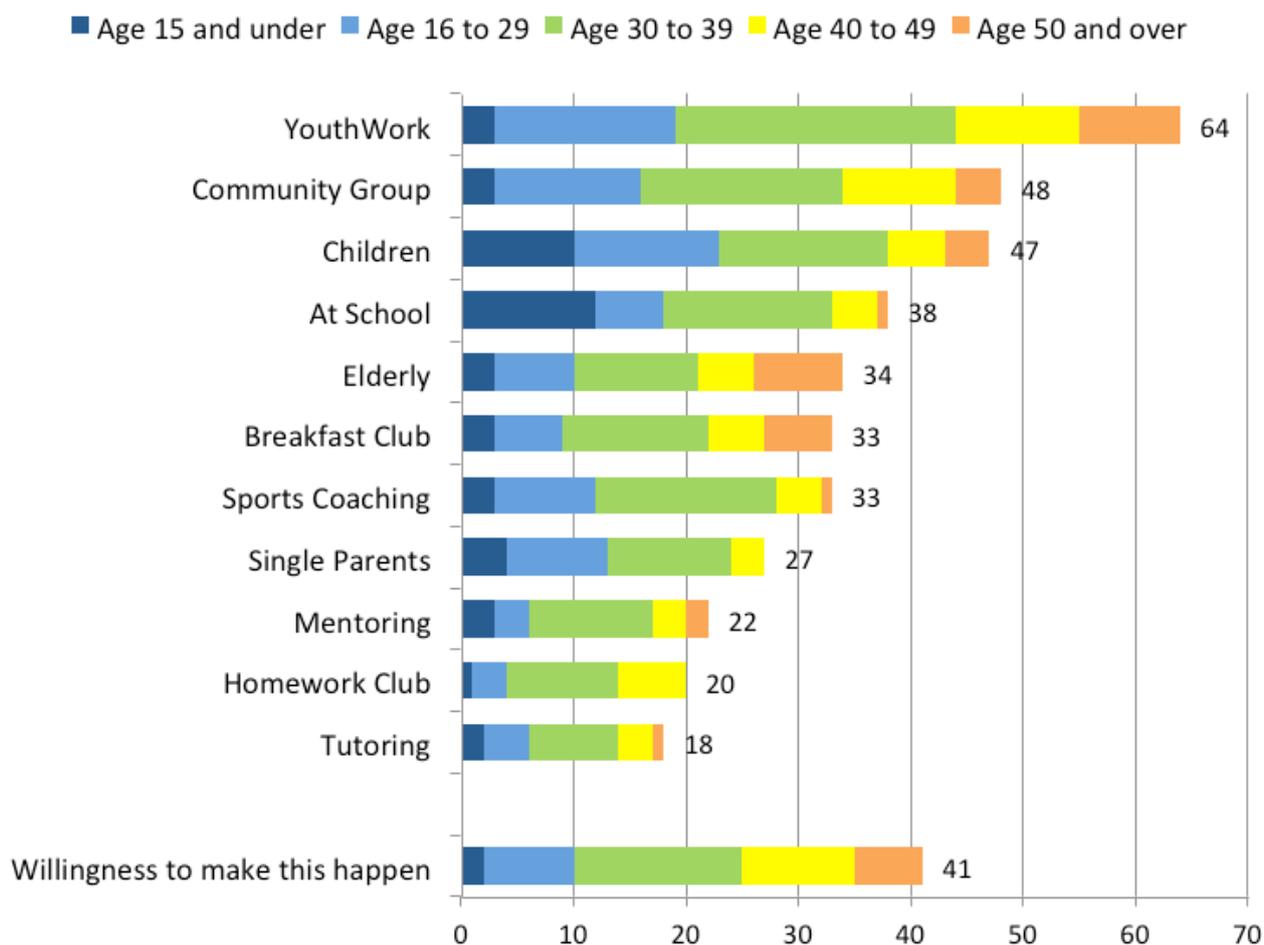
Sport and recreation breakdown by gender



Helping Others

The majority of respondents (129 out of 156) indicated they would be interested in some kind of activity that involved helping others in some way. Overall, preferences for the ways of helping others were ranked as shown in the graph below.

Ways of helping others age breakdown

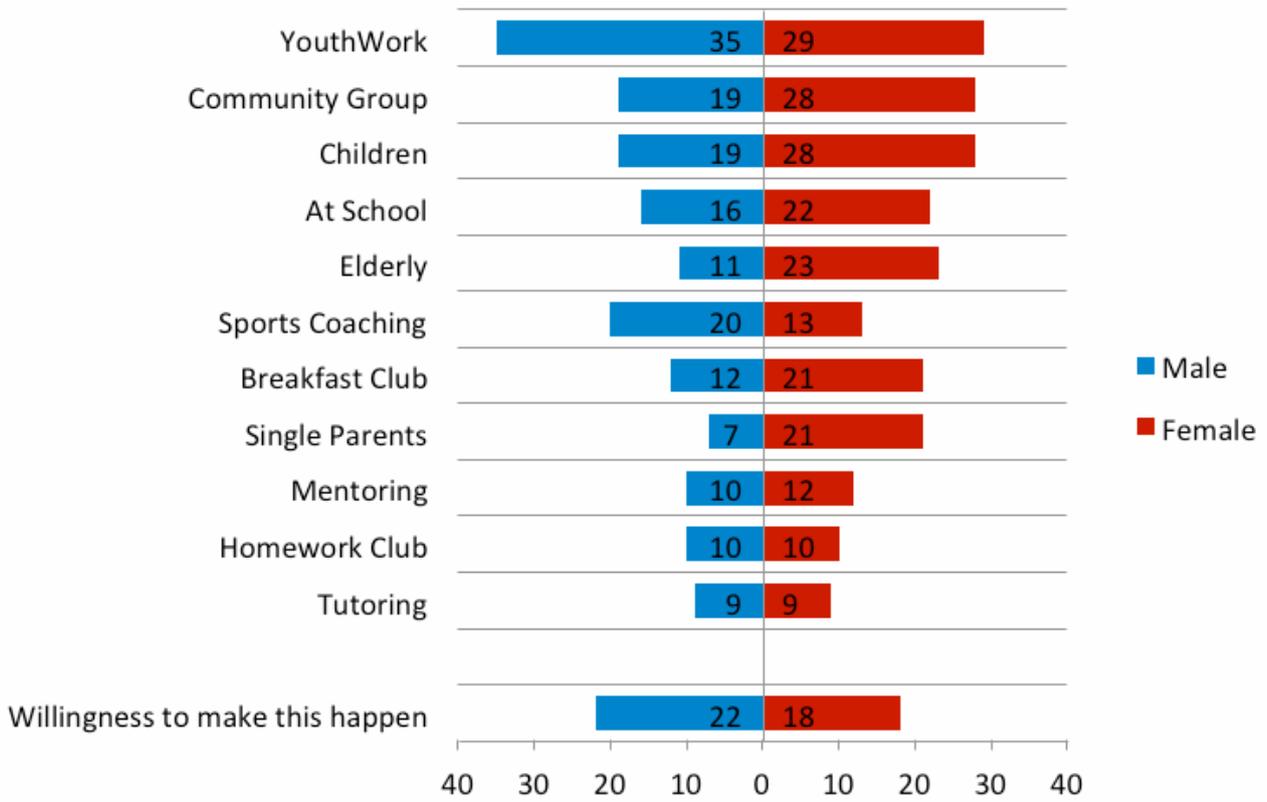


The highest ranking ways of helping others were *youth work* (64), followed by *community groups* (48), *children* (47), and *at school* (38).⁴ Forty one respondents indicated they had 'willingness to make this happen'. In terms of preference rankings by age, for those aged 15 years old and younger, the most popular responses were *at school* (12) followed by *children* (10). The 16 to 29 age group preferred *youth work* (16), followed by *children* and *community group* (each with 13 participants). Both the age groups 30 to 39 and 40 to 49 ranked *youth work* the highest (25 and 13 respectively), followed by *community group* (18 and 10 respectively). *Youth work* was also the most popular response for those aged 50 years and older (9), followed by *elderly* (8).

As depicted in the graph overleaf, of the 67 female respondents, *youth work* was the most popular response (29), followed by *children* and *community group* (28 participants each). For the 61 male respondents, *youth work* was also the most popular response (35), followed by *sports coaching* (20). In terms of willingness to help make this happen, 22 males and 18 females indicated their interest.

⁴ It should be noted that it is difficult to determine precisely what is meant by some of these categories and it is also possible that there is considerable overlap between categories (for example, the category 'youth work' might overlap with the category 'children' or 'at school'). It is telling, however, that work with younger people generally is prominent.

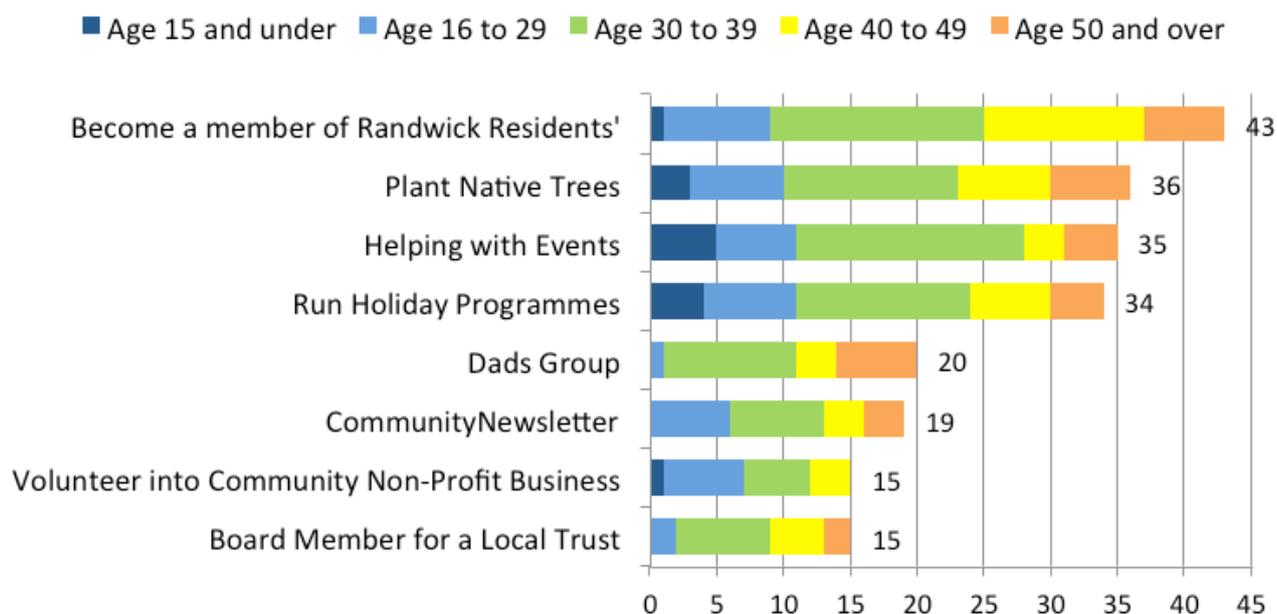
Helping others breakdown by gender



Community

A considerable number of respondents (95 out of 156) indicated they would be interested in contributing to the community in some form. Overall, preferences for ways of contributing to the community were ranked as shown in the graph below.

Community Breakdown by Age

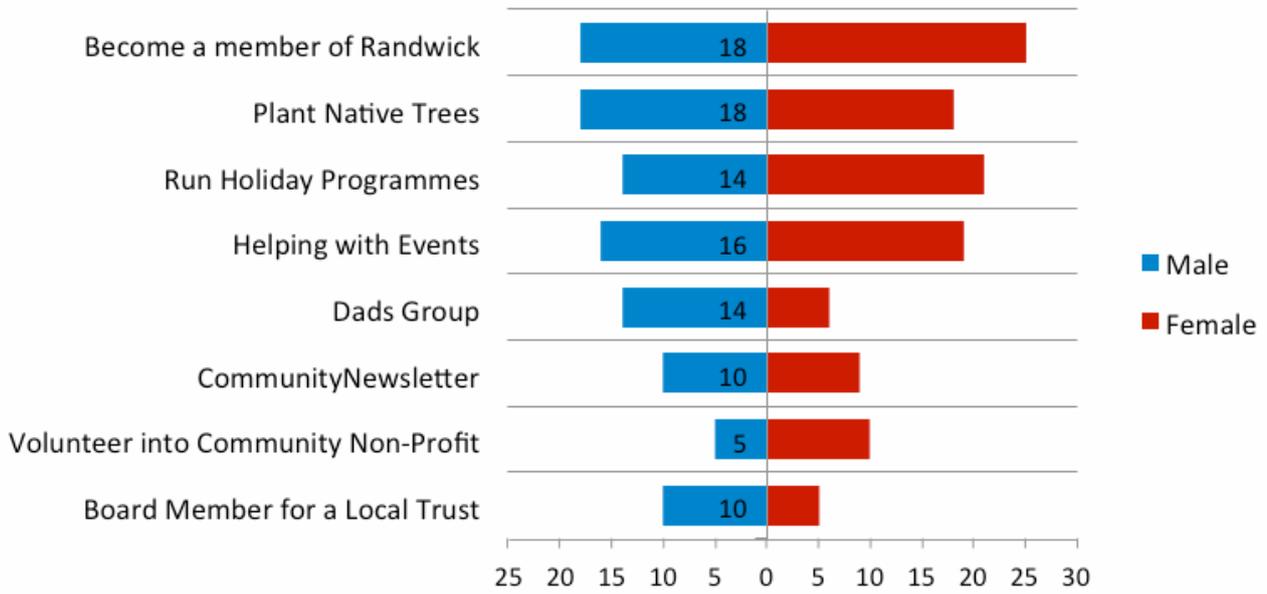


The most preferred ways of helping the community were *becoming a member of the Randwick Residents' Group*⁵ (43), followed by *planting native trees* (36), *helping with events* (35) and *running holiday programmes* (34). In terms of age preferences, the top two preferred activities of those aged 15 and under was *helping with events* (5) and *running holiday programmes* (4). The responses of the 16 to 29 age group were fairly evenly distributed over the choices offered. The 30 to 39 age group ranked *helping with events* the highest (17), closely followed by *becoming a member of the Randwick Residents' Group* (16). Those aged 40 to 49 favoured *becoming a member of Randwick Residents' Group* (12) and those 50 years old and over ranked *Dads' group*, *becoming a member of Randwick Residents' Group* and *planting native trees* highest (each with 6 participants).

As shown in the graph overleaf, of the 52 female respondents, *becoming a member of Randwick Residents' Group* was the most common response (25), followed by *running holiday programmes* (21). Of the 43 male respondents, the two equally highest responses were *becoming a member of Randwick Residents' Group* and *planting native trees* (each with 18 participants).

⁵ The Randwick Park Residents' Group refers colloquially to the Randwick Park Residents' Association Incorporated. Randwick Park Residents' Group is used here because it more accurately reflects the survey content.

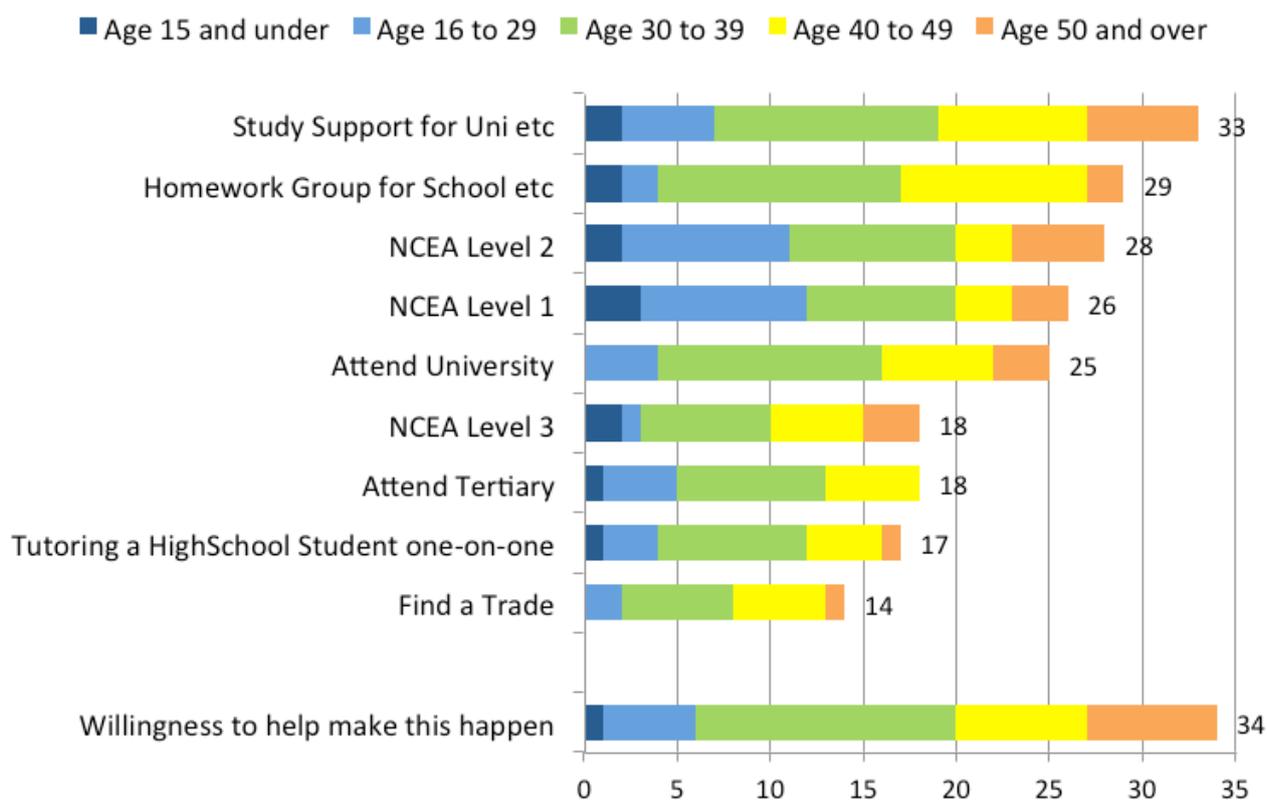
Contributing to the community breakdown by gender



Education for your children and grandchildren

Around half of the respondents (84 out of 156) indicated their interest in education for their children and/or grandchildren. Overall, preferences for education opportunities for children and grandchildren were ranked as displayed in the graph below.

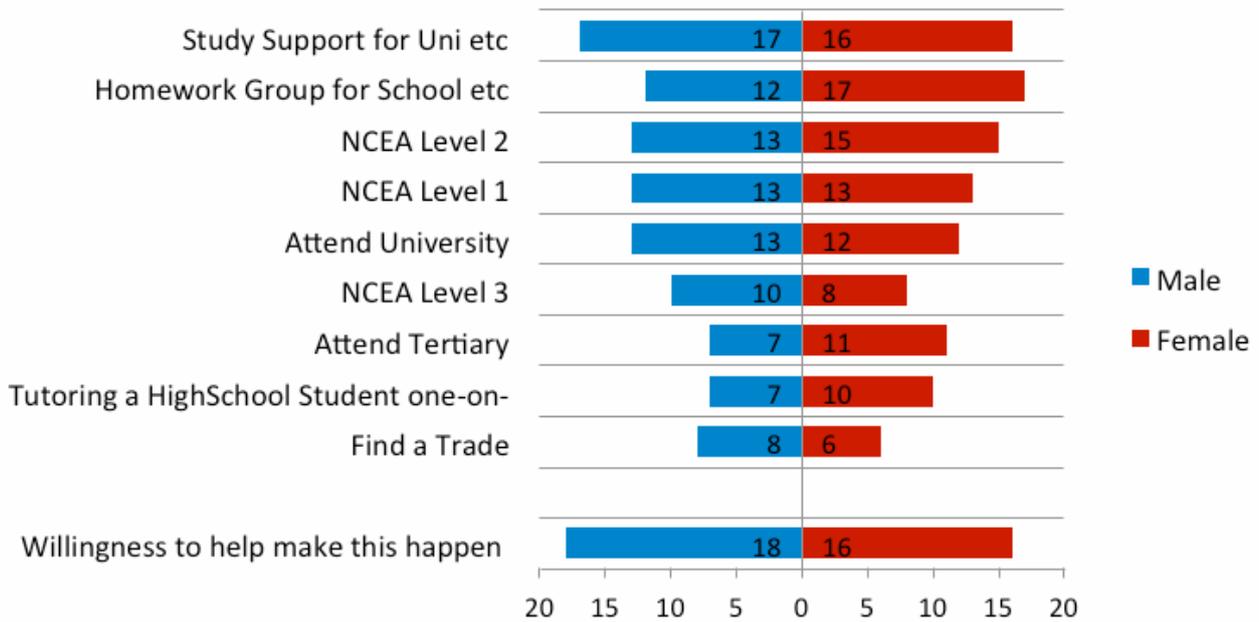
Education for your children and grandchildren breakdown by age



The highest preferences amongst the education options were for *study support for University* (33), *homework group for school* (29), *NCEA Level 2* (28), *NCEA Level 1* (26), and *attending University* (25). Thirty four respondents indicated that they had 'willingness to make this happen.' There were too few respondents in most of the age groups to show reliable patterns of response, with the exception of the 30 to 39 year age group whose main two preferences were *homework group for school* (13) followed by *attend university* and *study support for university* (12 participants each). Fourteen of this age group indicated their 'willingness to make this happen.'

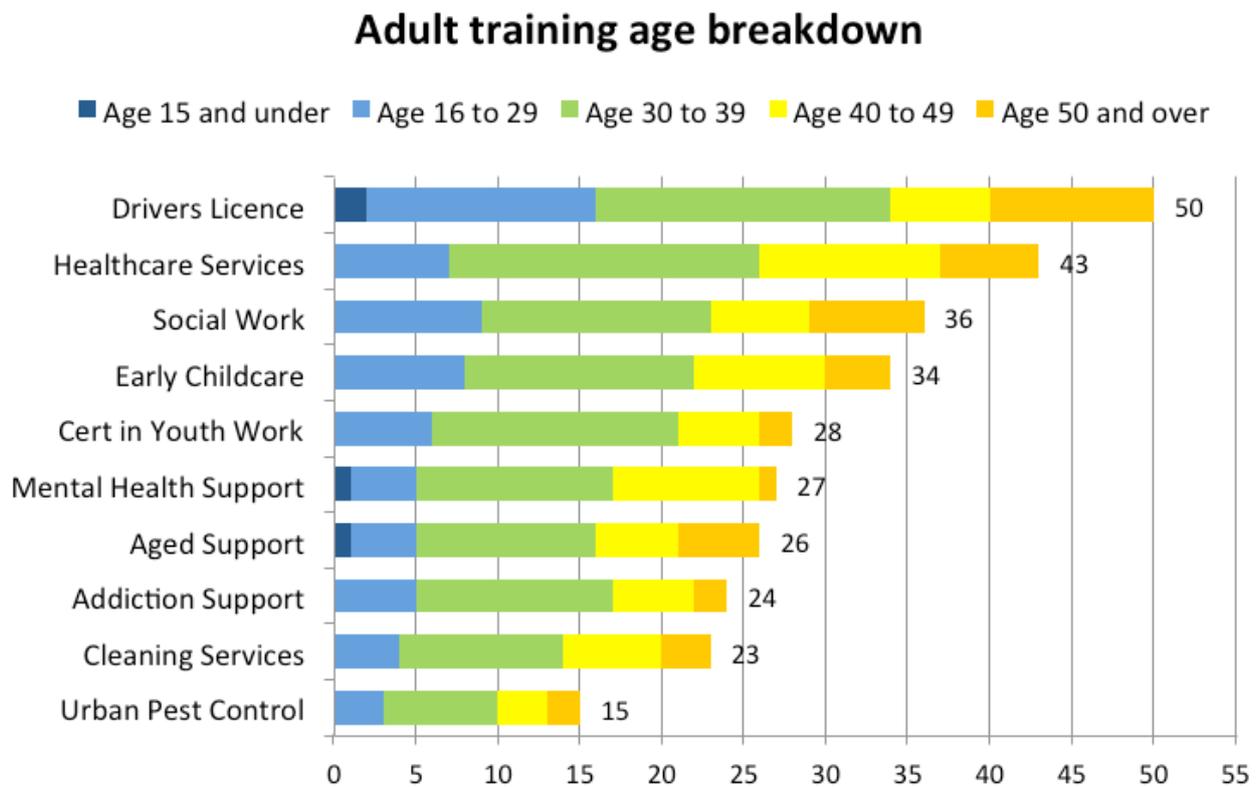
In terms of gender breakdown, of the 43 female respondents, the two most highly ranked responses *were homework group for school* (17) followed by *study support for university* (16). For the 41 male respondents, the most popular response was *study support for university* (17), followed by *attending university*, *NCEA level 1*, and *NCEA level 2* (each with 13 participants) (see graph overleaf for additional details).

Education for your children and grandchildren breakdown by gender



Adult Training

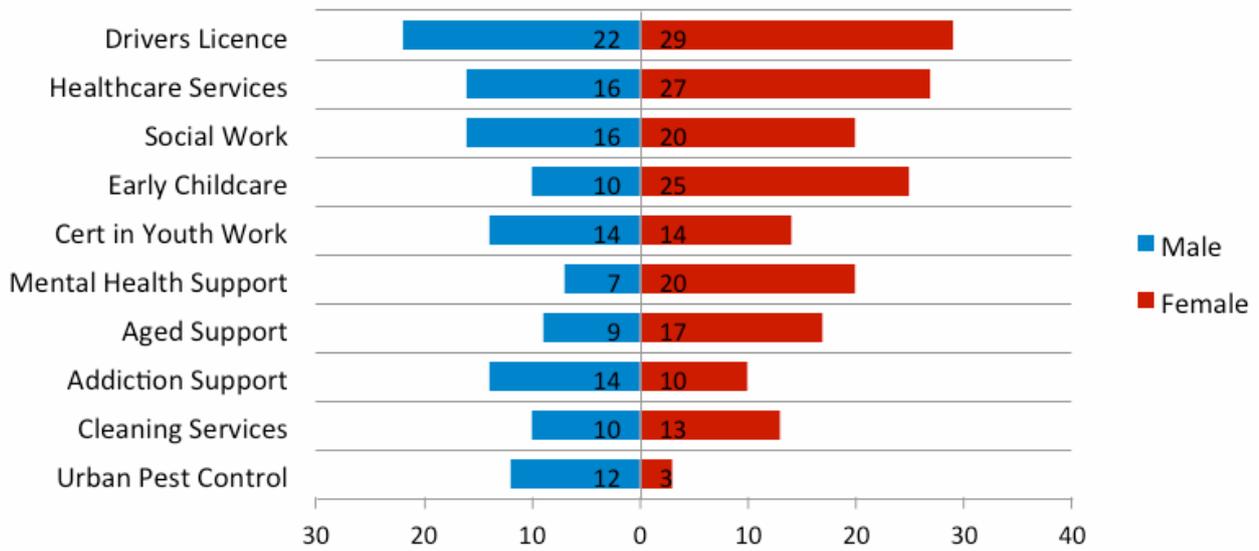
Just under two-thirds of respondents (97 out of 156) indicated their interest in adult training courses. The preferences were ranked as displayed in the graph below.



The most preferred topics of adult training were *driver's licence* (50), followed by *healthcare services* (43), *Social Work* (36), and *early childcare* (34). Very few respondents aged 15 and under answered this section. Preferences were shown by the other age groups however; those aged 16 to 29 showed a preference for *driver's licence* (14), followed by *Social Work* (9). The age group 30 to 39 stood out as showing the strongest preference for the adult training options and favoured *healthcare services* (19) followed by *driver's licence* (18). For those aged 40 to 49 the preferences were fairly evenly distributed over the options. The highest preference was for *healthcare services* (11) followed by *mental health support* (9). For those aged 50 and over, again preferences were fairly evenly distributed over the options, the highest being for *driver's licence* (10).

The breakdown by gender as displayed in the graph overleaf shows that of the 53 female and 44 male respondents, the most preferred adult training option was *driver's licence* (29 and 22 respectively) followed by *healthcare services* (27 and 16 respectively), and *Social Work* for males (16).

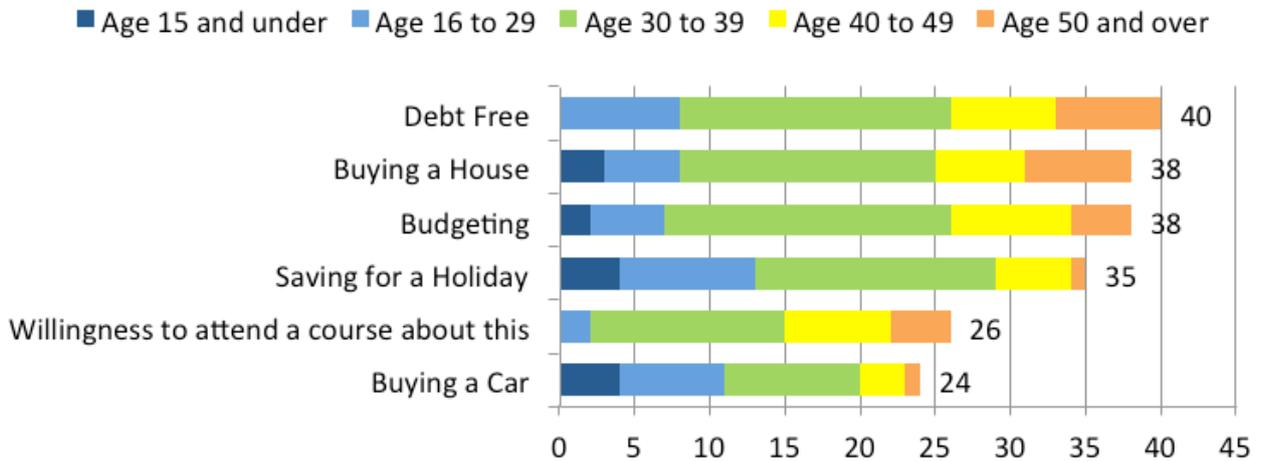
Adult training breakdown by gender



Financial

Around half of respondents indicated their interest in some kind of activity focused on finances (84 out of 156). Overall, preferences for financial topics were ranked as follows:

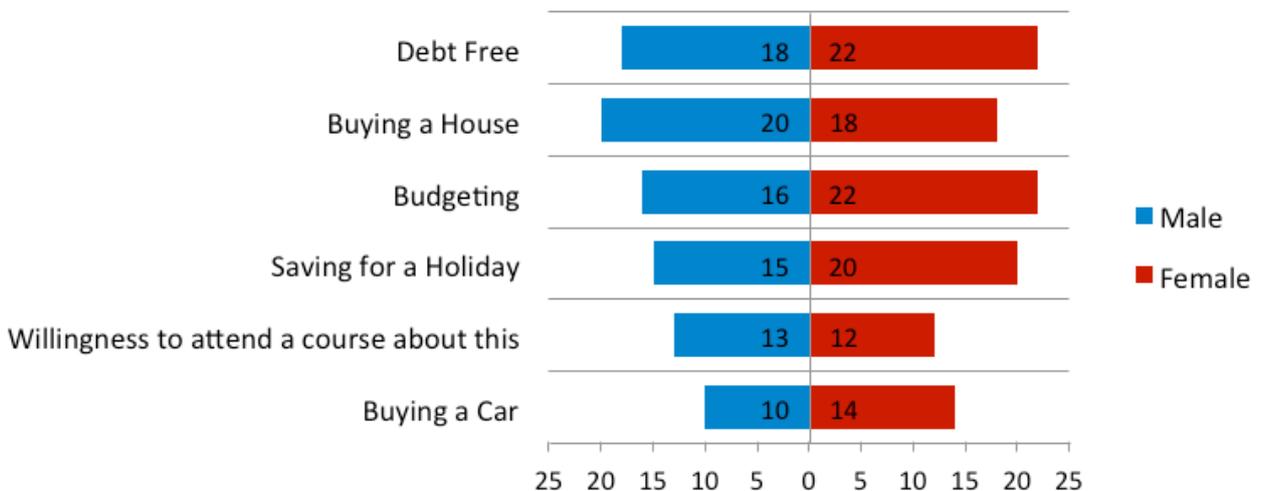
Financial breakdown by age



The main topics of interest were becoming *debt free* (40), *budgeting* (38), *buying a house* (38), and *saving for a holiday* (35). Very few respondents aged 15 and under answered this section and only two of the groups comprised 20 or more respondents. For the age group 16 to 29, apart from *willingness to attend a course*, the other options received fairly even levels of preference, with *saving for a holiday* the most preferable (9). Apart from *buying a car* which was the most popular (17), choices were fairly evenly spread across the other options for those aged 30 to 39.

As displayed in the graph below, the top two preferred activities by gender were *budgeting* and becoming *debt free* (both 22) for the females (a total of 41 respondents) and *buying a house* (20) and *debt free* (18) for males (a total of 42 respondents).

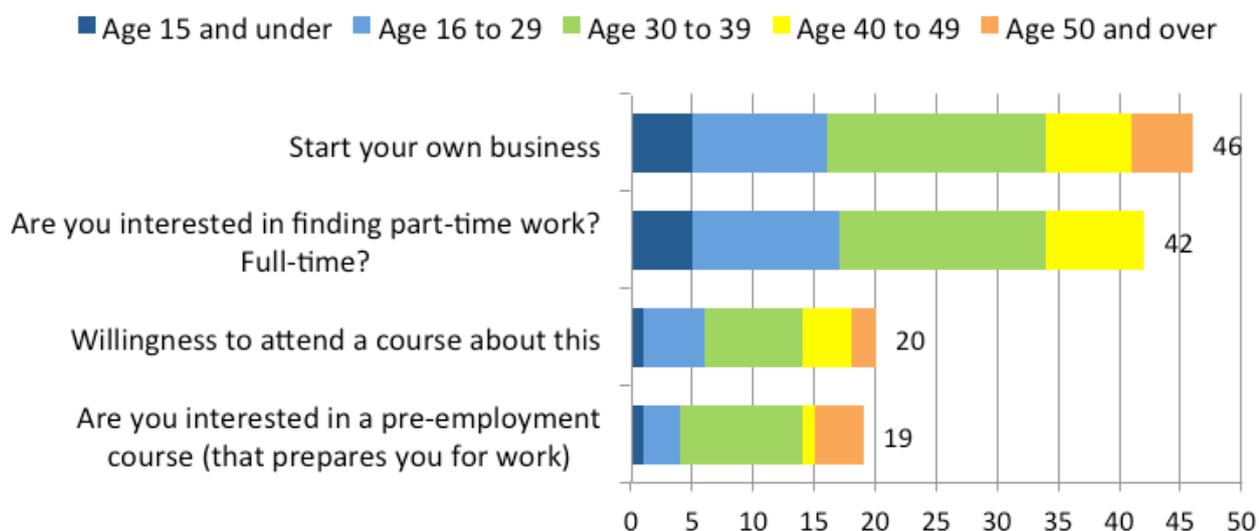
Financial breakdown by gender



Employment

This section attracted the least number of responses (75 respondents out of a total of 156) indicating slightly less interest in these areas. Overall, preferences for employment related topics were ranked as follows:

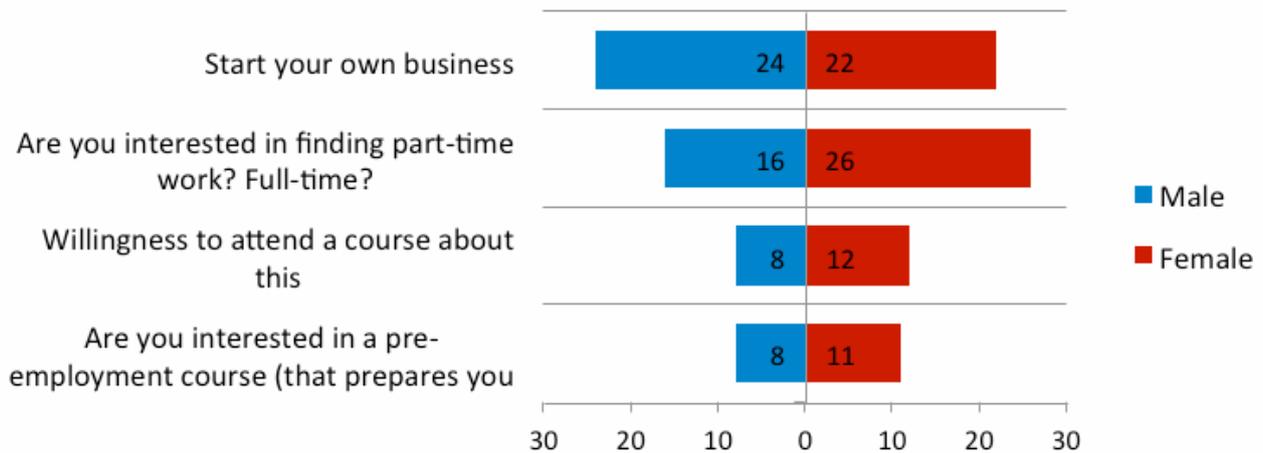
Employment breakdown by age



The highest number of responses was for starting one's *own business* (46), and looking for part-time or full-time work (42). Interest in attending a course received only half of the responses of these groups (20 for a course more broadly and 19 for a pre-employment course). The only two age groups large enough to show any preference pattern, were those aged 16 to 19 who signalled the most interest in *finding work* (part time/full time) (12), or to *starting own business* (11), and those aged 30 to 39 who showed a preference for *starting own business* (18), followed by interest in *finding work* (part time/full time) (17).

In terms of gender breakdown (see graph overleaf), of the 39 female respondents, the two most popular responses were interest in *finding work* (part time/full time) (26) followed by *starting your own business* (22). The male respondents, of which there were 36, had the same top two preferences with the most popular being *starting your own business* (24), followed by interest in *finding work* (part time/full time) (24).

Employment breakdown by gender



Participants were also asked what kind of work they were looking for. Sixty seven of 156 respondents answered this question. Sixty of the responses could be classified as follows:

Kind of work	Count
"Anything"	16
Trade	14
Professional / business / managerial	9
Clerical / sales	8
Driver / machine operator / factory	7
Service	6

Respondents were also asked if they had any business ideas. Thirty four people responded with their ideas although no consistent pattern was evident. A list of all responses and full counts of both these additional questions are given in Appendix C.



Qualitative Analysis

The qualitative analysis of the three longer surveys is presented in two sections, the first answering the question 'what are the hopes and dreams of local residents?', and the second looking at 'what do local residents believe it would take to achieve their hopes and dreams?' Each section has been analysed thematically. The relative dominance of these themes is depicted visually in word clouds and a quote which most accurately captures the essence of each theme is presented at the beginning of each section. Each theme is discussed in turn and draws predominantly on participants' verbatim responses.



WHAT ARE THE HOPES AND DREAMS OF LOCAL RESIDENTS?

In this section we turn our attention to the in-depth aspects of the research, drawing particular attention to the following two questions:

- What are the short term hopes and dreams of Randwick Park residents?
- What are the long term hopes and dreams of Randwick Park residents?

Dominant themes have been identified in the participants' responses and each of these is presented below. Before proceeding, however, it is interesting to note that the responses to these two distinct questions shared many features. While the community team who organised the research might have anticipated distinct short and long term responses, we found that residents' hopes and dreams in the short term and the longer term were not clearly distinguishable. It is unclear why the results are so similar. One possibility is the framing of the questions around hopes and dreams, which initially asked about one's hopes and dreams for the next year, followed by subsequent questions asking the same for the next five and ten years. It is possible that participants didn't anticipate the longer term questions and, therefore, had exhausted their responses after the first. It is also possible that participants simply didn't focus on the time frames and simply recorded their general hopes and dreams. Alternatively, the similarity could be because residents could not imagine having achieved their short term goals after one year so simply restated them in the following questions.

Given the results for both short and long term hopes and dreams were so closely aligned, the following section presents the results for each together.⁶ Twelve dominant themes are discussed including employment, housing, travel, family, children, education, finances, community, wellbeing, transport, retirement and sport. Each of these themes is represented in the word cloud below.⁷



Figure 5. Hopes and dreams thematic word cloud.

⁶ Where a difference is noted between short and long-term hopes and dreams, this is highlighted in the text.

⁷ It should also be noted that the font size represents the relative quantity of times each theme was mentioned.



'have a good job'

Employment

In participants' short term and long term hopes and dreams, the most prevalent of all themes focused on securing employment which was valued very highly. Longer term responses also included a subtheme of becoming self-employed. Securing employment, that is finding a job as well as having secure employment, included participants indicating their desire 'to get a job'⁸, get a 'new job', 'have a good job', be an awesome 'career woman', and get 'back in the workforce.'

A range of specific jobs were mentioned. The responses included: 'to be earning a lot of money by doing the work I love which is teaching music and dancing', 'qualified social worker i.e. a secure job', 'youth work (paid)', 'start a mussel farm', 'working as a bartender in a great club or be a "DJ"', 'dream is to become an NZ police officer', 'employed as a chef', 'office work or café work', 'become a music teacher in schools (primary schools)', 'working a HR job', 'a job at a bank as a teller and work up to a higher position', 'become a successful businessman', and 'working and happy – courier driver.'

A considerable number of participants also specifically mentioned the amount of work they wanted to secure. This often focused on regular or sustained work or focused on changing their work status from part-time to full-time employment. Specific quotes include, desiring 'regular work', 'hopefully to get a full time job and work more working hours', and 'maybe and hopefully would have part-time work'. Securing employment and having stable employment was also sometimes bound up with a commitment to the family. The following quotes capture the sentiment of those participants for whom family was important: 'everyone having a job to support the house/property', 'get a full time job to help my family', and 'to be working fulltime and still being a role model mum for my kids by working.'

Many participants hoped for what they considered to be better employment. Sometimes participants' comments focused on better pay and sometimes comments focused on job satisfaction. The following are examples: a 'high paid job', 'like to have a career I enjoy doing', 'get more employment, earn more money to become financially stable in work that I enjoy like hospitality industry.'

A minority of participants also discussed long term aspirations to own their own business. Participants discussed a range of hopes and dreams with respect to specific business enterprises. The following quotes are illustrative: I want to 'run my own studio and sell my own records', 'own a dance studio', 'possibly start own business – office moving', 'run my own business to do with baking, cooking or arts and crafts', 'chef running a restaurant', 'have my own business – a burger and ice cream parlour', 'I want to be a 'partner in a fashion business.'

⁸ Quote marks are used to denote the precise words used by participants.



'own a home'

Housing

The second most dominant theme in the long term hopes and dreams of participants was broadly around housing. This was also a key feature of participants' short term aspirations. A handful of participants hoped to improve their current home: 'finish painting inside our house', 'work on home – build new kitchen.' The theme of housing also had subthemes of moving house and home ownership. Moving house was mentioned twice as many times in participants' long term hopes and dreams than their short term aspirations. Moving house included general desires for a 'different house' or moving to an apartment but also included participants who were considering moving because their current home was too difficult to maintain: 'thinking of selling up – place is too hard to look after.'

Larger homes were oft specified and participants shared their desire to 'move to a new bigger house', and 'to move, have a bigger plot of land for garage.' Furthermore, a number of younger participants hoped to move out of home: 'move out on my own', 'moved out of home – stay in Randwick area.' Although the previous participant was committed to staying in Randwick Park, others hoped to leave the area: 'find a bigger house, out of Randwick Park', 'move out of this neighbourhood'. A minority of participants had very specific destinations in mind: 'move to Te Puke', 'move back up North', 'move back to Pukekohe.'

Home ownership was mentioned three times more than moving house and mentioned four times more often in participants' long term hopes and dreams than their short term hopes and dreams. Participants spoke of hoping and 'dream[ing] to own my own house': 'always wanted a house of our own'. Others dreamed of building an investment portfolio: 'house paid off, own a rental property, want to stay in Randwick', 'buy a rental property and set up a future for my children.'

Saving and mortgages were brought up a number of times in relation to home ownership. The following quotes capture these sentiments: 'mortgage, for that to be my only debt', 'to finish my house mortgage', 'start saving for our own home or a deposit for one', 'saving to buy a home – improve quality of life for kids', 'saving for our beautiful home'. A number of participants also wanted to construct their own home: to 'build a dream house', 'build a different house', 'build a new home', dreaming of 'building and owning dream home.'



'a family holiday'

Travel

Survey respondents often mentioned travelling as both a short and long term hope and dream. Almost twice as many participants indicated this was a long term desire. This ranged from general expressions 'to travel', 'do some travelling overseas', and 'travel the world', to more specific travel destinations within New Zealand ('travel – nationally, explore NZ') or internationally ('do quite a bit of travelling like the Islands', 'travel – Egypt and/or Asian country Phuket', 'travel – Germany/Europe' or 'travel to America').

Family oriented travel dominated participants' narratives, more specifically, the hope to travel **with** family: 'vacation with family', 'world tour with family', 'we never had a break, also have the moko with us', 'looking forward to going on a family holiday'. Just as prevalent was the hope and dream to **visit** family, both within New Zealand and overseas: 'visit family around NZ', 'go and visit my family out of town', 'go for a trip to Australia to see family', 'to travel to Italy because some of my ancestors are buried there' and 'visit my name-sake in Australia'. Notable was the desire to travel back home, whether that be to one's homeland ('a trip back to Tonga', 'one day take my children to Samoa for a big holiday and meet my parents and aunties and uncles', 'take my daughter to Tonga where her mum is from') or within New Zealand ('returning home to 90 mile beach', 'living in Bluff (back home)', 'be at home on my Marae').

Although family oriented travel dominated the responses and the majority of participants would 'love to travel with the kids', a select few highlighted that family responsibilities were or had been a barrier to travel. The following quotes are illustrative: 'to travel now that most of my children have grown up' and 'to buy a camper van and travel. Realised our life is based around grandchildren and we haven't had a life.'

A minority of participants hoped to one day leave New Zealand and settle overseas: I want to 'live overseas', and I want to 'set up house and home in Melbourne Australia' are illustrations of this desire.



'starting a family'

Family

Family specific hopes and dreams were mentioned in response to the long term questions close to twice as many times as in the short term responses. A large portion of these participants expressed a desire to start or extend their family: 'I hope to do and enjoy life as a parent', 'preparing for motherhood', 'to get ready for baby no.2', 'adopting a child', 'have a big family with plenty of kids'. Spending time with family, specifically grand/children, was also important: 'to be involved with my son a lot more', 'take more time for my granddaughter', 'be a good parent to manage my teenage daughter'. In participants' responses to the long term questions, a number hoped to become grandparents; 'waiting for grandkids', 'being around for future grandkids and have the energy for them.'

Many also dreamed of and hoped 'to get married to my soul mate', be 'married to partner', 'happily married with a family'. Marriage was four times more popular in the long term as compared to short term hopes and dreams. A handful of participants hoped for and dreamed of having a 'new relationship', or 'finding a healthy relationship.'

General family oriented hopes and dreams included offering support to family members: 'to be noticed as a good mum/sister/helper for community/family', 'help our families – physically, support.'

Additionally, a few older participants expressed a desire to be around to celebrate family members' milestones. Comments include: 'dream to be still alive and to see my moko's 21st', 'celebrate daughter's 21st', 'see my granddaughter's 21st', 'still alive, see my moko married.'

'kids happy and at school'

Children

Although some participants channelled their hopes and dreams in relation to their children unprompted, some of the surveys asked participants specifically about their hopes and dreams for their children. Parenting was mentioned a few times; parents hoped to be 'a good parent', 'to be the best dad I can be', 'be a great mum', 'someone my kids still look up to', 'guide the kids to still be doing well'. Many general comments were made such as 'my hopes and dreams are to see my children and my mokos achieve their goals in whatever they choose in life', 'for my kids to be strong', 'settle in and just be there for my children with academic and also after school activities that they be involved in'. The health and wellbeing of family was also commented on: 'health of baby and child', 'my oldest child has [name of specific disability]⁹, most of my hopes and dreams involving him be able to do what everyone else can do', 'improve the wellbeing of my oldest child who has special needs.'

Many participants hoped for their children to be independent, financially stable and settled in the long term. Hoping 'my kids [are] able to stand on 2 feet', 'children are settled with their families', 'kids moved out/settled/happy', 'still close with kids, kids all settled', 'they will be God-fearing, finish their studies and got a good job for their future', 'would like to see kids in a stable relationship but want them to further career and training rather than settling too young', 'better life for my kids, keep in school, into training courses, into work, out away from street', 'to have their own homes and to be happy and healthy and financially stable.'

As is evident in some of the quotes above, a key subtheme was hopes and dreams around children's education, with the majority of participants with children mentioning school or education: 'enrol my children in schools', 'that my girls ... have the best start to school', 'children do well at school – learn lots and do well for the teacher', 'I see ... my children being great and enjoying learning at school', 'good education for grandchildren', 'better education for my son', 'for my children I want them to continue with education', 'I hope for my son to have enough credit to pass level 2 NCEA', 'like my children to go to uni'. A handful of parents with younger children or those who were expecting children, also specifically mentioned ensuring their child was enrolled in day care.

*'complete my studies
with a high level'*

Education

Numerous participants hoped to pursue, finish and excel in their education. A range of tertiary and other training courses were specified, including hoping to 'finishing teacher training', complete a 'cooking course at MIT', 'level 6 business studies', 'pass level 2 computer course', be 'graduated with HIPPY', 'studying – youth work, move into Social Work degree', 'studying in personal training', 'to be qualified as a hairdresser and early childcare teacher' as well as trades such as 'completing course or apprenticeship building' and 'becoming a qualified mechanic'. A significant emphasis was placed on completing, passing and achieving in courses; participants hoped to 'start a course and finish it', 'pass studies this year', 'complete my studies with a high level qualification', 'study to get my grades up for nursing', 'to finish uni and achieve and pass with good grades.'

⁹ The name of the disability has not been noted here to avoid unintentionally revealing the identity of the parent or child.



*be financially stable
and debt free'*

Finances

Finance was another theme mentioned in participants' long and short term hopes and dreams. In the case of both long and short term, wealth accumulation was mentioned three times more than debt elimination. Participants hoped to 'save money' and become 'financially stable' and 'save up' for a variety of specific items including travel, vehicles and homes.¹⁰ In terms of debt reduction, participants indicated desires to have their 'finances sorted: savings, paying of fines, paying of loan', 'work and be debt free', 'get out of debt.'



helping the community'

Community

Numerous participants had general hopes and dreams specific to the Randwick Park area. Safety, particularly the safety of children, was a key feature of this theme. The following quotes capture participants' hope and desire for a safe community: 'safety, playground for kids', 'my hope is for Randwick park to remain peaceful and clean', 'all I have ever wanted is to have a peaceful neighbourhood so if I have children they can grow up in good environment', 'I hope that Randwick Park is a safe place to live and raise a family', 'all what we hope to have [is a] more secure area in Randwick Park for our children in future', 'hope Randwick becomes the safest neighbourhood where everyone can leave their doors open without worrying.' Specific hopes and dreams included participants mentioning that they would 'like to see bottle stores closed down', 'like to see pokie machines shut down', and 'like to see a multicultural Marae built in Randwick.'

Moving beyond an expressed desire for safety, many participants indicated a desire for 'a happy community' and wanted to be more involved: 'helping the community', 'more involved with the community work – community functions/events', 'actively involved in sports and programmes and to help each other in community', 'to be active member of community group, taking care of place I live in', 'become a good resident helping people of different communities', 'continue to play a leadership role in community', and 'passing on community knowledge to someone else'. A neighbourly focus and a desire for 'good direct neighbours, more connection with neighbours, can then share interests etc' were also important to some. Gardening also received a special mention with a couple of participants expressing a keenness for 'community gardens' and a willingness to 'help put in a community garden.'

Community engagement with a youth focus was also important for many participants: 'working with young group, make a better area or a community where you can with a lot of people', 'part of the community youth group either volunteering or even working with it part-time', 'to be a youth leader', 'still doing youth leadership', 'be involved in a programme with kids/sports, like what's happening at Park. Helping kids that got nothing. Be around kids take them out.'

¹⁰ One person also hoped her children would have their own bank accounts.

'be well'

Wellbeing

The theme of positive wellbeing was a hope and dream equally prevalent across both short and long term question responses. The responses encompassed a variety of answers and comprised physical, mental and spiritual health. The majority of participants who referenced the theme of well-being aspired to be 'fit and healthy', 'enjoy good health', 'aim to lose weight and eat more healthier', and 'be well!!!' Some participants articulated a personal responsibility to respond to their health and well-being issues: 'I need to deal with my health issues', 'to get full recovery of health so I can return to full time employment', 'confidence in myself that I can do the job I want to do.'

There was a strong emphasis on specific activities that participants could perform, ranging from the general ('keeping active', 'more mobility', being 'more active – get fit – get well', 'stronger, fitter, more active') to the more specific ('like to do a half marathon'). Numerous participants hoped to 'give up smoking' and one participant specified the desire to 'be spiritually strong'. A number of participants had the short term hope and dream of self-improvement: 'better myself', be 'better than I am now', 'to stay out of trouble', 'stay away from street', 'hang around the right people', and be 'more independent'. There was also a broad spectrum of general comments: 'getting up each day', 'still keeping alive', 'healthy, wealthy, wise', to 'better living', and 'living the life, freedom.'



Other and Summary

Some responses did not warrant their own theme but were still mentioned a few times. For example, a number of participants shared their short and long term hopes related to transport. Many of these comments focused on getting a driver licence ('car with fulls', 'by end next year will have full licence', 'restricted licence', 'motorbike restricted') or purchasing or paying off a vehicle ('own my own car', 'getting a job/car', 'have a vehicle', 'need to buy a van', 'car is paid off'). An additional minor theme was broadly defined as sports. Participants indicated their hope to be involved with sport: getting 'into hobbies and sports a bit more' 'playing soccer at a social level', 'more running and cycling', 'table tennis club happening.' A more detailed breakdown of respondents' sports interests was seen in the sports and recreation section of the short survey. A number of participants wanted to work on their gardens, music or song writing (perhaps even generating a supplementary income this way) and improve communication skills. Some older participants also hoped to be 'on the way to retirement.'

Overall, participants' hopes and dreams were overwhelmingly practical. Conventional life course milestones were highly valued as participants hoped and dreamed of securing a decent job, owning a home, starting a family, as well as being educated, financially stable, healthy and involved with their community. All of these areas could potentially be supported through the new community facility given its role as a central hub that has the capacity to connect the community through community groups, activities and events.



What do local residents believe it would take to achieve their hopes and dreams?

The survey questions regarding local residents' hopes and dreams were followed by a variation of the question 'what would it take to achieve this?' This section analyses participants' responses. Eight dominant themes are discussed including finances, support, individual qualities, education, employment, community, lifestyle, and transport. The relative dominance of these themes is depicted visually below in Figure 6.



Figure 6. Achieving hopes and dreams word cloud.



Finances

The most dominant thing that participants felt they needed in order to achieve their hopes and dreams was finances; responses relating to finance was mentioned almost twice as many times as any other theme. Of those who indicated finances as a means for achieving their hopes and dreams, a third made general comments, over half specified wealth accumulation and budgeting, and a handful specified student loans and debt reduction.

Many participants felt they needed more income in order to achieve their goals and aspirations. The following quotes are illustrative: be 'financially secure', 'finances so I can have everything I earn to be available for the kids', 'a stable income or two'. Some comments were also related to retirement with one participant thinking that their 'retirement fund' would help support them to achieve their hopes and dreams while another felt it necessary to 'quit working and get superannuation.'

Many participants' comments focused on wealth accumulation and management with responses including the following: 'save; learning to be consistent in saving', 'budgeting probably (it's a "life skill")', 'saving and using money wisely to prepare for things that I need', 'being able to work hard to save money, budgeting my money properly', 'be more responsible with money', 'saving and not spending so much', 'saving – sticking to it', and simply 'save, save, save!'

Many participants' comments also focused on debt reduction and were typified by needing to manage or 'pay off' debt: 'paying bills – keeping finance in order', 'keep paying mortgage', 'need to sort out my debt issues', and 'pay off current debt, don't incur new debt'. A number of participants also indicated that 'finances skills training' or broader knowledge of financial processes was necessary to help them achieve their financial goals. The following quotes are illustrative: 'learn to save for my own home so would have to take on budgeting', 'I'd like to know what process is to be able to buy a house', 'training on how to own a home', 'need to find out about student allowance', 'finances ... where to go, how to start? How do I get out of debt?'



support is needed to do it

Support

Next to finances, support was considered the second most common requirement to achieving one's hopes and dreams. Sometimes this was discussed broadly while at other times it was more specific, noting the need for familial support. With reference to broad levels of support, participants made the following comments: 'knowing my networks', 'support groups', 'learning and listening to others around me for help', 'people to share the dream and support it', 'finding one or more people who want to invest their time, finances and energy', 'need to connect with others who share same interest'. One person also commented that organisations that are available to support the local community need to ensure that support is delivered and promises are kept: 'organisations that are meant to support us, actually following through with what they say in a timely manner.'

More specific support included that offered by family and friends, as well as the community more broadly. Friends and family were the most commonly mentioned anchors of support that could help participants to achieve their hopes and dreams: 'support = parenting', 'with great support from friends and family', 'looking after wife, happy wife, happy life', 'most of all support from friends and family', 'keep relationship strong', 'ensure my children are doing well in school by doing homework as a family after work', 'support for studies, life in general by family, other educated ECE peeps', 'support from family for all commitments', 'for my children, support from us parents, both moral and financial', 'have a better life plan for me and my children and spend more time with my children', 'encourage kids – learn English to help them with their schoolwork etc', and 'have a supportive family to back me up.'

Community support was also a prominent response and included the following comments: 'I always like to see a safe and friendly neighbourhood that support and look after each other', 'better neighbourhood watch', 'strong co-operation from all member of the community'. Mentoring was an additional form of support mentioned, with participants either indicating that they *wanted* mentoring in order to achieve their hopes and dreams ('someone to push me', 'someone to motivate and walk alongside', 'get mentor support from others for my dream', 'mentoring on how to apply for a mortgage / owning a house', 'tag along with people that already doing') or that they would be willing to *offer* mentoring or training of some description ('teaching others: crafts, mainly paper crafts', 'to look at training groups for singing dance', 'as I hold a Bachelor's degree I would support and mentor my mokos to excel and

achieve, 'I'd like to be invited to teach a group of young adults some skills: I could teach carving to young people. Teach how to draw design ... I could do a night class').



*'motivation, hard work,
mind set on the goal'*

Individual qualities

In addition to support from others, an overwhelming number of participants responded that a range of personal attributes would be required to achieve their hopes and dreams. Comments included the following: 'self-discipline', 'self-encouragement', 'self-motivation', 'commitment', 'skills and willingness to reach personal goals', 'plan – goals', 'mind-set – willpower, reason', 'never give up on hope and what you most want in life xoxo', 'just live life to the fullest', 'know what I want to do and to go for it', 'take charge of where I want to go in career', 'positive thoughts and actions'. Many also mentioned putting lots of effort into their studies; 'study hard', 'study and practice hard', 'commitment and perseverance in passing school with good grades', 'put my heart into it and study real hard'. Furthermore, 'time management', 'hard work' and dedication often featured in participants' responses: 'less procrastination', 'a good routine', 'work hard to the best of my ability', 'work hard and communication', 'work hard save hard and communicate with my partner and kids', 'need to develop work ethos', 'dedication and hard work to finish studies and do well in business', 'lots of dedication to work, learning new ideas and implementing them.'



'skills, training, education'

Education

Education was another dominant theme where participants' responses referenced an array of training, courses and upskilling which would aid them in achieving their hopes and dreams. Some responses mentioned training, upskilling or education more generally: 'study/education to empower myself', 'update my skills by getting more training', 'hard work attend classes and pass assessments', 'complete studies'. For the most part, however, participants named specific universities, courses or subject areas which they intended to pursue: 'gain skills for work – caregiving', 'study childcare', 'experience or learning the basics for building', 'I need to do a course electrical engineering so I can buy parts and fix stuff', 'do a course in graphic designs', 'need to attend training, an apprenticeship in butchery', '3 years training to become a sous chef', 'study all the things that have to do with becoming a manager', 'I would need to do parenting courses', 'diploma or degree in business', 'English course for work purposes.'



'job seeking'

Employment

Employment was also a prominent theme among participants' responses with most referencing finding employment a priority. Two key subthemes emerged around employment related responses; around half of participants who indicated that it would take employment to achieve their hopes and dreams, specifically stated that they would need to seek **employment** and a quarter that they would require **work experience**. Seeking employment included responses such as 'finding appropriate work and having appropriate work skills', 'looking for new job', 'be back in the workforce', 'start applying for work through agencies', 'keep eyes open and ears to the ground for a new job', 'continuously working on finding a job'. Participants who specified work experience included responses such as 'just work hard and do more work on cars to get more experience', 'start from bottom work experience and climb the ladder from there', 'study and work – gain experience to help own your own company', 'more experience at work for owning my own business', and 'grow in knowledge; get better at work'.

Furthermore, a number of participants also responded that to achieve their hopes and dreams they would need support to find a job: 'support to upgrade my skills for employment', 'finding work support', 'new skills training/support for a different job', as well as support to create a 'good CV'.



*'strong cooperation from
all the members of the
community'*

Community

Community involvement and awareness were important for some participants to achieve their hopes and dreams. Many participants indicated a need to 'get involved' with the community, including offering their time and skills. The following quotes are illustrative: 'finding out what's in [the] community', 'if there were ways to connect in the community then I could get more involved', 'strong cooperation from all members of the community', 'find places to do voluntary work in community', 'getting to know community – and other Tongan families'. One person also felt that email reminders from community-based organisations would be helpful to remind him to 'attend more meetings'.

Participants sometimes had specific ideas about how best the community could support them in their endeavours. Suggestions included: 'drop-in centre for anybody, need something to encourage elderly to come out of their houses, setting up outings, activities', 'career services in RP', 'better neighbourhood watch', 'road patrols to crack down on crime/violence' and 'more elaborate play parks, family activities from the community house, I've got little kids. The playgroup at the community house has lost all its zing, "more zing".'

'healthy lifestyle'

Lifestyle

Another emergent theme was that to achieve their hopes and dreams, respondents would need to make some lifestyle changes, primarily around health and exercise. The following quotes capture these sentiments: 'change of lifestyle', 'good health, keep doc appointment', 'be more active, get involved in activities – asthmatic and diabetic', 'balance diet', 'need to live more healthy, change eating habits', 'give up bad habits', 'doing more training with Zumba, and controlling the way I eat', 'physical training e.g. cardio and weights', 'a lot of physical training!'¹¹

Not all lifestyle comments, however, related to health. Becoming more mobile by gaining a driver licence or purchasing a car was also considered a pathway by some participants to achieving their goals. Not having to rely on others was perceived to be a considerable benefit.

Summary

It is interesting to note that there were many examples of the hopes and dreams of participants being closely linked with what they believed it would take to achieve those hopes and dreams: many participants stated that they dreamed of owning their own home, then specified that finances and securing employment were required to achieve this dream; participants hoped to become more involved in the community, and then explained that in order to achieve this, they needed greater awareness of the opportunities available in their community; others desired paid employment and understood that this required job seeking and qualifications; still others wanted particular qualifications and recognised that they would need to commit to certain courses to achieve this. Notwithstanding the structural obstacles that some of the Randwick Park community might face, it seems that participants had clear understandings of what was required for them to meet their aspirations.

¹¹ A link was also identified by one person between improving their health and well-being and improving their capacity to work more hours, earn more money and reduce debt levels.



Where to next?

This project was borne from the Randwick Park community. With this in mind, it is not RIMU's place to suggest how the research team (comprising Randwick Park Residents' Association, Urban Neighbours of Hope, Warriors of Change and the Manurewa Advisory Group) should proceed. That said, the results have revealed some key insights that could be valuable to consider when planning for the future.

Although one might expect that questioning people about their hopes and dreams might evoke an array of elaborate fantasies and ideals, it is evident that participants' hopes and dreams were overwhelmingly practical. Conventional life course milestones were highly valued as participants hoped and dreamed of securing a decent job, owning a home, starting a family, as well as being educated, financially stable, healthy and involved with their community.

All of these community needs could be supported through the new community building to be built on Riverton Reserve, which has a unique opportunity to tailor relevant courses, training and community services to meet the expressed desires of local residents in different ways (providing support to individuals and families through community groups and events, providing sporting and recreational opportunities, offering practical advice and support for those entering the labour market, and providing education for those seeking assistance with financial and other matters, to name just a few).

Given the strong desire of many participants to both receive and give support to family, friends and the wider Randwick Park community (especially youth), the community is in an excellent position to leverage the multiple skills, qualities and qualifications that currently exist in the area. The Randwick Park building could serve as an important community anchor; a shared space where a connected community can come together and support each other to meet their collective aspirations.



Appendix A

Below is the short version of the Randwick Park Community survey.

RANDWICK PARK COMMUNITY ASSETS MAP SURVEY

QUESTIONNAIRE

This survey is part of a Randwick Park community development project by Manurewa Advisory Group (MAG) and Urban Neighbours of Hope (UNOH). You can drop this form off at 45 Secretariat Place or text Denise 021 08177764 (267 1913) or Dave 021 0825 6001 or Mary 021 2701703.

(You go in a draw to win a mobile phone if you live in Randwick Park and complete this survey)

PERSONAL DATA

Name	
Age	
Gender	
Ethnicity	
Address	
Contact phone numbers:	
1	
2	
Email	

Tick the boxes of the areas you are interested in if they were in Randwick Park.....

Hobbies and Interests					
Carving	<input type="checkbox"/>	Kapa Haka	<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>
Chess	<input type="checkbox"/>	Te Reo Maori	<input type="checkbox"/>	Bingo	<input type="checkbox"/>
Gardening	<input type="checkbox"/>	Indoor Bowls	<input type="checkbox"/>	Cards	<input type="checkbox"/>
Dance	<input type="checkbox"/>	Programme for Elders	<input type="checkbox"/>	Willingness to help make this happen.	<input type="checkbox"/>
Arts and Crafts	<input type="checkbox"/>	Weaving	<input type="checkbox"/>	Musical Instruments	<input type="checkbox"/>

Other ideas _____

Sports and Recreation					
Basketball		Cricket		Zumba	
Netball		League Marlins		Gym	
Volleyball		Soccer		Cycling	
Tennis Club		Boxing		Willingness to help make this happen.	
BMX		Walking Club		Running	
Scooter Club		Athletics		Babington	

Other ideas _____

Tick the boxes of the areas you are interested in if they were in Randwick Park.....

Helping Others					
Youth Work		Single Parents		Community Group	
Elderly		Mentoring		At School	
Sports Coaching		Tutoring		Breakfast Club	
Children		Homework Club		Willingness to help make this happen.	

Other ideas _____

Community					
Become a member of Randwick Residents' Group		Community Newsletter		Run Holiday Programmes	
Planting Native Trees		Helping with Events		Board Member for a Local Trust	
Dads Group				Volunteer into Community non-profit Business	

Other ideas _____

Education for your children and grandchildren					
NCEA Level 1		Attend Tertiary		Attend University	
NCEA Level 2		Find a Trade		Tutoring a High School Student one:one:one	
NCEA Level 3					
Homework Group for School etc		Study Support for Uni etc		Willingness to help make this happen.	

Other ideas _____

Adult Training – what courses would you be interested in if they were offered in Randwick?					
Cert in Youth Work				Addiction Support	
Healthcare Services				Urban Pest Control	
Social Work				Mental Health Support	
Aged Support				Cleaning Services	
Early Childcare				Driver's Licence	

Other ideas _____

Financial					
Buying a House		Budgeting		Saving for a Holiday	
Debt Free		Buying a Car		Willingness to attend a course about this	

Other ideas _____

Employment			
Are you interested in finding part work?		Start your own Business	
Full Time?			
Are you interested in a "pre-employment" course (that prepares you for work)		Willingness to attend a course about this	

What type of Work are you looking for? _____

What business ideas do you have? _____

Appendix B

Below is a version of the extended Randwick Park Community survey.

RANDWICK PARK COMMUNITY ASSETS MAP SURVEY ADULT QUESTIONNAIRE

Interviewer:

Date:

Location:

PERSONAL DATA

Name	
Age	
Gender	
Ethnicity	
Address	
Contact phone numbers:	
1	
2	
3	
Email	

Children:

1. Do you have any children? Yes / No

If yes answer the questions below. If the respondent has no children proceed to Question 9.

2. How many children do you have? _____

3. What age(s) are they? _____

4. Thinking about your children, tell me about the hopes and dreams you have for them?

To:

- Finish high school – NCEA
- Tertiary
- Trade
- Other training
- Involved in a sport
- Other (please be detailed in your response)

5. What would it take to achieve that dream for your children?

6. What needs to happen at home to achieve that?

7. What needs to happened at school to achieve that?

8. What needs to happen in the community to achieve that?

Questions about the respondent

I am going to ask you a few questions about yourself.

9. What are you doing now with yourself?

Sports, Hobbies and interests:

Thinking now about the sorts of things you are interested in

10. What are your hobbies, sports and interests?

11. Which of these are in Randwick park?

12. What hobbies, sports and interest groups would you like to be involved?

13. What are some of the things that you good at? (let people answer this question)

- Art /music/ photography _____
- Mechanics _____
- Carving / woodwork _____
- Sports _____
- Cooking _____
- Sewing _____
- Building _____
- Dancing _____
- Computer _____
- Networking _____
- Socialising _____
- Problem solving _____
- Other _____

14. Tell me about the hopes and dreams you have for yourself for the next year? **or** If you could do anything, what would you do next year? **or** Where do you see yourself next year?

15. What would it take to achieve this? *For example: finances, skills training education, mentoring, support, other*

16. For the next 5 years?

17. What would it take to achieve these?

18. For the next 10 years?

What would it take to achieve this?

19. What would you personally want to be remembered for?

20. Which of the dreams that you have just described are your top 3 priorities?

21. If you could teach others something, or pass something on, what would it be?

Family:

Thinking now about your family/ whānau?

22. What activities are you involved in that make your family strong? **or** What things do you do as a family that brings you closer together?

23. What kind of activities could you suggest that would also help other families?

24. What would help you achieve these activities? For example, community gatherings / meetings? Funding? Training?

The Randwick Park Community:

Thinking now about the Randwick Park community

25. Tell me what's great about Randwick park.

26. What activities are you involved in at Randwick park?

27. What type of activities would you like to be involved with Randwick Park?

Appendix C

Totals and breakdowns by age, gender, and ethnicity for the Randwick Park community short survey responses.

Hobbies and interests

Gardening	52
Table Tennis	52
Dance	51
Musical Instruments	50
Arts And Crafts	43
Te Reo Maori	36
Kapa Haka	34
Programme for Elders	30
Cards	25
Carving	23
Bingo	21
Indoor Bowls	19
Weaving	17
Chess	16
Willingness to make this happen [Hobbies]	38
Total	137

	Age					Total
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	
Gardening	3	7	14	15	12	52
Table Tennis	10	9	20	8	5	52
Dance	13	12	14	7	4	51
Musical Instruments	11	13	14	6	5	50
Arts And Crafts	8	15	10	8	2	43
Te Reo Maori	9	7	6	8	5	36
Kapa Haka	11	9	6	7	1	34
Programme for Elders	1	5	13	7	4	30
Cards	10	4	6	4	0	25
Carving	4	7	5	4	3	23
Bingo	5	2	6	4	3	21
Indoor Bowls	1	1	10	4	3	19
Weaving	5	3	6	3	0	17
Chess	2	3	3	4	4	16
Willingness to make this happen [Hobbies]	2	11	9	9	7	38
Total	22	32	41	21	20	137

	Gender		
	Female	Male	Total
Gardening	31	21	52
Table Tennis	26	26	52
Dance	36	15	51
Musical Instruments	24	26	50
Arts And Crafts	25	18	43
Te Reo Maori	20	16	36
Kapa Haka	22	12	34
Programme for Elders	21	9	30
Cards	14	11	25
Carving	9	14	23
Bingo	15	6	21
Indoor Bowls	8	11	19
Weaving	11	6	17
Chess	2	14	16
Willingness to make this happen [Hobbies]	19	19	38
Total	69	68	137

	Maori or Part-Maori	Samoan or Part-Samoan	Other Pacific Island People	Indian or Fijian Indian	Other Asian or Middle Eastern	European or South African	Not stated	Total
Gardening	15	10	7	6	3	2	9	52
Table Tennis	15	11	8	8	4	0	6	52
Dance	17	15	8	5	0	1	5	51
Musical Instruments	23	8	11	1	0	0	7	50
Arts And Crafts	18	9	6	1	0	1	8	43
Te Reo Maori	26	1	5	1	0	0	3	36
Kapa Haka	22	2	6	1	0	0	3	34
Programme for Elders	7	11	3	3	3	0	3	30
Cards	11	3	7	1	0	2	1	25
Carving	13	4	3	2	0	0	1	23
Bingo	8	7	2	1	1	0	2	21
Indoor Bowls	6	6	2	1	2	0	2	19
Weaving	13	1	2	0	0	0	1	17
Chess	8	0	3	2	1	0	2	16
Willingness to make this happen [Hobbies]	15	5	5	4	2	1	6	38
Total	52	23	19	14	6	4	19	137

Sport and Recreation

Gym	78
Basketball	57
Zumba	50
Netball	49
Boxing	47
Volleyball	47
Running	41
Cricket	38
Walking Club	38
League Marlins	35
Soccer	35
Athletics	31
Tennis	30
BMX	26
Cycling	25
Scooter Club	17
Badminton	16
Willingness to make this happen [Sport]	34
Total	145

	Age					Total
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	
Gym	10	18	28	10	11	78
Basketball	15	15	17	7	2	57
Zumba	4	9	20	9	7	50
Netball	12	10	17	8	1	49
Boxing	12	10	12	6	6	47
Volleyball	7	8	16	11	4	47
Running	11	10	12	4	3	41
Cricket	4	4	12	8	9	38
Walking Club	4	6	12	11	4	38
League Marlins	5	8	10	8	3	35
Soccer	7	5	11	7	4	35
Athletics	8	6	9	6	1	31
Tennis	7	4	11	5	3	30
BMX	7	7	7	4	1	26
Cycling	6	5	8	5	0	25
Scooter Club	6	2	7	2	0	17
Badminton	4	2	8	2	0	16
Willingness to make this happen [Sport]	4	8	10	8	4	34
Total	25	30	41	24	24	145

	Gender			
	Female	Male	Not stated	Total
Gym	37	40	1	78
Basketball	26	31	0	57
Zumba	38	12	0	50
Netball	40	9	0	49
Boxing	15	32	0	47
Volleyball	28	19	0	47
Running	19	22	0	41
Cricket	11	27	0	38
Walking Club	24	14	0	38
League Marlins	15	20	0	35
Soccer	16	19	0	35
Athletics	18	13	0	31
Tennis	16	14	0	30
BMX	9	17	0	26
Cycling	12	13	0	25
Scooter Club	10	7	0	17
Badminton	9	7	0	16
Willingness to make this happen [Sport]	19	15	0	34
Total	68	76	1	145

	Ethnicity							Total
	Maori or Part-Maori	Samoan or Part-Samoan	Other Pacific Island People	Indian or Fijian Indian	Other Asian or Middle Eastern	European or South African	Not stated	
Gym	26	15	10	11	4	2	10	78
Basketball	28	9	10	2	3	0	5	57
Zumba	17	13	6	5	2	1	6	50
Netball	19	11	9	3	1	0	6	49
Boxing	19	9	13	1	0	0	5	47
Volleyball	16	15	9	3	1	1	2	47
Running	15	8	7	4	2	0	5	41
Cricket	10	12	4	5	0	1	6	38
Walking Club	9	13	2	5	3	2	4	38
League Marlins	18	8	5	1	1	0	2	35
Soccer	7	7	5	7	2	1	6	35
Athletics	11	7	6	3	1	0	3	31
Tennis	13	11	3	2	0	0	1	30
BMX	15	5	3	0	0	0	3	26
Cycling	10	6	3	2	1	1	2	25
Scooter Club	8	7	1	0	1	0	0	17
Badminton	8	3	1	1	1	0	2	16
Willingness to make this happen [Sport]	14	6	5	2	1	1	5	34
Total	52	24	20	18	7	5	19	145

Helping Others

Youth Work	64
Community Group	48
Children	47
At School	38
Elderly	34
Breakfast Club	33
Sports Coaching	33
Single Parents	28
Mentoring	22
Homework Club	20
Tutoring	18
Willingness to make this happen [Helping Others]	41
Total	129

	Age					Total
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	
Youth Work	3	16	25	11	9	64
Community Group	3	13	18	10	4	48
Children	10	13	15	5	4	47
At School	12	6	15	4	1	38
Elderly	3	7	11	5	8	34
Breakfast Club	3	9	16	4	1	33
Sports Coaching	3	6	13	5	6	33
Single Parents	4	9	11	3	0	28
Mentoring	3	3	11	3	2	22
Homework Club	1	3	10	6	0	20
Tutoring	2	4	8	3	1	18
Willingness to make this happen [Helping Others]	2	8	15	10	6	41
Total	21	30	38	20	19	129

	Gender		
	Female	Male	Total
Youth Work	29	35	64
Community Group	28	19	48
Children	28	19	47
At School	22	16	38
Elderly	23	11	34
Breakfast Club	21	12	33
Sports Coaching	13	20	33
Single Parents	21	7	28
Mentoring	12	10	22
Homework Club	10	10	20
Tutoring	9	9	18
Willingness to make this happen [Helping Others]	18	22	41
Total	67	61	129

	Ethnicity							
	Maori or Part-Maori	Samoan or Part-Samoan	Other Pacific Island People	Indian or Fijian Indian	Other Asian or Middle Eastern	European or South African	Not stated	Total
Youth Work	27	14	5	5	4	1	8	64
Community Group	15	12	5	6	3	1	6	48
Children	23	8	6	2	1	1	6	47
At School	15	6	7	5	2	0	3	38
Elderly	9	11	5	2	2	1	4	34
Breakfast Club	14	8	5	4	0	0	2	33
Sports Coaching	13	7	7	2	0	1	3	33
Single Parents	16	3	5	1	0	0	3	28
Mentoring	13	4	2	1	0	0	2	22
Homework Club	7	6	2	2	2	0	1	20
Tutoring	10	3	2	3	0	0	0	18
Willingness to make this happen [Helping Others]	16	7	5	6	0	2	5	41
Total	48	25	19	13	6	3	15	129

Community

Become a member of Randwick Residents' Group	43
Plant Native Trees	36
Helping with Events	35
Run Holiday Programmes	35
Dads Group	20
Community Newsletter	19
Board Member for a Local Trust	15
Volunteer into Community Non-Profit Business	15
Total	95

Age						
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	Total
Become a member of Randwick Residents' Group	1	8	16	12	6	43
Plant Native Trees	3	7	13	7	6	36
Helping with Events	5	6	17	3	4	35
Run Holiday Programmes	4	7	13	6	4	35
Dads Group	0	1	10	3	6	20
Community Newsletter	0	6	7	3	3	19
Board Member for a Local Trust	0	2	7	4	2	15
Volunteer into Community Non-Profit Business	1	6	5	3	0	15
Total	8	23	31	17	15	95

Gender				
	Female	Male	Total	Total
Become a member of Randwick Residents' Group	25	18	43	43
Plant Native Trees	18	18	36	36
Helping with Events	19	16	35	35
Run Holiday Programmes	21	14	35	35
Dads Group	6	14	20	20
Community Newsletter	9	10	19	19
Board Member for a Local Trust	5	10	15	15
Volunteer into Community Non-Profit Business	10	5	15	15
Total	52	43	95	95

	Ethnicity							Total
	Maori or Part-Maori	Samoan or Part-Samoan	Other Pacific Island People	Indian or Fijian Indian	Other Asian or Middle Eastern	European or South African	Not stated	
Become a member of Randwick Residents' Group	16	10	3	4	2	2	6	43
Plant Native Trees	16	7	1	2	2	1	7	36
Helping with Events	15	7	5	4	1	1	2	35
Run Holiday Programmes	12	11	5	3	2	0	2	35
Dads Group	7	6	1	3	1	1	1	20
Community Newsletter	7	4	1	3	0	1	3	19
Board Member for a Local Trust	5	5	1	2	1	0	1	15
Volunteer into Community Non-Profit Business	6	3	3	1	0	0	2	15
Total	35	18	12	10	6	3	11	95

Education for your children and grandchildren

Study Support for Uni etc	33
Homework Group for School etc	29
NCEA Level 2	28
NCEA Level 1	26
Attend University	25
Attend Tertiary	18
NCEA Level 3	18
Tutoring a High School Student one-on-one	17
Find a Trade	14
Willingness to help make this happen [Education]	34
Total	84

	Age					Total
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	
Study Support for Uni etc	2	5	12	8	6	33
Homework Group for School etc	2	2	13	10	2	29
NCEA Level 2	2	9	9	3	5	28
NCEA Level 1	3	9	8	3	3	26
Attend University	0	4	12	6	3	25
Attend Tertiary	1	4	8	5	0	18
NCEA Level 3	2	1	7	5	3	18
Tutoring a High School Student one-on-one	1	3	8	4	1	17
Find a Trade	0	2	6	5	1	14
Willingness to help make this happen [Education]	1	5	14	7	7	34
Total	6	18	29	16	15	84

	Gender		
	Female	Male	Total
Study Support for Uni etc	16	17	33
Homework Group for School etc	17	12	29
NCEA Level 2	15	13	28
NCEA Level 1	13	13	26
Attend University	12	13	25
Attend Tertiary	11	7	18
NCEA Level 3	8	10	18
Tutoring a High School Student one-on-one	10	7	17
Find a Trade	6	8	14
Willingness to help make this happen [Education]	16	18	34
Total	43	41	84

	Ethnicity							
	Maori or Part-Maori	Samoan or Part-Samoan	Other Pacific Island People	Indian or Fijian Indian	Other Asian or Middle Eastern	European or South African	Not stated	Total
Study Support for Uni etc	10	9	4	2	2	3	3	33
Homework Group for School etc	7	10	4	4	1	1	2	29
NCEA Level 2	12	6	3	2	0	1	4	28
NCEA Level 1	13	4	3	2	0	1	3	26
Attend University	9	4	4	2	3	1	2	25
Attend Tertiary	6	5	2	2	1	1	1	18
NCEA Level 3	6	5	2	3	0	2	0	18
Tutoring a High School Student one-on-one	5	4	3	3	0	1	1	17
Find a Trade	7	4	1	1	0	1	0	14
Willingness to help make this happen [Education]	11	6	8	3	2	2	2	34
Total	31	17	10	8	5	4	9	84

Adult Training — what courses would you be interested in if they were offered at Randwick?

Driver's Licence	51
Healthcare Services	43
Social Work	36
Early Childcare	35
Cert in Youth Work	28
Mental Health Support	27
Aged Support	26
Addiction Support	24
Cleaning Services	23
Urban Pest Control	15
Total	97

	Age					Total
	Age 15 and under	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 and over	
Driver's Licence	2	14	18	6	10	51
Healthcare Services	0	7	19	11	6	43
Social Work	0	9	14	6	7	36
Early Childcare	0	8	14	8	4	35
Cert in Youth Work	0	6	15	5	2	28
Mental Health Support	1	4	12	9	1	27
Aged Support	1	4	11	5	5	26
Addiction Support	0	5	12	5	2	24
Cleaning Services	0	4	10	6	3	23
Urban Pest Control	0	3	7	3	2	15
Total	3	27	34	16	16	97

	Gender		
	Female	Male	Total
Driver's Licence	29	22	51
Healthcare Services	27	16	43
Social Work	20	16	36
Early Childcare	25	10	35
Cert in Youth Work	14	14	28
Mental Health Support	20	7	27
Aged Support	17	9	26
Addiction Support	10	14	24
Cleaning Services	13	10	23
Urban Pest Control	3	12	15
Total	53	44	97



love God. love neighbour. love self

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