



Karamu School Travel Plan

2017



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:

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Introduction

Karamu School is easy to access by all travel modes. While walking and cycling is easy, 40% of students arrive by car. Many students drive or are driven because of ingrained travel habits, safety perceptions, and busy schedules including after school activities.

As a consequence, many students are walking or cycling among manoeuvring vehicles. This School Travel Plan envisions active students 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.

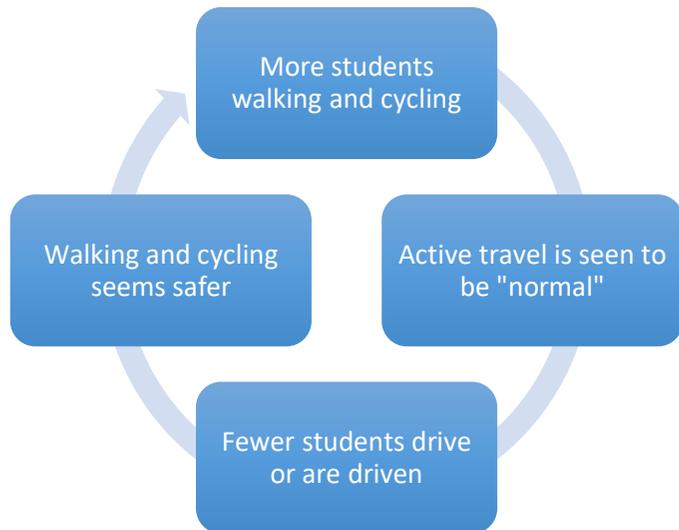


Figure 1: The “virtuous” cycle of active travel to school

Benefits of Active Travel to School

STUDENTS	<ul style="list-style-type: none"> • Health: active travel to school (ATS) is strongly associated with better physical fitness and cardiovascular health [1]. • Safety: walking and cycling are statistically safe ways to travel [2]. New research shows that cycling on the road is far safer than other common activities like horseback riding, skiing, and rugby [3]. Learning traffic skills and encouraging group travel helps reinforce the ‘safety in numbers’ effect [4]. 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 [5]. Those who transport themselves to school score better in concentration tests than those who are driven [6]. • Confidence: ATS builds an enhanced sense of independence and confidence about transportation choices and the neighbourhood [7].
COMMUNITY	<ul style="list-style-type: none"> • Improved road safety: Auckland has 48% fewer pedestrian crashes near Travelwise plan schools [8]. • 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.



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.

Addressing Key Issues

I would cycle or walk to school, but it isn't safe

The iWay network provides safer routes for walking and cycling. Travelling with your mates is a great way to ensure safety in numbers.

I don't trust the weather

Keep a rain jacket/poncho in your bag at all times for unexpected rain.

I don't like wearing a helmet, it isn't cool

New fashions are available such as the Yakkay (at right), Nutcase, Sawako, Bobbin, and Thousand. What is cooler...being dropped at school by your mother because you won't wear a helmet or getting to school under your own steam?



I'm too lazy

Getting friends together at a meeting point in your neighbourhood and then travelling in a group is a great way to get motivated.

My books are too heavy

Panniers mounted to a stylish commuter bike solve the cargo issue and are weatherproof.



It takes too long to walk or cycle

Active travel does require a bit more planning ahead, but once you've tried it a couple of times you'll find that it can fit neatly into your day and often doesn't take much longer than driving – especially if you have to wait for other car occupants to get ready!

Getting to Karamu High School

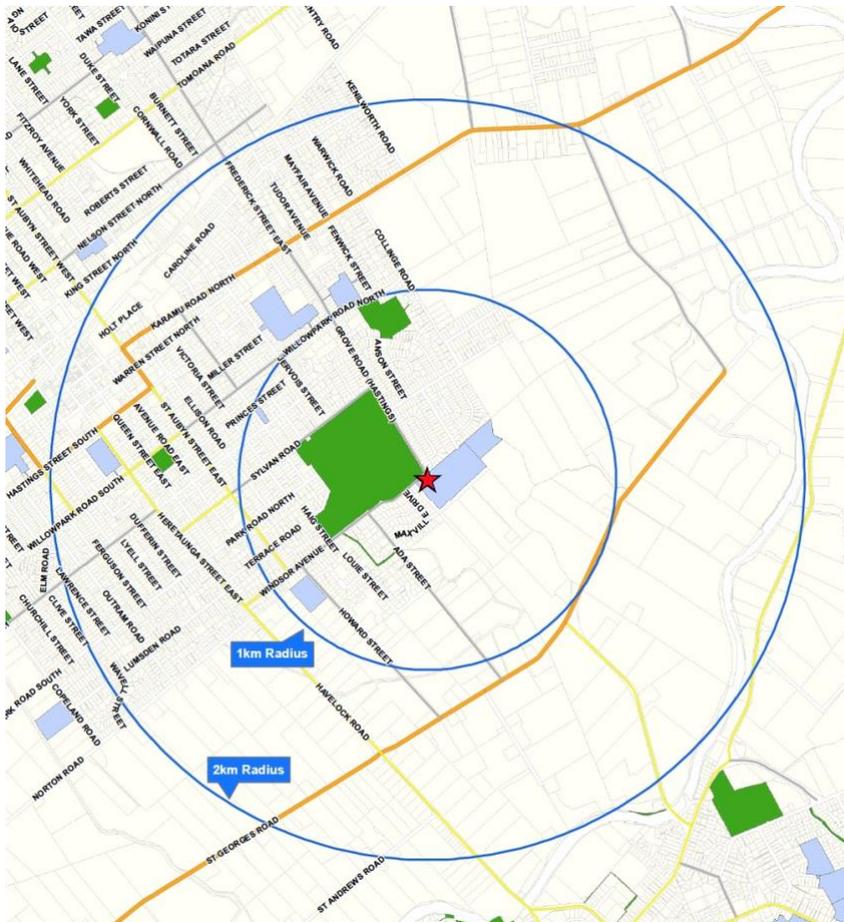


Figure 2: many houses in Hastings are within 2km of Karamu High school – an easy distance to walk or ride a bike

A 2 km radius circle around Karamu High School reaches as far as the town centre and encompasses Caroline Road, Karamu Road North, and all of Heretaunga Street East (Figure 2). Thousands of homes in the south-east part of Hastings are easily reached on foot or bike.

A survey taken in early 2016 revealed that on a typical day, 281 (42%) of the 670 respondent students are driven (there are 875 enrolled students). When considering the students living within 1 km of school, the percentage of students being driven drops to 31%.

Table 1: Mode of transport to school survey

Travel mode	Distance from school			All distances	Mode share %
	1km	2km	>2km		
Walk	120	87	28	235	35%
Cycle	4	10	45	59	9%
Bus	0	0	88	88	13%
Shared Cars	0	1	13	14	2%
Car	8	43	216	267	40%
Total	132	141	397	670	

School Site Assessment

Windsor Avenue: courtesy crossing and Windsor Park access

A steep dirt bank and a chain barrier make access to the park unnecessarily difficult. Installing stairs and/or a ramp into the park would also provide a landing area to navigate around the holding rail.



Figure 3: Students climb over the park chain barrier

A map showing the locations discussed here is found on page 10. Options for addressing identified issues are given in the Action Plan (page 14).

Windsor Avenue: Windsor Park path

A holding rail helps cyclists to get a quicker start when a gap in the traffic stream presents itself, and a place for elderly pedestrians to hold and rest. It does not fit within the path while still providing space to travel along the path.



Figure 4: holding rail blocks access along the path

Windsor Avenue: bus stops

Two bus parks are placed conveniently in front of the school and reported to be operating well by the drivers.



Figure 5: Bus stops are conveniently located

Windsor Avenue cycle lanes

Cycle lanes are provided along Grove Road and Windsor Avenue. Proximate to the school, students often congregate to socialise and talk.



Figure 6: Walking and cycling home is a social occasion

Grove Road cycle lanes

Some motorists park far from the kerb and squeeze people trying to use the cycle lane. Driver education and notices in the newsletter may help address this.



Figure 7: Car encroaching on the cycle lane

Grove Road path

The path along the Windsor Park frontage on both Grove Road and Windsor Avenue is a coarse chip; future reseals should be hotmix asphalt for ride comfort. The kerb ramp pictured helps riders access the on-street cycle lane.



Figure 8: Grove Road path

Beatson Road: motor vehicle parking & perimeter path

Students sometimes park on the grass verges. Pressure on car parking may be reduced if more students walk or cycle.



Figure 9: Beatson Road student parking

Beatson Road: southern school frontage

A policy prohibiting parking on the grass verge along the southern school frontage requires reminders and potential enforcement.



Figure 10: Cars parked on grass verge along southern frontage

Informal link to Riverslea Primary School

Some students use the sports fields to walk to and from Beatty Street and Riverslea School. This provides a more direct route for some students, reduces congestion at the main entrance, and enables Karamu students to travel with younger siblings at the primary school.



Figure 11: View towards Beatty Street and Riverslea Primary

School site: cycle parking

Cycle parking is near capacity. Existing stands are rusty and of the older “wheel breaker” type; modern stands make it easier to lock higher value bikes and accept wider tyres. There is no weather protected cycle parking, so higher value bikes are less likely to be used for school travel. All bikes will rust if exposed to the elements regularly.



Figure 12: Cycle parking observed to be nearly totally full

School site: visitor cycle parking stand

A bike-themed cycle parking stand is prominently positioned outside the office for parents and other visitors who ride to school.



Figure 13: Visitor cycle parking stand

School site: parking area

Along the west frontage is one of three off-street parking areas provided within the campus; this one is marked for school vans only.



Figure 14: Reserved parking for school vans and staff

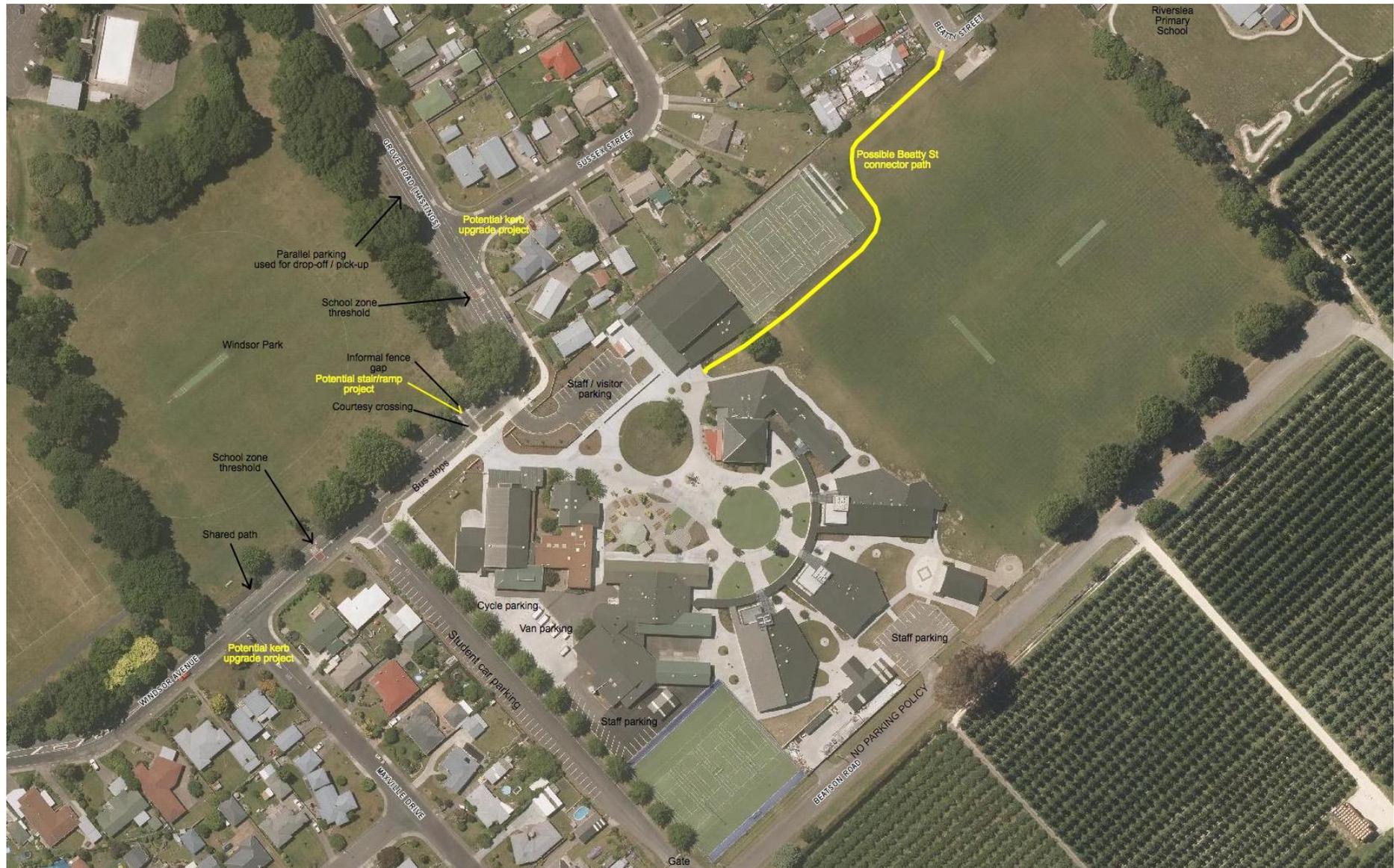


Figure 15: Site plan

Guidelines on Student Transport

RATIONALE

To ensure that students travel to and from school in a safe manner and ensuring that the school culture is maintained.

AIM

- (1) To ensure students travel to and from school in a safe manner
- (2) To protect the school culture by establishing expectations for travel to and from school
- (3) To prevent damage caused to school property.

GUIDELINES

Parent Drop off / Pick up

- (1) Parents are encouraged to drop off and pick up students in designated areas to prevent congestion at key times. (ie Beatson Rd or Grove Rd)
- (2) Parents are **not** to use the main carpark entrance unless coming into the school office or have a student with a particular medical condition.
- (3) Parents are not to park or pick up and drop off in Bus bays or areas that have been marked with yellow lines.

Personal Motor Vehicles

- (1) Students using their own vehicles (Cars, Motorcycles) must register their vehicle with the Deputy Principal before use.
- (2) Students who carry a full licence and wishing to carry passengers must have parental consent and identify all passengers on the consent when registering.
- (3) All vehicles must be parked legally in the areas designated.
- (4) All drivers must obey the traffic laws as set out by the Ministry of Transport / NZ Transport Agency.

Bikes

- (1) All students riding bicycles must obey traffic rules at all times riding to and from school.
- (2) Students must walk their bike to and across the crossing points on Windsor Ave and Beatson Cres
- (3) All bikes must be locked in the bike racks supplied behind the Hall.

Skateboards and Scooters

- (1) Skateboards and Scooters are **not** to be used as a form of transport to and from school

Evaluation and Review:

The Principal will report annually to the Board of Trustees on the outcomes and effectiveness of these procedures



Pick-up and Drop-off Rules and Tips

Driving

Give way at courtesy crossings: although not required by law, courtesy means being polite. Stop for students who are already in the road or if school staff request with a hand signal.

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

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 students crossing the road.

Parking

Parking on yellow lines impedes visibility for people crossing the road and turning vehicles.

Bus stops are for buses: if you park or stop in a bus stop, you may force a bus to stop in the road where children have to step into traffic to access it.

Parking adjacent to cycle lanes: please position your left wheels close to the kerb so that you don't squeeze people trying to use the cycle lanes.

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

Looked at the Road Code lately? There are a lot of changes!

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/>



Strategic Approach

The goals of this Travel Plan are to make school travel active, social, safe and sustainable.

The next pages of this plan propose a number of strategies that fall into the categories summarised in Table 2.

Table 2: The Five E's of Safe Routes to School Programs [9]

Engineering	Operational and physical improvements to create safer and more accessible streets, paths, cycleways and crossings near schools
Education	Teaching children about transport choices and lifelong safety skills; launching driver safety campaigns
Encouragement	Using events and activities to generate enthusiasm for active travel among students, parents, school staff and the community
Enforcement	Partnering with police and Council parking officers to ensure that laws are obeyed in the vicinity of schools (including speed limits, giving way to pedestrians, and parking rules)
Evaluation	Monitoring and documenting outcomes, attitudes and trends through the collection of data before and after the intervention(s)

From a school stakeholders' perspective, a "Whole School Approach" is recommended as illustrated in Figure 16.

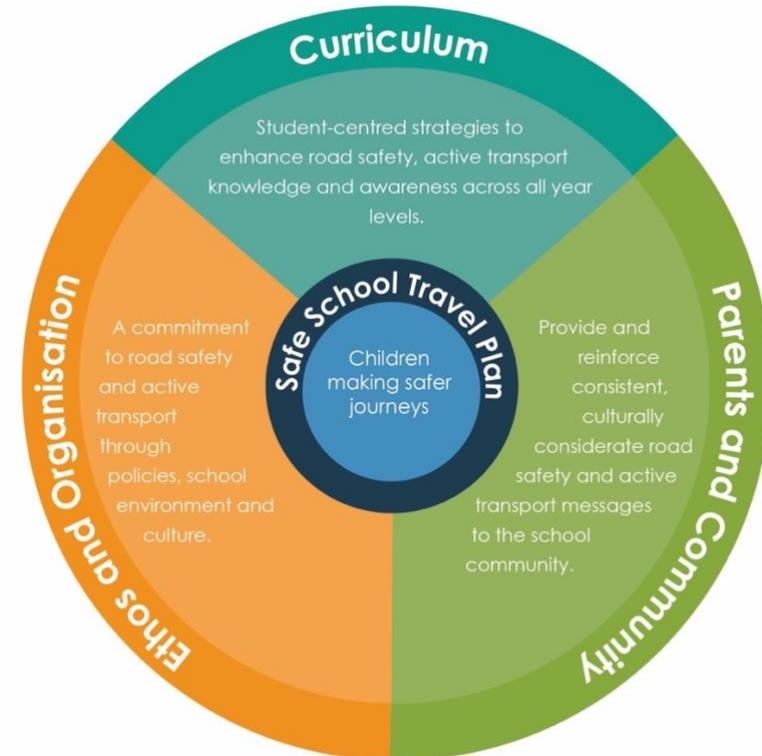


Figure 16: Non-engineering aspects of the Whole School Approach (based on Auckland's Travelwise programme)

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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	<ul style="list-style-type: none"> Consider kerb upgrades at Maxville Drive and Sussex Street intersections to provide wider and smoother kerb ramps 	HDC transportation engineer	Investigate proposed engineering measures 2016/17 fiscal year
	<ul style="list-style-type: none"> Consider a wide stair and/or ramp between the north end of the courtesy crossing and Windsor Park, with a widened shared path to provide easy manoeuvring around the street furniture (holding rails). Remove chain barrier. 	HDC transportation engineer, parks team	Investigate proposed engineering measures 2016/17 fiscal year
	<ul style="list-style-type: none"> As described on page 8, existing cycle parking stands do not provide for secure locking or some types of wide tyres and are not covered to protect bicycles from rusting in the rain. Consider expanding cycle parking including new stands and possible covered parking for weather protection. 	Board of Trustees School principal	This action will be investigated and prioritised alongside other capital improvement needs

Objective	Action	Stakeholders	Status
EDUCATION			
The School Travel Plan is supported by stakeholders	<p>Agreement</p> <p>The plan will be discussed by the Board of Trustees and agreed upon, subject to any revisions.</p>	School staff Board of trustees Travel plan and iWay coordinators	TBA
The School Travel Plan is accessible to all school staff, parents and students	<p>Information Distribution: to ensure that this plan is widely available:</p> <ul style="list-style-type: none"> School staff will have copies of the summary and complete plan available in the school office School staff will post the summary policy statement and full travel plan documents in newsletters, leaflets, the school website and other electronic communications <p>http://www.karamu.school.nz/</p>	School staff	Website & newsletters: Term 2 2017
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 who live further away 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>http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm</p>	Parents	Parent-led programme promoted through this plan and school communications at least annually

Objective	Action	Stakeholders	Status
<p>More students walk, scoot and bike to school, minimising congestion and maximising health and learning outcomes</p>	<p>Walk and Roll to School Day can be held each school term, monthly, or weekly. These events can include a school-wide contest or contests across the district; breakfasts; media invitations; and sports personalities.</p> <p>http://www.iwalktoschool.org/ http://www.walkbiketoschool.org/</p>	<p>Travel plan, iWay coordinators Parent volunteers School staff</p>	<p>This action and associated resources will be considered as part of an annual event</p>
<p>More children have the opportunity to bike to school</p>	<p>Fix-A-Bike or similar programmes: many students 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. It could start as a small pilot in which select students could work with volunteers to learn how to fix donated bikes. Students would be able to keep the first bike they fix; future bikes will go to other students in need. May include training on safety, maintenance, and routes in their neighbourhoods. Lower income students can attain bikes, and "mechanics in training" gain pride, mentors, and confidence.</p> <p>http://www.wheelsforwinners.org/</p>	<p>Travel plan, iWay coordinators Area bike shops Bicycle industry Regional or district councils School staff</p>	<p>This action will be considered in future years</p>

Objective	Action	Stakeholders	Status
ENFORCEMENT			
<p>Pick-up and drop-off zones operate safely at all times</p>	<ul style="list-style-type: none"> • Police officers will periodically conduct road user rule enforcement actions • Council parking officers will enforce parking time limits and no stopping on broken yellow lines on a periodic basis during school travel times • Reminders and enforcement regarding the existing five-minute parking immediately outside the school between the two driveways into the school grounds 	<p>Police Council Parking Services School staff</p>	<p>Ongoing monitoring</p>
EVALUATION			
<p>The outcomes of this plan are measured and programmes which are successful continue to be supported</p>	<p>Progress report on Performance Indicators of the Travel Plan as follows:</p> <ul style="list-style-type: none"> • Teachers will conduct mode share surveys (“hands-up” count) in class on a designated day; iWay coordinator will map how students are getting to school and compare to first survey • School staff will conduct bike parking counts twice per year • Travel plan coordinator will assess activity participation numbers versus effort/cost of promotions <p>http://guide.saferoutesinfo.org/evaluation/index.cfm</p>	<p>Travel plan and iWay coordinators School staff Parent champions</p>	<p>Bike and scooter counts, mode choice and route surveys:</p> <ul style="list-style-type: none"> • Second Wednesday of the first term, yearly • Second Wednesday of term 3 yearly

Agreement on the School Travel Plan

The priority actions in the Travel Safe school travel plan were developed by the working party involving representatives from Karamu High School and supporting stakeholders. These are all working towards making travel to and from school safe, sustainable, social and active.

NAME	POSITION	SIGNATURE	DATE	CONTACT
Michael Leitch	Principal			admin@karamu.school.nz
Dave de Lange	Board of Trustees Chair			
Sarah Gunn	Staff representative			
Eynon Phillips	Strategic Transportation Engineer, Hastings District Council			eynonp@hdc.govt.nz
Larry Blake	Traffic Engineer, Hastings District Council			larryb@hdc.govt.nz
Fran Rose	Travel Safe Coordinator, Sport Hawkes Bay			franr@sporthb.net.nz
Chris Leppien	NZ Police			Christine.leppien@police.govt.nz

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APPENDIX A: POLICY CONTEXT

Hawkes Bay Regional Cycling Plan 2015

The Hawkes Bay Cycling Plan [10] sets out a vision to: “normalise cycling in Hawke’s Bay to such an extent that the region is nationally and internationally recognised as providing the most bike-friendly experience in New Zealand”. The plan notes that:

In most urban areas, peak traffic is significantly affected by school hours, with marked increases in road congestion around 9am and 3pm. The contribution of school traffic to overall congestion becomes very noticeable during school holidays, when traffic flows much more freely. If parents are confident that their children can cycle to school safely, the number of cars ferrying children to and from school will decrease.

The iWay cycling programme has built cycleways and promoted courteous behaviour, leading to an increase in the perceptions of cycling as a “very safe” activity from 12% in 2012 to 32% in 2014.

Much work remains, and the plan list numerous relevant actions, including:

- Trip Switch and Movelt encouragement programmes
- Cycle Skills Championship
- Bikes in Schools programme



Figure 17: Cover image from Hawkes Bay Regional Cycle Plan 2015, available at <http://www.hbrc.govt.nz/assets/Document-Library/Plans/Regional-Cycling-Plan/Hawkes-Bay-Regional-Cycle-Plan-2015.pdf>

District Plan Transportation Strategy

The Proposed District Plan [11] seeks four outcomes – one of which is “the improved use and integration of environmentally sustainable transportation forms throughout the urban area, and across the Heretaunga Plains”. In line with this outcome, the strategy sets out a complementary objective and associated policy:

OBJECTIVE TSO5	To provide for the effective, safe, and convenient use of alternative transport modes on the Heretaunga Plains.
POLICY TSP6	<p><i>Encourage the opportunity to utilise alternative transportation modes throughout the District.</i></p> <p><u>Explanation</u> General amenity standards can be enhanced by reducing vehicle emissions associated with increased reliance on motor vehicles. Convenient pedestrian, bicycle, and public transport networks can reduce reliance on vehicle transport, reducing the negative environmental effects associated with vehicle use.</p>

Engineering Code of Practice

The Hastings District Council Engineering Code of Practice [12] states that major new developments should be accompanied by a concept plan that has regard for:

- Movement Networks (arterial roads, local roads, cycleways, pedestrian routes and desire lines) and the opportunity to create highly connected, walkable and cycle friendly communities which relate to the built environment

The Council’s transportation objective is to plan, provide and maintain an efficient transportation network appropriate to the agreed level of use that will ensure the safe and orderly passage of all road users (including public transport, cyclists and pedestrians) throughout the Hastings District. This will be achieved by:

- Planning and implementing a balanced transportation network, including roads, cycleway and footpaths, with adequate opportunity for future growth, that supports the well-being and economic development of the District
- Ensuring that the roads, cycleway and footpaths that make up the District’s transportation network are fit for purpose, compatible with the environment in which they operate, and fully integrated to provide the necessary transport links for the wider community.



The Subdivision and Infrastructure Development in Hastings District: Best Practice Design Guide

This guide includes as a principle to “reduce the reliance on vehicular transport through encouraging walking/cycle friendly neighbourhoods” [13]. Consistent with the Ministry for the Environment’s *New Zealand Urban Design Protocol*, under the term “Connectivity and Transport Choice”, the guide notes that:

The creation of direct connections between roads and pathways exponentially increases the number of route choices available compared to what is possible with a traditional cul-de-sac design...Travel times for all forms of transport are also greatly reduced. This is especially important for creating a walkable neighbourhood where it is widely recognised that most pedestrians will walk 400m (approximately a 5-minute walk) for small errands.

New subdivisions should therefore include a network of pathways that link directly between any cul-de-sac heads and neighbourhood facilities such as schools and playgrounds. These should be at least 6m wide, landscaped corridors rather than narrow, walled accessways in order to improve the amenity, usability, and adhere to Crime Prevention in Environmental Design (CPTED) principles.



Figure 18: Cycle lanes, pathways and road user messages are spreading through Havelock North

APPENDIX B: REFERENCES

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