



Hastings Central School Travel Plan



This Travel Plan has been completed with funding and participation from:



Planning and design work by:



School Travel Plans are part of the iWay programme. For more information, please visit:

<http://www.iway.org.nz/>



Version 2 – April 2018



Table of Contents

Introduction	1
Benefits of Active Travel	1
Using this Plan	3
What is MoveIt?	3
Setting a Good Example – Walking	3
Setting a Good Example - Cycling	4
Getting to Hastings Central	5
School site assessment	6
School environment summary	11
Student leaders input	11
Site plan	12
School policies and tips.....	13
Action Plan	14
Agreement on the School Travel Plan.....	18
References	19



This page intentionally blank



**HASTINGS
CENTRAL
SCHOOL**



Introduction

Hastings Central School’s student travel has changed over the years. Our experience is similar to national trends: between 1990 and 2014, the number of primary school students being driven to school in NZ increased from 31% to 55% while “active” travel modes like walking fell from 42% to 29% and cycling from 12% to 2%, although the trend may be reversing [1]. Parents drive their children because of ingrained travel habits, safety perceptions, and busy schedules including after school activities. The school roll has slightly declined from 250 in 2000 to 198 pupils in 2016.

Like many schools built prior to these trends, the parking and traffic management features are not designed to cope with the number of cars arriving at and leaving school [2]. As a consequence, many children are walking, scootering or cycling among manoeuvring vehicles.

This School Travel Plan envisions active children using safe streets, helped by engaged adults (from teachers to parents to police officers), surrounded by responsible drivers. This would help create a virtuous cycle (Figure 1).

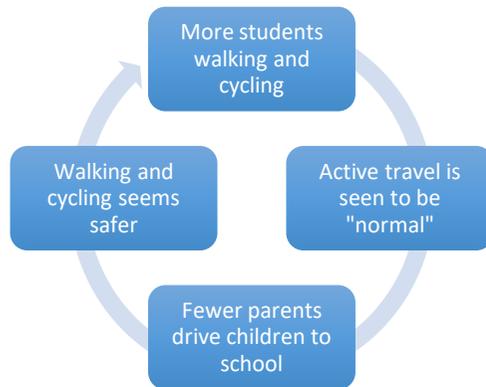


Figure 1: The “virtuous” cycle of active travel to school

Benefits of Active Travel

STUDENTS	<ul style="list-style-type: none"> • Health: active travel to school (ATS) is strongly associated with better physical fitness and cardiovascular health [3]. • Safety: walking and cycling are statistically safe ways to travel [4]. New research shows that cycling on the road is far safer than other common activities like horseback riding, skiing, and rugby [5]. Learning traffic skills and encouraging group travel helps reinforce the ‘safety in numbers’ effect [6]. ATS builds lifelong road safety skills instead of being chauffeured up to driving age. • Learning: physical activity such as ATS is positively related to academic performance [7]. Those who transport themselves to school score better in concentration tests than those who are driven [8]. • Confidence: ATS builds an enhanced sense of independence and confidence about transportation choices and the neighbourhood [9].
COMMUNITY	<ul style="list-style-type: none"> • Improved road safety: Auckland has 48% fewer pedestrian crashes near Travelwise plan schools [10]. • More community involvement as parents, teachers and neighbours get involved and put “eyes on the street”.
SCHOOL	<ul style="list-style-type: none"> • Fewer discipline problems because students arrive alert and “ready to learn”. • Less congestion at the school gate, freeing up space for those students who cannot use active transport.



How children who walk to school see the world [9]



Figure 2: William (age 7) walks and recalls trees and other buildings



Figure 3: Maria (age 10) walks and recalls trees, flowers, and pets

How children who are driven to school see the world



Figure 4: Sandra (age 7) is driven and does not recall her surroundings

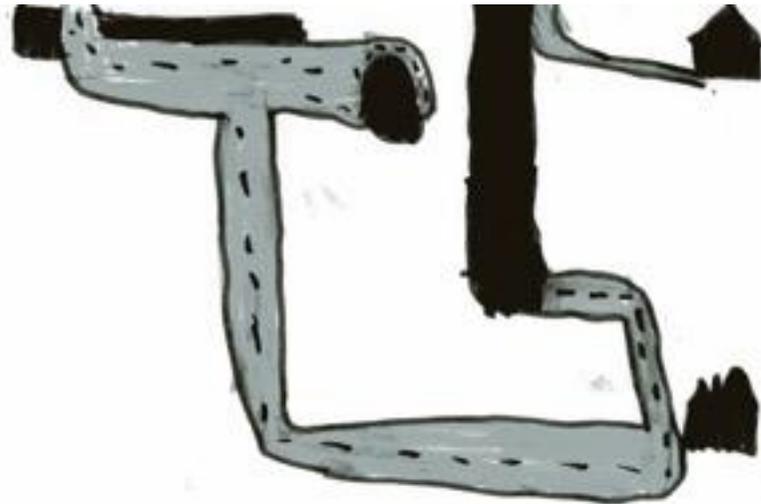


Figure 5: Samuel (age 7) is driven and recalls only the pavement in monotonous

Using this Plan

Parents can learn about the best routes for active travel, the safest ways to pick-up and drop-off their children, and participate in school patrols. Parents can also help fundraise and implement activities.

The District Travel Plan Coordinator (Sport Hawkes Bay) can use this plan as a framework for education and encouragement activities such as cycle skills training and Walk to School Day.

Board of Trustees members and school administrators can make supportive policy, procedural, and physical changes at the school as well as distribute informational materials to parents.

School staff can use this plan to learn more about the benefits of encouraging children to use active travel modes and to become engaged in the delivery of education and encouragement programmes.

District Council staff can use this plan to prioritise infrastructure improvements. Some changes are inexpensive and readily made while others may require traffic studies, public consultation, and identification of funds through the District Plan process.

Police staff can use this plan to prioritise enforcement activities and participate in education and encouragement programmes.

Public health staff can use this report to identify specific opportunities to collaborate with schools to encourage healthy behaviours in school children and their families.

What is Movelt?

Movelt is an education and encouragement programme that is part of the iWay active transport initiative. Supported by Council and Sport Hawkes Bay, the programme includes walk to school rewards and scooter and cycle skills training.

More information: <https://www.iway.org.nz/kids/>



Setting a Good Example – Walking

Walking (and/or scootering) with your child to school is a great way to get exercise into your daily routine and impart lifelong personal and road safety skills.

This Plan makes a number of recommendations relating to walking programmes starting on page 16.

Setting a Good Example - Cycling

For those who live too far away to walk, a car is not the only way to carry children and cargo! **Parents** can use cargo bikes if they have younger children who need to be dropped off at kindy or primary school. **Teachers** can use cargo bikes to carry books and learning materials. Bikes are easy to park, inexpensive to run, and require no petrol – but above all, children love them!

Trailers or tag-alongs (Figure 6) are widely available. Electric assist is available on any type of bike for hills or longer distances.



Figure 6: An electrically assisted long tail cargo bike with child seat and tag-along

Sturdy and stable European style cargo bikes and trikes, also known as “Box Bikes” (Figure 7 and Figure 8) have recently become available in New Zealand, enabling parents to supervise children seated in front.

Detachable rain covers, permanent lights that require no batteries, and seat belts are common features of box style cargo bikes.



Figure 7: A “box” trike with rain cover in Christchurch



Figure 8: A “box” style cargo bike with three children in front, Davis, California

Getting to Hastings Central

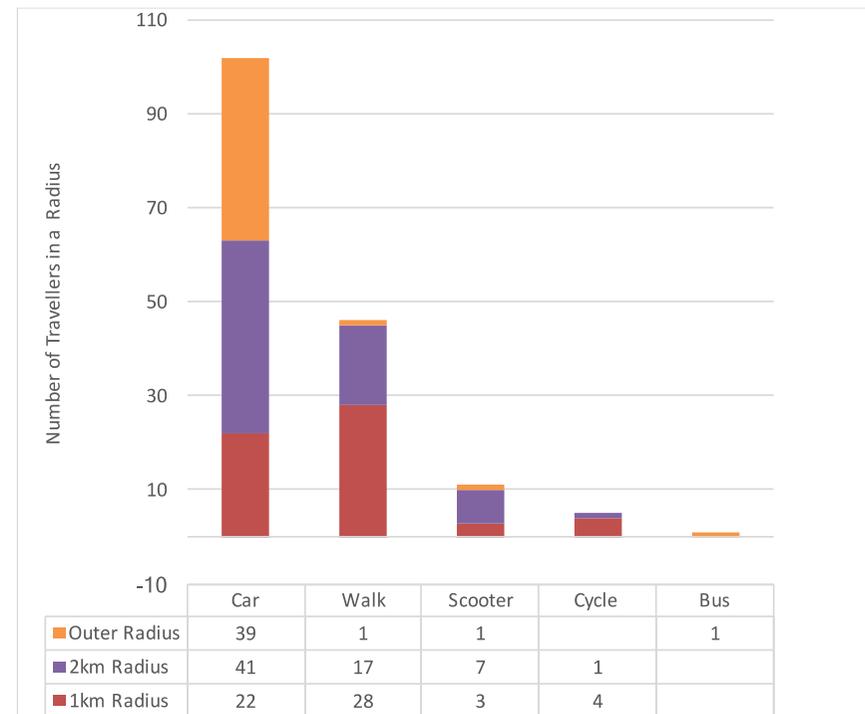
A 2 km radius circle around Hastings Central School covers a large area of Hastings (Figure 9).



Figure 9: most houses in Hastings are within 2km of Hastings Central school – an easy distance to walk or ride a bike (especially with parents, siblings, or classmates!)

A travel mode and distance survey of most (165, 82% of the school roll) students indicated that 35% live within 1km, 40% live more than 1km but less than 2km, and 25% live more than 2km from school. Being driven to school is the main mode of travel overall. For those who live within 1km, walking is the main mode (Table 1).

Table 1: Mode of transport to school survey



The survey shows that students are coming from all over the city; no one neighbourhood dominates the origin/destination map.

School site assessment

Reported crashes in the area

Three of the 22 crashes reported in the last five years (including 2017) involved either a pedestrian or a cyclist:

- An adult pedestrian crossed heedless of traffic and walked into a car
- An 11-year-old cyclist was hit by a vehicle at the Hastings / Southampton roundabout
- A vehicle driver failed to give way to a cyclist (age not identified) already circulating on the Hastings / Southampton roundabout (this illustrates a common safety problem for cyclists at roundabouts).

Many of the crashes involved manoeuvres associated with pulling into / out of traffic streams and distractions. Nine crashes occurred during the morning and afternoon school peak times.

Traffic volumes and speeds

Traffic counts for the three main streets around the school are presented in Figure 10. The speed values indicate that 85% of the vehicles travelled at or below this speed and 15% exceeded it. These streets have a 50 km/h speed limit. Speeds are 4 km/h lower during peak times on Hastings Street but not significantly different on Karamu Road and Southampton Street.

A site audit was conducted on 3 November 2017. A school site map is provided on page 12. Options for addressing identified issues are in the Action Plan (p. 14).



Figure 10: Average daily traffic and 85th percentile speed from counts conducted in 2017

This is probably because the count locations on the latter streets are not as close to a school zone and further from a major intersection. Observations suggest that some drivers are travelling at a speed that is not appropriate when children are present.

Hastings Central School Travel Plan

Karamu Road South

Hastings Central School's main entrance is off Karamu Road South, which carries about 1,700 vehicles per day. Hastings Intermediate School and Hastings Boys' High School are located further south along Karamu Road, and thus there is a school zone marked from the start of Karamu Road at Murdoch Road to just prior to the intersection with Southampton Street; a length of 850 m. The school zone is treated with painted threshold markings and school zone advisory signs at either end, and "sharks teeth" markings along its length. The posted speed limit remains at 50 km/h through the school zone.

A kea crossing with kerb build-outs is provided outside the main school entrance. There are footpaths on both sides of the road.

There is a painted 2-way cycleway running along part of Karamu Road, located directly adjacent to parking (note that best practice requires a buffer between parked cars and cycleways). It runs from Hastings Boys' High (a bridge links to the cycle lanes on Railway Road) to just south of Hastings Central School, where it connects to a path that runs alongside the railway line up to Southampton Street.



Figure 11: View east along Karamu Road - the kea crossing can be hard to see during low early morning sun conditions and behind parked vehicles

Southampton Street East

There are two main pedestrian access points to Hasting Central School off Southampton Street East: the gate at the corner with Karamu Road and a zebra crossing with kerb build outs located at the school's side gate. Cycle lanes on this street are of the 'door-zone' type, meaning that they are positioned adjacent to parallel parked cars and riders must contend with driver door openings. Parking is unrestricted and completely full by 8am, meaning that parents stop on the broken yellow no-stopping lines on either side of the zebra crossing to pick up or drop off children.



Figure 12: The zebra crossing is used by students and adult commuters



Figure 13: Cycle lanes along Southampton Street are in the 'door zone'



Figure 14: A lesser-used gate at the Southampton/Karamu corner

Southampton Street / Hastings Street roundabout

Like many of the older designs along Southampton Street, this roundabout is a challenge for younger and older pedestrians and cyclists. Six crashes occurred here in the last five years; two involving drivers who failed to give way to cyclists. Much of the space in this intersection (the lighter grey pavement in Figure 15) is not used for vehicles and could be reallocated to mountable islands.

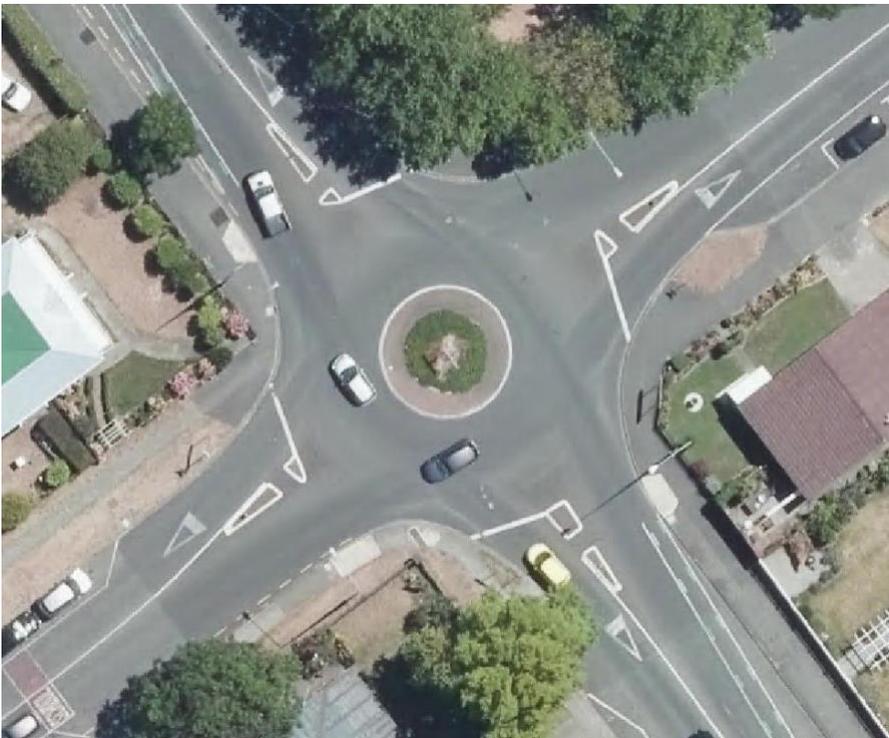


Figure 15: Southampton / Hastings roundabout

Southampton Street / Karamu Road intersection

There is a strong pedestrian and cyclist crossing demand at this intersection (mostly high school and adult commuters). Even elderly pedestrians were observed giving up on finding a gap in two streams of traffic and ventured out into the road in hopes of not being struck. Five vehicle crashes occurred here in the last five years; generally crossing or turning related.



Figure 16: Pedestrian desire line across Southampton St at Karamu Rd

Hastings Street South

Hastings Central School can be accessed via the Kowhai Special School driveway. A narrow footpath with a painted zebra crossing of the driveway leads up to the school field and bike track.

Hastings Street South carries 2,500 vehicles per day (slightly busier than Karamu Road). It has a school kea crossing near the entrance to Kowhai Special School, and a school zone with painted thresholds and sharks' teeth markings.

As with Karamu Road, the kea crossing can be hard to see for city-bound drivers during the early summer day's low sun (precisely when the peak school travel occurs).

Cycle parking

There are two cycle parking areas on the school grounds. On the day of the audit, there were 10 bicycles and 29 scooters parked in these areas. One of the stands has tubes which appear to be designed for a structure to cover the bicycles and provide protection from the elements. Left uncovered over the course of a school year, a cycle drivetrain will rust and UV rays will ruin handgrips and seats.



Figure 17: Cycle parking stand

School environment summary

- With access from three sides, congestion and accessibility is improved compared to many schools.
- Traffic volumes are relatively low except busy Southampton Street, but concentrated during commute hours. There have been 22 reported crashes in the last five years, and likely many more that have gone unreported.
- Central city block lengths are short and should be more walkable, but a priority has been placed on motor vehicle access and parking. Where provided, median island pedestrian refuges are small and inconspicuous.
- Roundabouts are an older design with wide circulating lanes, small splitter islands and refuges, and relatively high vehicular speeds.
- School zones are well marked and signposted but the default urban speed limit of 50 km/h still applies.
- Kea crossings are conveniently located and well operated by students, but parking and sun-strike can make them hard to see.
- There is an adequate amount of conveniently located scooter and cycle parking but it is not sheltered from rain and sun, which will lead to rapid rusting and degradation of chains, saddles and handgrips.

Student leaders input

Four student leaders described how they get to school in a half-hour session with the travel plan working group. All had bicycles (one was inoperative) and two had scooters. One was regularly driven to school, and the others usually walked about five or ten minutes each way to and from school. Concerns included ‘strangers’ and being hassled by ‘big kids’ (likely due to the close proximity to the boy’s high school).



Figure 18: Student leaders were enthusiastic about Movelt programmes

Site plan



School policies and tips

Drive slower around a school to make it safer for everyone. The speed limit passing a stationary school bus is 20 km/h.

Don't stop in the middle of the road to let your child in or out: you contribute to congestion by stopping traffic behind you and increase the risk for children crossing the road.

Need to turn around? Please go around the block rather than u-turning in front of the school or turning into a driveway and then backing into the street.

Cycling: we encourage children to be fit and active and support biking to school where practicable. Parents are asked to assist the school in promoting safe riding behaviour and to ensure bikes are road worthy. The NZ Police recommend that biking to school without supervision should be for children over nine years, who are capable of biking safely. Parents should make the decision based on the maturity and skill of their children. Younger children should be accompanied by an adult when riding on-road.

Parking or stopping on yellow lines impedes visibility for people crossing the road and turning vehicles. Please park legally and considerately.

Time limited parking: new parking restrictions have been installed near the bus stop on Karamu Road in order to keep spaces free for short visits.

Rear entrance: you may pick up your child on Hastings Street, but please do not drive in – this is reserved for the Kowhai School and Dental Clinic.

Footpaths are for feet! please don't park on the footpath if you can't find an on-street park within sight of the school gate – just park a bit further away and walk to the gate. Raining? Bring an umbrella!

Late arrivals or early pick ups: parents or caregivers should come via the office and not the classrooms

Avoid a fine! Parking and no-stopping rules apply even if you are sitting in the car and/or only stop for a moment!

Check out the latest road code:

Parking: <https://www.nzta.govt.nz/resources/roadcode/about-driving/where-not-to-park/>

Driving: <https://www.nzta.govt.nz/resources/roadcode/road-code-index/>

Cycling: <https://www.nzta.govt.nz/resources/roadcode/cyclist-code/>

Action Plan

The objectives and strategies used to achieve the goals of making journeys active, social, safe and sustainable are listed by the applicable “E’s” of Engineering, Education, Encouragement, Enforcement, and Evaluation.

Objective	Action	Stakeholders	Status
ENGINEERING			
Students and parents feel safe walking and cycling to school	<p>Southampton Street</p> <p>There is no short-term parking for parents to drop students off at the side gate, so they stop on yellow lines near the zebra crossing.</p> <ol style="list-style-type: none"> 1. Consider parking management approaches to address short-term parking availability for parents and caregivers, lessening pressure on Karamu and Hastings roads 	HDC transportation staff	Programmed for 2017/18
	<p>Karamu Road and Hastings Street South school crossings</p> <p>Intervisibility between drivers and pedestrians at the school ‘kea’ crossings (whether operated by school patrols or not) is limited by sunstrike and/or stopped vehicles, affecting observation and reaction time. Data suggests a relatively high speed during school travel hours.</p> <ol style="list-style-type: none"> 2. Conduct a more detailed speed survey closer to the Karamu Road crossing 3. Review crossing and general road safety at both crossings 4. If the existing road layout is compliant with conservative values (rather than design minima) in Austroads GRD4A and enforcement and education does not address a still-documented issue, consider physical road layout changes 	HDC transportation staff	Programmed for 2017/18

Hastings Central School Travel Plan

Objective	Action	Stakeholders	Status
	<p>Southampton Street / Karamu Road intersection</p> <p>Road users have difficulty crossing the street; this is a high usage desire line for Central & High students as well as adults.</p> <p>5. Conduct a safety audit of this intersection and consider means of addressing the issue</p>	HDC transportation staff	Programmed for 2017/18
	<p>Southampton Street / Hastings Street South roundabout</p> <p>Crash reports and observations indicate that there may be an engineering approach in addition to road user education and enforcement at all roundabouts along Southampton Street.</p> <p>6. The iWay programme includes an action to review and upgrade all roundabouts along Southampton Street</p>	HDC transportation staff	This action is to be prioritised along with other projects in the Council's Long-Term Plan
There is adequate parking for students	<p>Cycle parking is not weather protected and of the 'wheel-breaker' type, contributing to bent wheels, rusted chains and rusted brake cables.</p> <p>7. Consider upgraded covered cycle parking on site.</p>	Board of Trustees Principal	To be advised by BoT
EDUCATION			
The School Travel Plan is accessible to parents	8. Have copies of the plan and summary brochure in the office, posted online, and referenced in other communications	School staff	Leaflets/newsletters: Term 2 2017
Parents drive courteously and safely	<p>9. Continue school safety patrols at crossings and school frontages</p> <p>https://education.nzta.govt.nz/resources/school-ethos-and-organisation/school-traffic-safety-teams</p>	School staff Senior students Parents	Ongoing
Students are aware of their surroundings and	10. Conduct pedestrian traffic safety sessions for Year 1 and 2 students, including traffic signs and how to cross the street	Sport Hawkes Bay	Annual pedestrian safety training (year 1



Hastings Central School Travel Plan

Objective	Action	Stakeholders	Status
cross streets safely Students who walk, scoot and cycle do so confidently and safely	<p>11. Conduct scooter safety training sessions for Year 4 students, possibly in conjunction with a Decorate Your Scooter Day. http://www.letsgo.org.nz/Portals/0/Travel%20plan%20resources/Scooter%20Session%20-%20Final.pdf (Updated coming late 2018)</p> <p>12. Conduct cycle skills training sessions for Year 5 to 8 students on hand signals, negotiating intersections, bike and helmet fit https://www.nzta.govt.nz/resources/cyclist-skills-training-guide/</p>	School staff Police Parent volunteers	and 2 students) Annual scooter safety training session (year 3 and 4 students) Annual cycle skills training (year 5 to 8 students)
ENCOURAGEMENT			
More students use active travel, minimising congestion and maximising health and learning outcomes	<p>Park and Walk programmes can help students who live too far away or whose route may include hazardous traffic situations. Parents can drive to the home of a classmate who lives closer to school, or a designated drop-off zone at an agreed time, and the students can walk together to achieve “safety in numbers”.</p> <p>13. School staff will publicise Park and Walk options to parents http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm</p>	School staff Parent volunteers	Parent-led programme promoted through this plan and school communications at least annually
More children walk, scoot and bike to school, minimising congestion and maximising health and learning outcomes	<p>Movelt events can include a Walk and Roll to School Day or week; school-wide contest or contests across the district; breakfasts; walking school buses; media invitations; and sports personalities. Students could be rewarded with incentives like healthy snacks, buttons, stickers, and high-viz rain ponchos, and/or a “Decorate Your Bike or Scooter” event.</p> <p>14. All stakeholders will support Movelt programmes in the school http://www.iwalktoschool.org/ and https://www.iway.org.nz/kids/</p>	Sport Hawkes Bay Parent volunteers School staff	This action and associated resources will be considered as part of an annual event



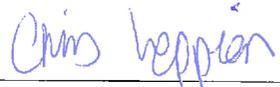
Hastings Central School Travel Plan

Objective	Action	Stakeholders	Status
More children have the opportunity to bike to school	<p>Many children don't own a bike or when it gets a flat tire, parents don't have the skills, time or money to have it repaired. A Fix-A-Bike event can pair students with volunteers and staff from area bicycle shops to learn how to maintain their bikes. This should be held before cycle skills training each term.</p> <p>15. Sport Hawkes Bay will coordinate a pilot Fix-A-Bike event http://www.wheelsforwinners.org/</p>	<p>Sport Hawkes Bay Area bike shop(s) Regional or district councils School staff</p>	This action will be considered in future years
ENFORCEMENT			
School frontage operates safely at all times	<p>Illegal parking on footpaths and/or no-stopping lines, high speed and/or inattentive driving all affect pedestrian safety.</p> <p>16. School staff will record and report illegal driving behaviours 17. Police officers and council parking officers will periodically conduct enforcement actions</p>	<p>School staff Police Council Parking Services</p>	Ongoing
EVALUATION			
The outcomes of this plan are measured and programmes which are successful continue to be supported	<p>18. Teachers will conduct "hands up" mode share surveys in class and count parked bikes and scooters on a designated day 19. Sport Hawkes Bay will assess mode share and activity participation numbers versus effort/cost of promotions http://guide.saferoutesinfo.org/evaluation/index.cfm</p>	<p>Sport Hawkes Bay School staff Parent champions</p>	Bi-annual bike and scooter counts, mode choice and route surveys on the second Wednesday of term 1 and 3



Agreement on the School Travel Plan

The priority actions in the Travel Safe school travel plan are supported by school representatives and other stakeholders. These actions are aimed at making travel to and from school safe, sustainable, social and active.

NAME	POSITION	SIGNATURE	DATE	CONTACT
Peter Ahern	Principal		6/4	principal@hastingscentral.school.nz
Grant Shanley	Teacher & road safety patrol		5/4	grant.shanley@hastingscentral.school.nz
Talia Chadwick-White	Board of Trustees Chairperson		6/4	
Eynon Phillips	iWay Coordinator and Transportation Engineer, Hastings District Council		5/04	eynonp@hdc.govt.nz
Fran Rose	Travel Safe Coordinator, Sport Hawkes Bay		5/4	franr@sporthb.net.nz
CHRIS LEPPEN	NZ Police		12/04	christine.leppien@police.govt.nz



References

1. Ministry of Transport, 2015. Comparing Travel Modes: New Zealand Household Travel Survey 2011-2014. Available from: <http://www.transport.govt.nz/assets/Uploads/Research/Documents/Comparing-travel-modes-2015.pdf>.
2. Rice, B., 2008, *How We Got to School: A Study of Travel Choices of Christchurch Primary School Pupils*, in *College of Engineering* University of Canterbury: Christchurch, NZ. p. 250.
3. Larouche, R., et al., *Associations between active school transport and physical activity, body composition, and cardiovascular fitness: a systematic review of 68 studies*. J Phys Act Health, 2014. **11**(1): p. 206-27.
http://www.naspspa.org/AcuCustom/Sitename/Documents/DocumentItem/25_Larouche_JPAH_20110345_206-227.pdf
4. Ministry of Transport, 2015. Cyclist Crash Facts. Available from: <http://www.transport.govt.nz/assets/Uploads/Research/Documents/Cycling2015.pdf>.
5. Chieng, M., H. Lai, and A. Woodward, *How dangerous is cycling in New Zealand?* Journal of Transport & Health, 2017.
<http://www.sciencedirect.com/science/article/pii/S2214140516303656>
6. Jacobsen, P., D. Ragland, and C. Komanoff, *Safety in Numbers for walkers and bicyclists: exploring the mechanisms*. Injury Prevention, 2015. **21**(4): p. 217-220.
7. Singh, A., et al., *Physical activity and performance at school: a systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012. **166**(1): p. 49-55.
8. Vinther, D., 2012. Children who walk to school concentrate better, S. Nordic. Available from: <http://sciencenordic.com/children-who-walk-school-concentrate-better>.
9. Sauter, D., 2011, *Walking the social space*, in *5th World Congress of the Global Network Cities for Mobility*: Stuttgart.
10. Auckland Transport. Safe school travel plans. Available from: <https://at.govt.nz/cycling-walking/school-travel/travelwise-schools/safe-school-travel-plans/>.

