

INCREASING COMMUNITY ACCESS TO SCHOOLS TOOLKIT



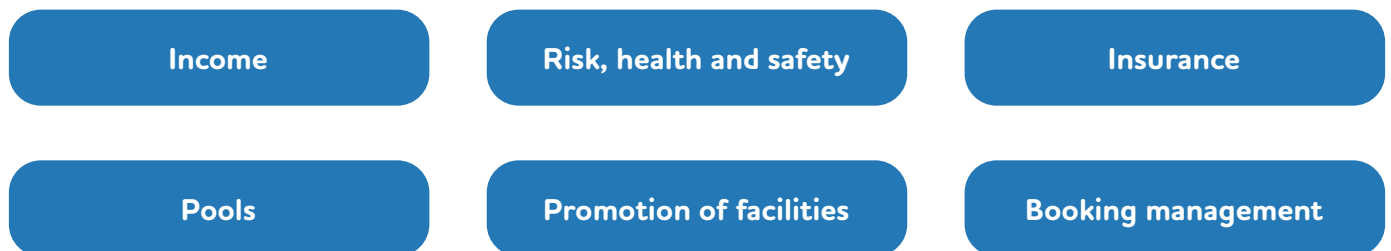


Opening school facilities to the community

Benefits



Guidance



Tools and Templates



Health and Safety Templates



Case Studies





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PURPOSE OF THIS TOOLKIT

Schools are often the heart of our communities, playing a vital role in building strong, connected neighbourhoods and creating great places to live. As well as providing spaces for students to learn and develop, schools provide an opportunity to foster relationships with the community through the use of their assets which can provide benefits to the community as well as the school and students.

The purpose of this online Toolkit is to provide basic resources and simple guidance to help you to open your school's sport and recreation facilities for wider community use. While this Toolkit focusses on improving community access to sport and recreation facilities located on school grounds you may wish to enable community access to other school facilities such as theatres, pavilions and auditoriums.

This Toolkit is based on international and national research and best practice and provides tools and templates for practical application. It also aims to illustrate the benefits that can be achieved for all parties, while supporting you to navigate any risks when opening school facilities for community use.

Schools can use this Toolkit to:

- determine the viability of providing community use of school facilities
- access templates, policies and guidelines to use when opening your facilities for community use
- ensure appropriate risk management and health and safety procedures are in place for community use
- review examples and case studies of the benefits of opening school facilities for community use.

Some schools may be concerned about the potential risks in opening their facilities to the community which is evidenced by the generally inconsistent and informal use of school facilities by the community. In some cases, these schools are concerned about



their liability in terms of risks to the public, their employees, damage to their property, potential insurance implications and they can be conscious of the additional resources (in terms of staff time and additional maintenance) needed to enable increased community use.

To manage these perceived risks Active and Nuku Ora have worked with the sector to develop this Toolkit to promote greater sharing of school facilities. This Toolkit helps to navigate these concerns and provide easy to use tools to guide and assist schools, or others, to realise this opportunity and reap the benefits.

This Toolkit is intended to assist with opening facilities at state and state integrated schools. It should be tailored to the specific needs of your school.



The value of opening up your school for community use

Many schools have already experienced significant benefits because of partnerships based on sharing their facilities which can include educational, financial and broader community benefits that flow from such partnerships.

Benefits

The potential benefits to your school opening your facilities to community use include, but are not limited to:

- new revenue streams from facility hire to cover upgrades, renewals and other operational costs
- opportunities to access third-party funding sources available to multi-use community activity venues for facility activation, maintenance or improvements (such as Council or Community Trusts)
- improved or enhanced quality of facilities such as gender neutral changing rooms, disability access
- increased connections with school whānau and the wider community; including new or strengthened relationships with Councils and clubs
- access to expertise and coaching provided by community sport and recreation organisations
- increased variety of sport and recreation options compared to what a school might be able to provide on its own
- reciprocal access to facilities and resources that community sports organisations may have
- exposure of students to higher levels of competition and opportunities for increased skill development
- increased community use of school property with more people on site after school hours limiting anti-social behaviour
- better connections of students with the wider community, reducing their isolation and increasing their sense of belonging
- community health and wellbeing outcomes
- improved positive perception of the school in the wider community.

The [school checklist >](#) can help inform your initial thinking about enabling community access to your school facilities.

Features of successful school/community partnerships

Schools and their local communities should develop partnerships to suit their needs. Experience to date shows that successful partnerships have a number of characteristics which include:

- strong co-operative relationships between partners
- local leadership and a desire to make things happen
- clarity amongst partners on how the community use will be managed
- a sound understanding of practical issues such as health and safety and finance in sharing facilities
- putting in place arrangements that will deliver benefits to both the school and wider community
- well organised booking system with clear visibility of availability and hiring process.

Aspects of a school that could be attractive for community use

Schools are designed primarily for their students, teachers and other staff. However, some aspects of a school's design or layout that would make it attractive for community use include:

- the availability of high quality and full-sized sport and recreation facilities
- public visibility of facilities and entrances, separated from learning spaces
- inclusive access, toilets and changing rooms.
- space for parent/supporter viewing
- parking, walking, cycling, and public transport connections
- storage (this can be another rentable space)
- access to AV equipment, power, kitchen
- covered and/or lit outdoor areas.





The Education and Training Act 2020 (the Act) sets out the conditions under which school boards can lease school property to other groups. There are two pathways to making a lease agreement, depending on how the property will be used. There is detailed information and guidance available on the [Ministry of Education's website >](#) including matters School Boards should consider before entering into an agreement.

Groups that want to use school property should talk with the school management first noting that the School Board will be their 'landlord' and proposals will only proceed if the school board agrees.

1. Leases under Section 163 - "Casual Use" agreements

The Ministry has pre-approved some types of property use under section 163(4) of the Act. The criteria for preapproval are set out in [New Zealand Gazette notice >](#) School boards do not need to tell the Ministry about any Casual Use agreements they are [making >](#).

The information provided below is a quick guide tailored to sport and recreation purposes.

- The occupancy must bring an educational benefit or serve a community purpose and have no educational disadvantage for the school
- The occupancy is one of the following:
 - For 6 weeks or less, and the hours of use will be less than 36 hours per week such as an intensive sports training programme run for two weeks during the school holidays.; or
 - For 7 weeks or more, and the hours of use will be less than 15 hours per week such as after school sports clubs or weekend use by sports clubs; or
 - The agreement is for the purpose of storing equipment. For example, sports equipment stored in a locked cupboard during the week
- The occupant will not have exclusive use of the leased area and will not have any maintenance or ownership obligations
- The form of the agreement is the [Ministry's standard Casual Use Agreement >](#)

2. Leases under Section 162 - "Standard Lease Agreements"

If a proposed use of school property does not qualify as "Casual Use" as set out above, school boards can apply to the Ministry for consent to enter into a lease agreement on a case-by-case basis. School Boards should talk with their Ministry School Property Advisor about the proposal before investing further time or effort.

[There is an application form on the Ministry's website >](#). The purpose of the application form is to ensure that the proposal is compatible with the school board's powers under the Act and ensure that the Ministry is exercising its powers correctly under the Act. The Ministry also uses this information to create the right type of agreement to suit the proposal.

[Developing an Operational Agreement >](#)

School boards can allow other groups to use schools under sections 162 and 163 of the Education and Training Act 2020, provided that a formal agreement (lease or licence to occupy including the Casual Use Agreement) approved by the Ministry, is in place.

Your school may also choose to set up an Operational Agreement to document the operational responsibilities and day-to-day relationship between the parties. It is important to note that the Operational Agreement is not an occupancy agreement and is separate from any lease or licence to occupy (including the Casual Use Agreement) approved by the Ministry. It can also be known as a casual use agreement or hire agreement.

Note: The Ministry approved lease or licence to occupy (including the Casual Agreement) always takes precedence over the Operational Agreement, if there is ambiguity or disagreement between the two documents.

School Boards should develop their own template for Operational Agreements as every school will have slightly different requirements. [An example can be found here >](#)





Health, Safety and Risk Considerations

Managing the potential risks of having the community using your school facilities should be carefully considered. Your school board must take reasonable steps to understand their obligations under the [Health and Safety at Work Act 2015 >](#) and take reasonable steps to discharge its primary duty of care.

It is important that you review all your existing Health, Safety and Risk Policies to ensure they are fit for community use of your facilities.

This Toolkit outlines actions and provides templates that you can use to ensure you are complying with regulations.

You should include requirements in your Operational Agreement that help meet the school board's obligations as a PCBU (Person Conducting a Business or Undertaking) under the Health and Safety at Work Act.

The school and the hiring group both have health and safety obligations under the Health and Safety at Work Act 2015 and must ensure the health and safety of all people affected by the activities or school premises. The school and the hiring group will need to consult, cooperate and coordinate to ensure risks are effectively managed. In practice this requires each to plan how the risks to health and safety will be managed, sharing relevant health and safety information and agreeing the roles and responsibilities of each party. The school should monitor and review the plan is effective and that the hiring group is doing what is expected.

The school is responsible for ensuring:

- The school property, facilities and equipment are fit for purpose, well maintained, and safe to use.
- Up to date information is provided to the hiring group about:
 - the school's expectations as to health and safety management (i.e. the school's policy/statement/procedures)
 - known hazards and risks at the school particularly those that relate to the facility or part of the school that is being hired (i.e. induction form, school's risk register)
 - Any safety equipment and how it is to be used
 - Emergency procedures and first aid facilities (i.e. schools evacuation emergency response plan)
- The hiring group has and uses a procedure for reporting hazards to the school
- The hiring group reports all injuries and accidents, including near misses to the school (i.e. incident reporting form).

The hiring group is responsible for ensuring:

- The risks and hazards that arise from the activity or permitted use of the facility/grounds are effectively managed
- Up to date information is provided to the school about:
 - how hazards and risks to health and safety will be managed (i.e. the activity provider/organisation's safety plans and procedures
 - any hazards or risks that arise from the permitted use or activity to others at the school.
- Any necessary safety equipment is provided and maintained for users including first aid where required
- It has and uses a procedure for reporting hazards to the school
- It has and uses a procedure for reporting all injuries and accidents, including near misses to the school (i.e. schools incident reporting form)
- A procedure for reporting use of first aid kit contents.

Information about health and safety responsibilities for schools can be accessed: [Health and safety responsibilities for schools - Ministry of Education >](#)

These provisions are already included in the MoE casual use agreement.





Risk Register

You will need to update your school's risk register with any additional risks that can be identified around community use of facilities. [A template form is available here >](#)

The Risk Controls identified in the risk register will guide a school as to what they need to do to mitigate any risks associated with community use such as displaying emergency evacuation procedures, updating relevant policies or including additional terms in a casual use agreement. This is similar to the expectations for school use of the facility.

Induction Form

It is critical that every new user of the facility undertakes an induction process before they can use the facility. [A template form is available here >](#)

The staff member responsible for managing community access should facilitate the induction, update this form to be relevant for their school and complete the form with the user representative.

Incident Reporting Form

A school needs to provide copies of incident reporting forms to users. [A template form is available here >](#)

This can be made available to hirers either with copies provided in the facility and/or online. There needs to be clear expectations when this form needs to be completed. WorkSafe guidelines recommend that all injuries and accidents, including near misses, be reported so that they can be investigated, and the causes determined and eliminated.

Insurance cover

Ministry owned school buildings

The Ministry insures all Ministry owned school buildings. Usually, damage to a Ministry owned school building will need to be repaired using the following funding:

- School Vandalism funding, if the damage is wilful
- Property Maintenance Grant, if the damage is less than \$2,500

- Additional funding from the Ministry may be available if the damage is more than \$2,500. School boards need to notify their Ministry Property Advisor about the damage promptly to access additional funding.

More information is available on the [Ministry's website >](#) covering:

[Property maintenance grant funding >](#)

[Vandalism funding to repair school property >](#)

[Funding for school pools >](#)

School Board owned school buildings and contents

It is strongly recommend that you check with your existing insurance provider to ensure that your current policy provides for third party use of school facilities.

Many insurance providers have this provision available at no additional premium, however it is not always included as a default provision.

Liability insurance for hirers

If the school property is damaged by a tenant (or their invitees) while they are in control of the property, the hirer may be liable for damages. This means that the school board's insurer, the Ministry, or the Ministry's insurer, may be entitled to recover the cost of repairs from the hirer.

There are two main ways for hirers to be financially protected if something goes wrong while they are in charge:

- Hirers can take out public liability insurance. The Ministry recommends that hirers take out \$2 million of public liability insurance cover; or
- School boards can take out hall hirer's insurance, which protects the hirers. The cost of this insurance can be taken into account when setting fees. School boards should ask their insurance broker for pricing.





Display the main conditions publicly

A copy of the key terms and conditions of the lease or licence to occupy (including a Casual Use Agreement), should be put in an obvious place in the facility to ensure everyone's safety. For example, adjacent to outside of the main entrance door so everyone reads them on entry and inside on a notice board.

In particular school boards may like to highlight terms relating to:

- Expectations about user behaviour
- The time that the facility must be closed by
- Expectations about cleaning
- What to do if there is a property management issue to report (damage caused, or damage discovered).

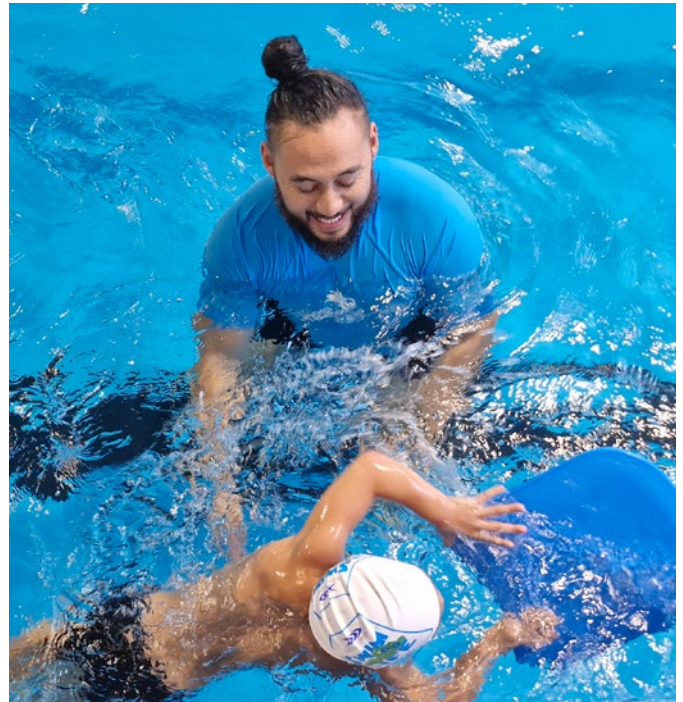
Emergencies and First aid

Ensure emergency contact details, such as school contact people, as well emergency evacuation procedures are advertised in a clearly visible place within the facility and included in the user agreement. A first aid kit should be available within the facility in an accessible, visible and secure location. Ensure the kit is checked after each hire to make sure there are sufficient supplies and that users alert the school if any of the contents have been used and for what purpose. This requirement should be included as a condition in the user agreement.

You should also consider having an Automated External Defibrillator (AED) readily available for use. An AED is a safe and easy-to-use machine which is used to treat Sudden Cardiac Arrest (SCA). If an AED is applied within 3 minutes, 75% of SCA patients will survive. If you have an AED the location must be clearly signposted throughout your facility and included as part of the induction process and user agreement.

Additional considerations for opening a pool for community use

Opening your school pool for community use requires additional consideration. Schools must manage your pool's water quality, have rules for safe use and install and maintain suitable fencing and gates.



The Ministry website has information about [Health and Safety Standards for Running a School Pool >](#) and [Safety and Design Standards for School Pools >](#)

Sport New Zealand – Ihi Aotearoa website also sets out useful [Aquatic Facility Guidelines >](#)

Recreation Aotearoa runs a programme called Quality Pools which looks at standards for pools. They recommend that a school that has their pool open for community use has:

- **A Standard Operating Procedure document that includes:**
 - how access is controlled and monitored
 - what the pool supervision provision is
 - signage relating to health and safety and pool rules

[More info can be found on the website here >](#)

- **Health and Safety protocols including:**
 - risk Register
 - incident Management System
 - safe storage of chemicals
 - inventory of chemicals
 - an Emergency Action Plan.
- **A pool water treatment programme that meets the NZS5826:2010 standard.**





Promoting your facilities to the community

If your school wants to make your facilities available to the community, it is beneficial for both parties to be explicit in terms of what facility is available, when it is available and at what cost.

The key ways to make the community aware of your school's facilities are:

Information on school facilities

The simplest way to provide this information is on your website.

The key points to include are:

- the facility/facilities available (include photos)
- size of each facility
- days/hours available
- how each facility can be configured
- accessibility for people living with disability
- suitability for all genders
- equipment available
- cost and what is included
- general conditions of use
- how to book/booking form and process (e.g. induction etc)
- site map and facility layout plan(s).

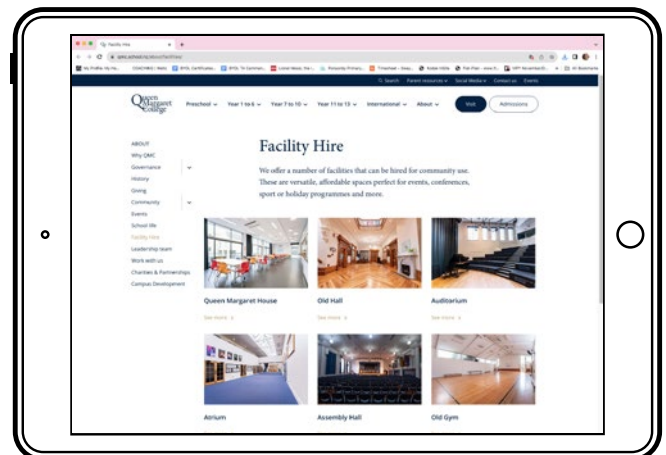
This information can be simply housed on a page on your website, in a pdf, or there are bespoke booking systems available that can be used to manage all the bookings.

Things to consider when providing information on hiring:

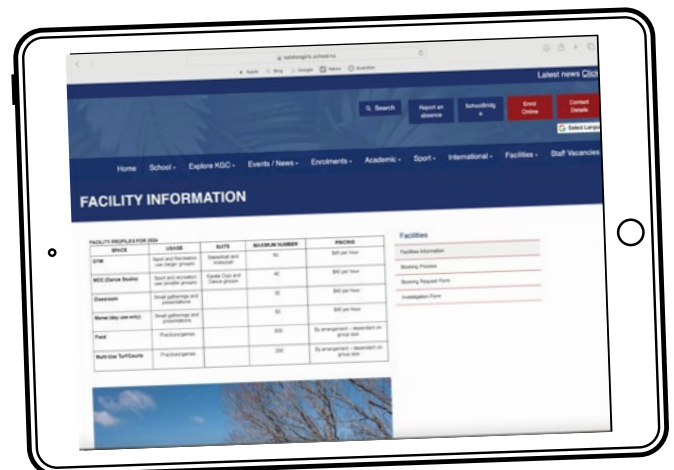
Include in your information the fee to hire the full space, half/part of the full space if applicable, as well as the fee to hire all spaces. You may wish to offer a discounted rate for certain groups such as local sport or recreation clubs, school families, not-for-profits or youth groups. Ensure that you provide up-to-date information and that this is regularly checked and updated to avoid misunderstandings.

Below are some examples of hireage information for school facilities:

• Queen Margaret College – Wellington >



• Kelston Girls' College >





Promoting your facilities to the community

Promotion of facilities

There are many ways to find potential users of your facility including:

School newsletter

This is the simplest way to get the information out to the community. There will almost certainly be parents or siblings of current students who are associated with community sporting organisations looking for facilities to use.

Regional Sports Trusts

The network of Regional Sports Trusts across the country has contacts with sports organisations and generally have a good idea of who needs space, who has the capacity and capability to partner with a school and can put you in contact with them.

You can find a link to these organisations [here >](#)

Social Media

Similar to school newsletters, but also look at posting in community pages.



Booking systems

It is important that your school has a simple, easy-to-use booking system for users. There are multiple options that can be used to manage the community bookings:

Manual form

To start with, the easiest way is usually to produce a booking form as a Microsoft Word document that groups can fill out and email back to the school

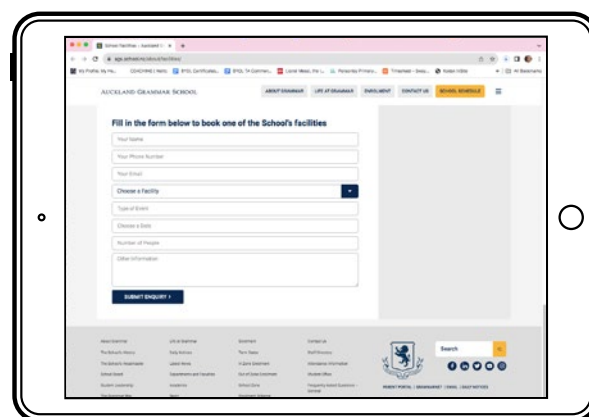
An example of a manual booking form can be [found here >](#)

Online

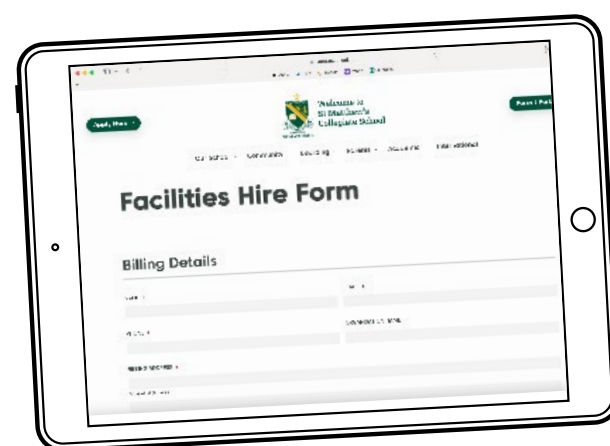
If you have the capability on your website or even just using Microsoft Forms, an online form is an easy way to collect booking information.

Some examples of schools with online bookings can be seen [here:](#)

- [Auckland Grammar School >](#)



- [St Matthew's Collegiate School >](#)





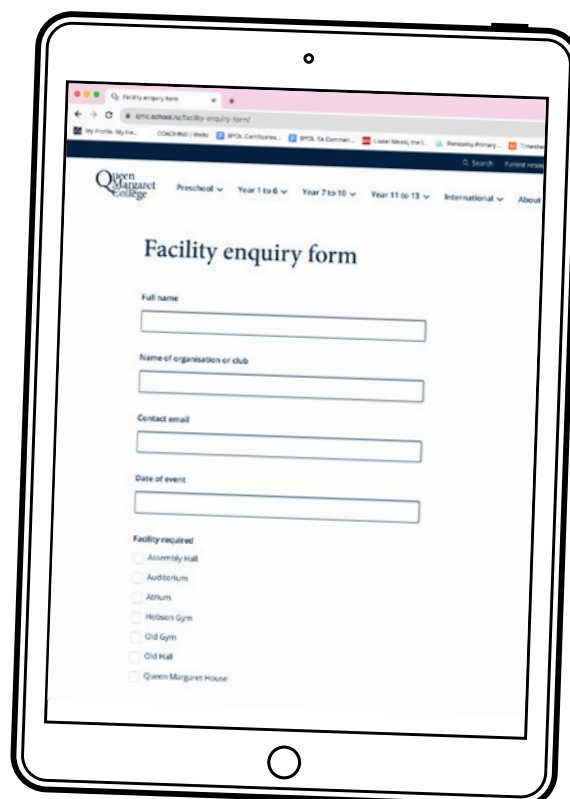
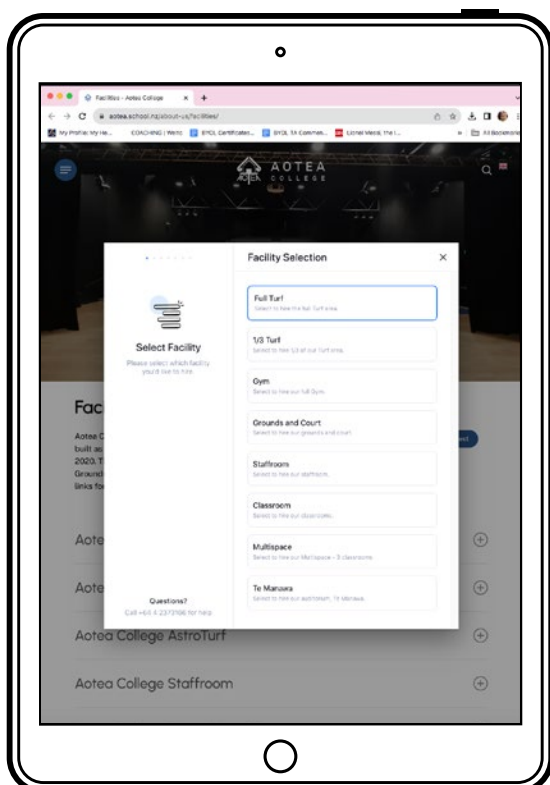
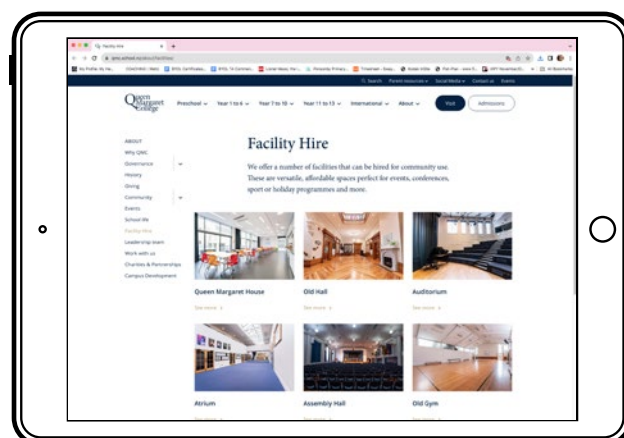
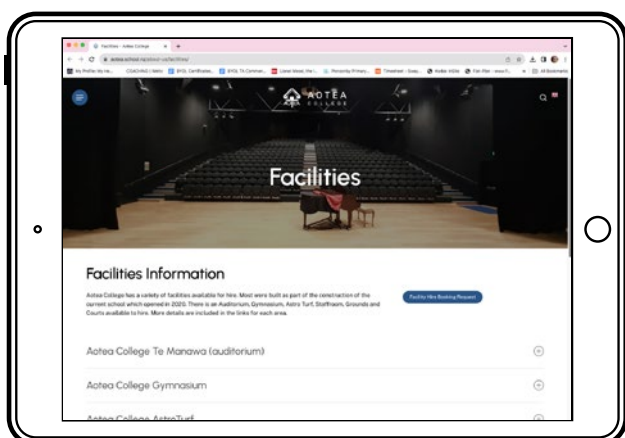
Promoting your facilities to the community

Booking Management Systems

There are numerous Booking Management Systems available which can assist you with managing and scheduling facility bookings. These will come at a small cost to the school. If you have numerous facilities that you are looking to book more on a 'one off' basis as opposed to season long bookings, then they are worth investigating.

Some good examples of this include:

- **Aotea College: Integrated system within own website >**
- **Wellington Indoor Cricket: Book-a-net >**





How to generate income for your school



Sport and recreation facility provision is expensive and often not covered by MoE funding. There are several avenues of funding available to schools to help cover:

- operational costs
- activation costs
- maintenance/renewals
- improvements.

Facilities that are safe, flexible for a variety of uses, inclusive and accessible, have modern amenities and are well-maintained are more attractive to community users.

Council funding

Many Councils across the country face financial challenges to deliver enough sport and recreation facilities to cater for community needs and are looking for alternative ways to provide these facilities. This means that funding access to or improvements to existing facilities in strategic locations to increase community participation in sport and recreation is an attractive proposition that could generate additional income for your school.

There are numerous projects or initiatives your school could secure Council funding for, including but not limited to:

- upgrades that enhance your facilities for a wider range of users and enable greater community access (eg gender neutral or accessibility improvements)
- booking, security, and access systems to enable increased community use
- programmes that deliver to the wider community
- equipment to be used by the wider community
- staff to open and close facilities and manage bookings to enable community use
- contributions to other ongoing operational and maintenance costs.

All Councils have different types of funding available, so it pays to build a good relationship with your local elected members and Council staff as well as an understanding of where their gaps in facility provision might be (often there are Regional Sports Strategies and Code Plans in place that identify network gaps and priority projects).



How to generate income for your school

It is very important that whenever you are seeking funding from Council that you primarily focus on the impact that investment will have on the community and understand that Council funding will be contingent on your school providing access to the community.

If you want to find out more information about this or discuss some ideas you have, it is usually best to contact your Regional Sports Trust or Aklive and their partners if you are in Auckland.

[You can find a link to these organisations here >](#)

Community funding

Across New Zealand various charitable trusts exist that provide significant funding to the sport and recreation sector. They can be categorised into community trusts, private trusts and gaming trusts. Community trusts (such as Foundation North or the Nikau Foundation) and gaming trusts (such as New Zealand Community Trust or the Lion Foundation) are the most common.

Trusts often represent specific sectors or areas of need within a community and are therefore looking to support community projects within their area of interest. For example, a Trust may focus on providing funds for amateur sport or for projects which benefit groups such as people living with a disability or new migrants. It is essential that you show the value the funding you are applying for will provide to the community.

Simple tips for applying for community funding:

- First, your school should use your own values, plans and strategies to determine your long-term priorities for sport and recreation facilities and delivery then look at how each of these priorities aligns with funders' priorities
- Partnering with a community organisation will lend strength to your application as you will more clearly be able to demonstrate a community benefit and most funds require letters of support for a project. In this context a partnership could be with a community sports organisation, such as a martial arts club, regularly using your schools' facilities.



- Build a relationship with the Trust you want to apply to. Rather than just applying, it pays to use your networks or reach out to community partners who have existing relationships with Trusts or simply get in contact with the relevant Trust prior to applying. This could make you more likely to get funding as you will be able to shape your project to align with their funding priorities better and the decision makers will have more of an understanding of you and your project. It also avoids spending time applying for funding that isn't aligned with your project. Each Trust will have different investment outcomes
- It is likely that there will be multiple Trusts that could support your project, but they will have different priorities. Ensure that each application is tailored to that specific Trust and that you are not just "copy and pasting" generic information that is not specifically aligned to the focus of a Trust
- Be clear to identify outcomes for any current or potential 'targeted priority groups' that an individual Trust may wish to focus its funding on. This information is generally set out on the funding organisation's website.

For more specific advice, it is best to contact your Regional Sports Trust. [You can find a link to these organisations here >](#)

How to generate income for your school



Facility rental

With the current shortage of sport and recreation facilities in many places across New Zealand, schools should be able to develop a regular income stream by hiring out their facilities. If managed correctly, this income should be able to more than cover any additional operating costs incurred by hiring the facilities.

What community use looks like

Many organisations that are interested will want to use your facility regularly for 6-12 months. These organisations will usually be a sports or recreation club, or community/activity group that are based somewhere close by that struggle to secure other facilities for affordable, regular use. Most bookings will be weekdays in the evenings after 4.00pm and/or during the weekends. It is completely at your discretion as to what you charge the community to use your facility.

Some things to consider when setting the rate are:

- Other benefits the hirer may bring to your school, e.g. coaching, mentoring, performance pathways for students at your school
- Long term users of your facility are generally better than short-term or one-off users

- The true cost of any additional operational costs or maintenance required due to additional use e.g. security and access systems, rubbish removal, cleaning or utilities
- Any additional set up or pack down of the facility before or after hire use
- Staff time required to facilitate community use
- Charges for equivalent facilities in the community (i.e. Council indoor courts, community halls etc).

We have developed [an example of a budget >](#) that shows you what type of income you could get by opening your facilities for community use

Types of facilities you could consider hiring to the community

Indoor Courts or Covered Courts

Indoor courts, covered courts and halls in general will usually be in high demand for a number of sports and activities including basketball, volleyball, badminton, pickleball, martial arts, gymnastics, group exercise, and table tennis. In many parts of New Zealand, there is a shortfall of indoor courts. Outdoor courts, particularly covered outdoor courts, can provide an acceptable standard for junior play.

Swimming Pools

Access to swimming pools is critical to sports such as swimming, water polo, underwater hockey and diving. In areas where there are a limited number of pools, where pools are heavily booked or not fit for purpose, these sports could be interested in hiring school pools; as would learn to swim providers. As with indoor courts in many areas of New Zealand there is a shortfall of aquatic facilities.

Artificial Turfs

Outdoor artificial turfs are also popular facilities for community use for sports such as touch, netball, hockey, football and emerging sports like ultimate frisbee. Grass fields are generally less popular facilities as most Councils provide a large number of grass fields, but if there is a particular shortage in your area or issues with field quality or access or the cost of booking then there is likely a group or organisation that would be interested to use your open green spaces.





Tools and Templates





Tools and Templates

This section includes a collection of forms, agreements and other information that your school can use when looking to open their facilities up to community use. All of these tools are templates and should be changed and modified to best suit your school's needs.

School checklist > to be ready for community use to a Word version of this template is available [here](#) >

School checklist to be ready for community use

Do we have?	Yes	No
General		
A Casual Use Agreement template		
Relevant insurance cover		
A booking system		
Facility info on our website		
A proposed budget		
A reporting system to identify any issues or learnings		
A member of staff responsible for community use		
Health and Safety		
A risk register template		
An induction process and template form		
An incident management process		
Emergency management procedures clearly displayed in facility		
First Aid Kit and AED		
Approved by:		
Position:		
Signed:		
Date:		

Approved by:
Position:
Signed:
Date:

This form should be reviewed annually for regular users.



Booking form

There are multiple options that can be used to manage the community bookings from online systems, online forms, to simple manual forms.

Note: that, if possible, it would be great to be able to collect information about users such as age, gender, ethnicity and ability as this can help when it comes to applying for funding.

The [manual booking form >](#) is available here and a Word version is available [here >](#)

Group name:	
Organiser's name:	
Email address:	
Contact number:	
Type of Group:	Eg Children/Youth/Adult
Charity Commission Number or Incorporated Society Number or Charitable Trust Number (if applicable):	
Activity(ies):	

Booking details

Venue	Rate <i>Weekend refers to Sat/Sun – 2 days</i>	Charges	Number of people	Dates/times <i>E.g. Every Sat from 2 Feb – 10 Apr 2 – 5pm</i>	Special instructions <i>(if possible include additional info about users, i.e. age, gender, ethnicity)</i>
Gymnasium 1	Hourly Daily Weekend	\$80 \$500 \$1000			
Gymnasium 2	Hourly Daily Weekend	\$80 \$500 \$1000			
Artificial Turf 1 (uncovered)	Hourly Daily Weekend	\$80 \$500 \$1000			
Artificial Turf 2 (covered)	Hourly Daily Weekend	\$80 \$500 \$1000			
Gymnasium function rooms (kitchen)	Hourly Daily Weekend	\$80 \$500 \$1000			
Grass field 1	Hourly Daily Weekend	\$80 \$500 \$1000			
Grass field 2	Hourly Daily Weekend	\$80 \$500 \$1000			
Cricket nets	Hourly Daily Weekend	\$80 \$500 \$1000			

Budget template

You should consider all the potential costs associated with opening your school for community use as well as the potential income that can be generated.

Below is an example of a generic budget tool to help understand the potential cost and income of community use. An Excel version of this template is available [here >](#)

Scenario one

- Single indoor court hire
- Two users
- Medium use
- Same use over multiple years
- Booking system installed
- Staff to open and close facility.

Weekly income							
Terms 1 & 4	Futsal Club - Court hire						
Available hours	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Start		16:00		16:00		10:00	
Finish		21:00		21:00		16:00	
Hours		5:00		5:00		6:00	
Week							
Total hours	16						
Rental fee/hr	\$50.00						
Total weekly income	\$800.00						

Terms 2 & 3	Basketball club - Court hire						
Available hours	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Start	16:00	16:00	16:00	16:00	16:00		
Finish	20:00	22:00	20:00	22:00	20:00		
Hours	4:00	6:00	4:00	6:00	4:00		
Week							
Total hours	24						
Rental fee/hr	\$50.00						
Total weekly income	\$1,200.00						

Annual income							
Term	Hours	Income	User				
1	160	\$8,000.00	Futsal club				
2	240	\$12,000.00	Basketball club				
3	240	\$12,000.00	Basketball club				
4	160	\$8,000.00	Futsal club				
Annual total	800	\$40,000.00					

Expenses			
	Item	Cost	Frequency
Upfront	Booking system	\$3,000.00	One off
Upfront	Set up costs	\$1,500.00	One off
Ongoing	Additional operating costs	\$500.00	Annually
Ongoing	Additional maintenance	\$5,000.00	Once every four years
Ongoing	Staff admin	\$60.00	\$60/hr with 1 hour per 20hrs of use
Ongoing	Staff to unlock/lock	\$60.00	\$60/hr with 1 hour open/close for each session
Subtotal		\$10,120.00	

Year	Hours used	Sessions	One off cost	Staff costs	Operating costs	Total costs	Total income	Profit
1	800	160	\$4,500.00	\$12,000.00	\$500.00	\$12,200.00	\$40,000.00	\$27,800.00
2	800	160		\$12,000.00	\$500.00	\$7,700.00	\$40,000.00	\$32,300.00
3	800	160		\$12,000.00	\$500.00	\$7,700.00	\$40,000.00	\$32,300.00
4	800	160	\$5,000.00	\$12,000.00	\$500.00	\$12,700.00	\$40,000.00	\$27,300.00
Four year total								

Scenario two

- Artificial field hire
- One user
- Low use
- Same use over multiple years
- Budget allocated to help with field renewal.

Weekly income							
Terms 2 & 3	Football club -Artificial field hire						
Available hours	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Start	18:00	18:00	18:00	18:00			
Finish	20:00	22:00	20:00	22:00			
Hours	2:00	4:00	2:00	4:00			
Week							
Total hours	12						
Rental fee/hr	\$30.00						
Total weekly income	\$360.00						

Annual income							
Term	Hours	Income	User				
1	0	\$-					
2	120	\$3,600.00	Football club				
3	120	\$3,600.00	Football club				
4	0	\$-					
Annual total	240	\$7,200.00					

	Item	Cost	Frequency
Upfront	Set up costs	\$750.00	One off
Ongoing	Additional operating costs	\$1,000.00	Annually
Ongoing	Additional maintenance - Field renewal	\$5,000.00	Once every four years
Ongoing	Staff admin	\$60.00	\$60/hr with 1 hour per 20hrs of use

Year	Hours used	Sessions	One off cost	Staff costs	Operating costs	Total costs	Total income	Profit
1	240	80	\$750.00	\$720.00	\$1,000.00	\$2,470.00	\$7,200.00	\$4,730.00
2	240	80		\$720.00	\$1,000.00	\$1,720.00	\$7,200.00	\$5,480.00
3	240	80		\$720.00	\$1,000.00	\$1,720.00	\$7,200.00	\$5,480.00
4	240	80	\$5,000.00	\$720.00	\$1,000.00	\$6,720.00	\$7,200.00	\$480.00
Total	960	320	\$5,750.00	\$2,880.00	\$4,000.00	\$12,630.00	\$28,800.00	\$16,170.00



Health, Safety and Risk

Risk Register Template

This Template is for your school to use before any community use occurs. This Template be completed by your school and made available in the facility for all users to see.

Original form is available [here >](#)

Word version available [here >](#)

RISK REGISTER: [name of organisation]					COMPLETED BY: [name]			DATE: [...]	
Risk/Hazard identification		Risk Assessment			Risk Control			Review	
Risk description	Potential Harm	Consequence	Likelihood	Risk rating	Eliminate, isolate or minimise	Risk controls	Who is responsible + timeframe	Training or information required	Date reviewed
Poor knowledge of evacuation procedures by users	Potential harm to users in an emergency	Potentially major	Unlikely	High	Minimise	Staff will undertake an induction with each user prior to their first time using school facilities which will identify all emergency procedures. Signage on emergency procedures will be up in all facilities where community use occurs.	Staff responsible for community use of facilities	Induction with new users and signage required	
Entrance pathway slippery when wet	Users could injure themselves or others	High	Medium after rain	High	Minimise	Staff will undertake an induction with each user prior to their first time using school facilities to identify this risk Erect clear signs	Staff responsible for community use of facilities. Users of facility	Induction with new users and signage required	
Inadequate run out area to concrete wall	Users could collide with he wall	High	High	High	Minimise	Staff will undertake an induction with each user prior to their first time using school facilities to identify this risk Ensure padding is provided and required to be in place before use Erect clear signs	Staff responsible for community use of facilities. Users of facility	Induction with new users and signage required	
Damage to facility	During community use of facilities there could be damage done to school assets.	Low	Medium	Medium	Minimise	Ensure there are clear expectations on what level of damage needs to be the responsibility of the user and which is just incidental damage and include this in the user agreement. Conduct inspections before and after facility use with hirer	Staff responsible for community use of facilities. Users of facility	Induction with new users	

This content will not necessarily reflect your own risk setting. It is an example only.





School Induction Form

This is an induction form for your school to complete with user groups. It should be completed after the booking has been confirmed but before the group commence using your facility. A Word version of this form is available [here >](#)

Information	
User name:	Facility Use Purpose:
User emergency contact:	
School Representative name and contact:	Position title:
Facility for hire:	

General requirements
The supervisor must explain the following: (tick when completed)
☐ Casual use agreement including agreed fees
☐ Potential H&S hazards and risks associated with the visit
☐ The local emergency evacuation procedures and emergency personnel contacts
☐ The location of fire exits, fire extinguishers, evacuation assembly point and emergency procedures
☐ First Aid Officer's contact details and First Aid kit and AED locations
☐ Location of amenities such as tea rooms, rest rooms and toilets
☐ H&S signage and its meaning
☐ Any areas of restricted access
☐ How to report incidents, injuries and near misses
☐ Relevant personal protective clothing and equipment requirements
☐ How to deal with rubbish, recycling and waste
☐ Use and storage of equipment
☐ Operational Agreement (if applicable)
☐ Hazard reporting process
☐ Damage reporting process
☐ Any other rules, procedures or information relevant to the visit such as cleaning, opening and closing (if applicable) (particularly with respect to entry and exit)

Signatures
Facility User signature:
School Representative signature:
Date:





Incident Reporting Form

Your school must track any incidents that occur when school facilities are open for community use. Most schools should already have a system in place for incident reporting, if this can be modified for community use, then that should be used, or a simple form, such as this, can be provided in the facility or made available digitally to any users.

Your school needs to discuss this at the induction (as noted above) and make it clear when an incident form needs to be completed.

The original form is available [here >](#) and a Word version is available [here >](#)

Injury and incident or near miss record

Use this form to record any injuries, incidents or near misses at your school. Fill out one form for each person involved in an incident.

Name of person recording:			
Injury or incident near miss details:			
Personal details of person involved:			
Name:			<i>If you are filling this form out for an enrolled student, you don't need to include their address and phone number</i>
Address:			
Phone number:			
Injury type:			
Strain/sprain	Bruising	Dislocation	Head injury/concussion
Fracture	Scratch/abrasion	Internal	Other (specify):
Laceration/cut	Amputation	Foreign body	
Burn/scald	Chemical reaction	Stress/fatigue	
The injury:			
<i>Describe what happened (space overleaf for diagram – essential for vehicle injuries) and briefly describe injuries.</i>			

Continued.





Injury and incident or near miss record (continued)

What were the causes of the injury, incident or near miss?				
How serious was the injury, incident or near miss?				
Very serious	Serious	Moderate	Minor	Negligible
What is the risk of it happening again?				
Very likely	Likely	Moderate	Unlikely	Rare
What action will be taken to prevent a recurrence?				
Action:	Actioned:	By whom:	When:	
Injury treatment:				
Treatment type: <i>i.e., medical, first aid</i>	Name of person giving first aid:		Doctor or hospital: <i>(if required)</i>	
For school use only:				
Investigator:		Date:		
WorkSafe advised:		Yes	No	Date advised:

Name:

Signature:

Staff Representative

Dated:

Hirer contact name

Signature:

Dated:





Case Studies

Case Study: St Oran's College Gymnasium partnership with NZ Fire Volleyball

Benefitting from community coaching



Background

NZ Fire Volleyball, a community based volleyball club, collaborated with St Oran's College in Wellington to utilise their facilities for hosting holiday programmes and weekend have a go sessions.

The programmes were designed to cater to players of all ages and skill levels, from beginners to advanced. It included a mix of skill-focused drills, gameplay sessions, and workshops conducted by experienced coaches associated with NZ Fire Volleyball.

The activities were carefully crafted to cover fundamental techniques such as serving, passing, setting, spiking, and blocking, while also emphasising teamwork, sportsmanship, and leadership skills.

Groups are broken into year levels (Years 1-6, 7-8 and 9-13) with approximately 50-60 participants involved in each group, and all the money raised then goes back into future volleyball programmes.

To ensure personalised attention and effective learning, the participant-to-coach ratio was kept low. This allowed coaches to provide individualised feedback and guidance to each participant, helping them improve their performance and confidence on the court. Additionally, NZ Fire Volleyball utilised its online platforms, including its website and social media channels such as Facebook to promote the holiday programme and provide updates to participants and their families.

Facilities	Cost (per hr/day)	Hours Available	Booking Process	Access Process	Additional Information
St Oran's Gymnasium	\$30/hour	Weekends and Holidays	Initial contact via the Sports Director, then handed over to the school Caretaker	Keys and Alarm Code	Provides access to the gym, toilets and nets. Hirer to provide their own balls





Partnerships

The partnership started about 10 years ago when a parent of one of their Year 11 students approached the school with a great idea. In addition to coaching the school's competitive volleyball teams, they would base NZ Fire Volleyball's weekend and holiday programmes at the school. In return for free access to the gym during the holidays, the school got a great coach, and their students could access the NZ Fire Volleyball programmes free of charge. So, it was a real win-win situation for everyone involved.

Even after their child left St Oran's, the organiser continued to grow the programme and numbers consistently grew.

What have been the positive impacts of community use?

The NZ Fire Volleyball programmes at St Oran's received an overwhelmingly positive response from participants, parents, and coaches alike.

Some of the key outcomes include:

- **Community Engagement:** The collaboration between NZ Fire Volleyball and St Oran's College Gym strengthened ties within the local volleyball stakeholders, fostering a sense of community and support among players, coaches, and families.

- **Skill Development:** Participants showed significant improvement in their volleyball skills, including serving, passing, and spiking, as observed by coaches during the program.
- **Increased Confidence:** Participants reported feeling more confident in their abilities and more comfortable on the court, thanks to the supportive and encouraging environment fostered by the coaches.
- **Enhanced Teamwork:** Through teamwork-focused drills and gameplay sessions, participants developed a better understanding of the importance of collaboration and communication in volleyball.
- **Positive Feedback:** Parents commended the program for its professionalism, organisation, and the valuable learning experiences it provided to their children.

Have there been any negative impacts of community use? How has the school managed these?

Naturally there is increased wear and tear on the facilities and additional cleaning is required before Monday mornings.





Case Study: Tangaroa College, Ōtara, Auckland

Community Access to School Sport/Recreation Facilities



Background

Tangaroa College aims to be the heart of their community. They have excellent facilities including two full-sized gymnasiums with a fully equipped fitness and weights centre and indoor and outdoor covered astro-turf courts.

They have opened their facilities for community access for over ten years now and view it not as simply a way to generate income but more as a way to provide spaces for the wider community.

They have a range of sports that use their gym including basketball, volleyball and badminton and

their outdoor courts including netball and futsal. They also host a range of community events and groups.

The most important thing to make this happen is the support of passionate staff. The School has a couple of key staff members who are hugely passionate about their communities and who manage all the bookings and access to everyone who uses the facilities.

The School could probably look to run the facilities with more of a commercial focus but believe that this would put up barriers to use for a community who generally have low incomes and parents with minimal free time.

Facilities	Cost (per hr/day)	Hours Available	Booking Process	Access Process	Additional Information
School Gym • Two x full size netball/basketball	\$75/hour minimum hire of two hours	M – F 4pm – 10pm S/S & Holidays 8am – 10pm	Booking form on website	Staff available to lock/unlock	
Artificial turfs • Two covered, two uncovered	Negotiable	M – F 4pm – 10pm S/S & Holidays 8am – 10pm	Booking form on website	Staff available to lock/unlock	





Partnerships (if applicable)

The school has numerous unofficial partnerships with community organisations such as:

- Auckland Basketball Services Limited
- Manukau Auckland Volleyball
- Counties Manukau Badminton.



What have been the positive impacts of community use?

They have really been able to create a space that is valued and used by their students, their whānau and the wider community.

They believe that it has led to many opportunities for their students to connect with the wider community creating opportunities to play for representative teams, learn skills from high quality coaches and just learn more about wider opportunities outside the school.

Have there been any negative impacts of community use? How has the school managed these?

There have only been really small negatives associated with opening up the facilities, sometimes there is negative behaviour between those from other schools and their own students, but all of this is managed by staff members onsite.





Case Study: Wellington School of Cricket Book-a-Net Platform

Easy-to-use Booking System

Background

The Wellington School of Cricket (WSC) is a business unit operating within Cricket Wellington, with the aim of providing high-quality cricket facilities for budding cricketers in the Wellington region.

With three national-quality indoor net facilities, the WSC aims to enhance players' skills and foster a love for the game. The WSC recognised the need for an efficient booking system to manage its indoor nets at Sky Stadium and the Mana Indoor Centre. Prior to implementing Book-A-Net, players faced challenges in securing practice slots, and administrative tasks were time-consuming. The goal was to streamline the booking process, improve accessibility, and enhance the overall user experience.



Book-A-Net is an online platform that allows players to reserve indoor net sessions conveniently. Here's how it works:

- Players visit the WSC webpage on the Cricket Wellington website and select their preferred venue (Sky Stadium or Mana Cricket Indoor Centre)
- They choose the session(s) they wish to book (full lane, bowling machine lane, throw-down area etc)
- After confirming the booking, players receive an access code via email and text
- Much like a gym membership, casual hirers need to pay online at the time of booking, while members pay an annual fee that provides them a booking code that removes the need to pay each time
- The high performance staff for Cricket Wellington are given their own booking codes (removing the

hire fee) and can access dates further into the future than other users – meaning they can lock in their programmes well in advance.

Accessing the Facility:

- Upon arrival at the facility, players input their access code into the keypad
- The door unlocks, and lights turn on for the booked period
- At the end of their booking, an alarm will sound before the lights turn off, allowing them the user time to pack-up and leave
- The access code is active 20 minutes before the session starts.

FAQs and Guidelines:

- Users are guided on using the system effectively
- Bowling machine balls are not provided; players must bring their own
- Maintenance issues are reported promptly to the Venues Manager.





Case Studies



Facilities	Cost (per hr/day)	Hours Available	Booking Process	Access Process	Additional Information
Full cricket lane	\$25/half-hour	Monday to Sunday, 5am till 10:30pm	Through Book-a-net	Access code generated by book-a-net system, inputted on keypad outside venue.	Depending on Sky Stadium events i.e. All Blacks Tests, some dates and times are blocked out.
Throw down lane	\$25/half-hour				
Bowling machine lane	\$27.50/half-hour				

What have been the positive impacts of community use?

Efficiency:

- Players can book nets at their convenience, reducing wait times
- Administrators spend less time managing bookings manually.

Accessibility:

- The system is user-friendly, catering to players of all ages and skill levels
- Schools and sporting clubs can also use the facility for indoor training.

Enhanced Experience:

- Players have a seamless experience from booking to practice
- The system ensures fair access for all.

Have there been any negative impacts of community use? How has the facility managed these?

Code Issues:

- Some users faced difficulties with their access codes
- Solution: Clear instructions were provided, emphasising the 20-minute window before the session.

Bowling Machine Balls:

- Users needed clarity on providing their own balls
- Solution: FAQs addressed this issue, emphasising the importance of using appropriate balls.

Maintenance Reporting:

- Users needed a way to report facility issues
- Solution: Contact details for the Venues Manager were prominently displayed.





Case Study: Taradale Community Pool

Successful school and community partnership

Background

In December 2016, the pool on the grounds of Taradale Primary School was closed due to the deterioration of the building's steel roof and it no longer complying with the revised Building Code. No alternative lane space could be found anywhere in Hawke's Bay for the Learn to Swim and Swimming in Schools programmes so they were halted impacting 4,500 tamariki and rangatahi participants.

The project

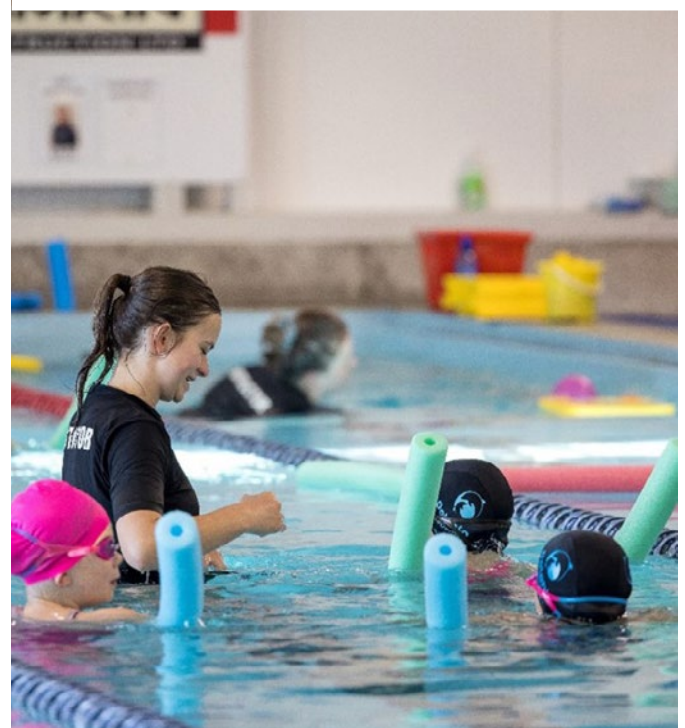
This community-driven project focused on a like-for-like replacement of the roof structure that enclosed the pool, including the reception and changing facilities. The changing facilities were already deemed to be of sufficient size for the pool and range of uses. The existing 25m x 9.6m, 0.9m to 1.8m deep pool remained.

Community and School Partnership

A new governance model saw the establishment of the Taradale Community Pool Trust (the Trust), responsible for the asset management of the pool and building. It was formed initially to fundraise for the replacement of the roof structure surrounding the pool and then entered into a lease agreement with MoE as the 'asset custodian'.

The Trust is made up of a mix of independent and representative trustees. The school and the operator have representatives and the swim club has a trustee position. There is a five-year, third-party lease agreement with three rights of renewal in place between the MoE, Taradale Primary School and the Trust on a peppercorn rate (\$1) which covers:

- MoE ownership of the building and its improvements (MoE must approve any new renewal or improvements that the Trust proposes)
- Trust responsibility for asset management and funding of renewals



- Availability of the pool during the school day for Taradale School and four other surrounding schools; Greenmeadows Primary, Tamatea Primary, Taradale Intermediate, and Taradale High School. All schools pay the pool operator for their bookings and programmes

The Trust has a five-year operating agreement with three rights of renewal, with a commercial operator of the pool facility and delivery of programmes to local schools and the wider community. The operator pays all utilities including minor maintenance and the rental paid by the operator is sufficient to cover forecasted renewals in the next 20 years.

[The details for this case study were taken from here >](#)



Acknowledgements

Case studies

St Oran's College
Tangaroa College
Wellington School of Cricket
Taradale Community Pool

Contributors

Jamie Lane – Sport Waitākere
Tracey Prince-Puketapu – Recreation Aotearoa
Janine Rodgers – Gallagher Insurance Group
Jane Gregg – School Docs
Rhiann Collins – Recreation Aotearoa
Erin Stephens – Ministry of Education
Diloka Perera – Ministry of Education
Dianne Bradley – Paraparaumu College
Warrick Bowden – St Patricks Silverstream

Project Steering Group

Lily Joiner – Nuku Ora
Bryan Dickinson – College Sport Wellington
Simon Tattersfield – Aktive
Mark Bowater – Sport New Zealand Ihi Aotearoa
Zanta Jones – Sport New Zealand Ihi Aotearoa
Gregor Fountain – Sport New Zealand Ihi Aotearoa

