



**Parkvale School
Travel Plan**

December 2016

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/>



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Introduction

Parkvale School 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 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 grown from 365 in 2002 to over 600 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).

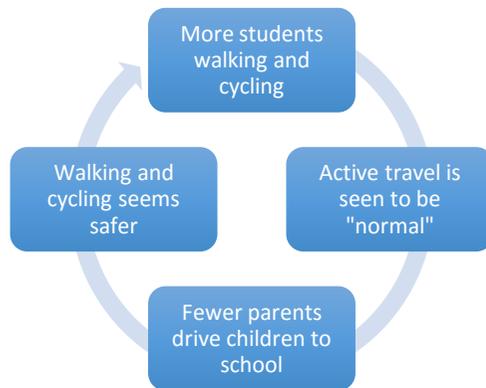


Figure 1: The “virtuous” cycle of active travel to school

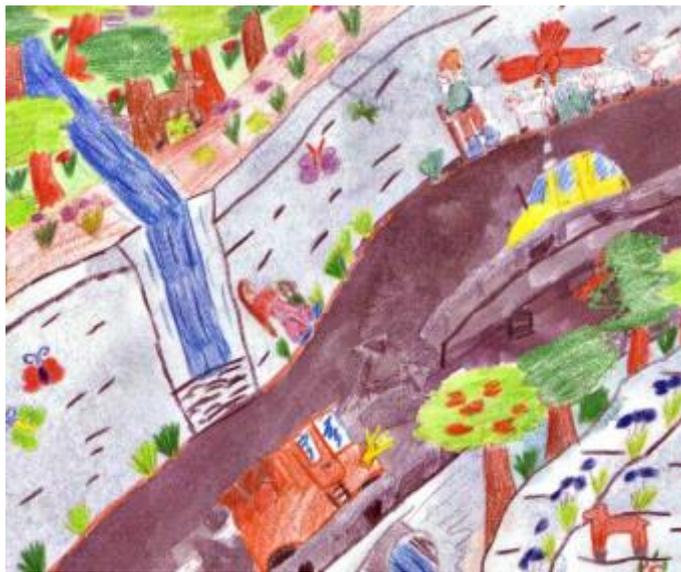
Benefits of Active Travel

STUDENTS	<ul style="list-style-type: none"> • Increased physical fitness and cardiovascular health [3] • Improved focus on school and academic performance [4] • Enhanced sense of independence and confidence about their transportation and their neighbourhood [5] • Progressive development of lifelong road safety skills instead of being chauffeured up to driving age
COMMUNITY	<ul style="list-style-type: none"> • Improved road safety: Auckland has 48% fewer pedestrian crashes near Travelwise plan schools [6] • 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 children arrive alert and “ready to learn” • Less congestion at the school gate, freeing up space for those students who cannot use active transport

Although scootering and cycling are statistically safe ways for children to travel [7], framing road safety issues negatively may have the unintended effect of reducing these activities by engendering concern on the part of parents. The more children walk and cycle, the safer it will become for everyone through what is known as the “safety in numbers” effect. Accordingly, this plan seeks to highlight the positive actions that everyone can take.

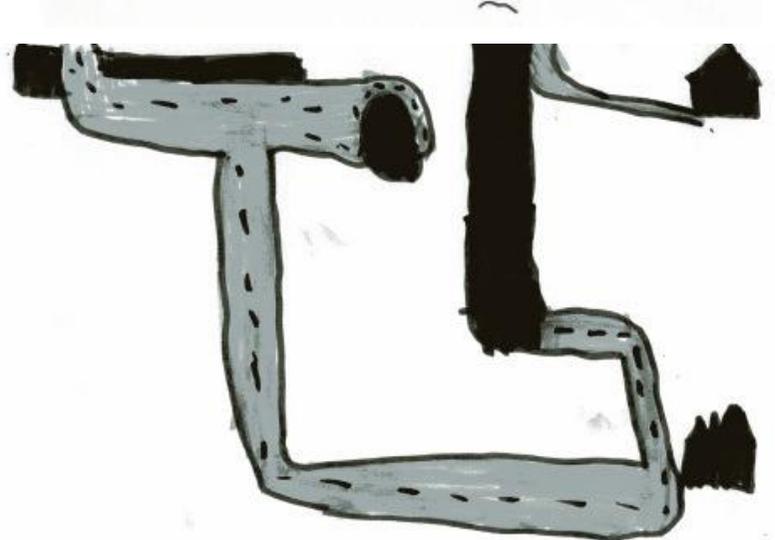
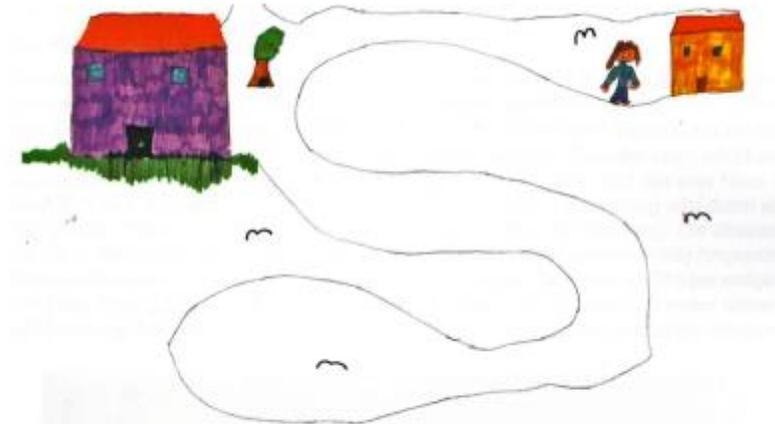
How children who walk to school see the world [5]

William (age 7, top drawing) and Maria (age 10, bottom drawing)



How children who are driven to school see the world

Sandra (age 7, top drawing) and Samuel (age 7, bottom drawing)



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.

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 20.



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 2) are widely available. Electric assist is available on any type of bike for hills or longer distances.



Figure 2: 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 3 and Figure 4) 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 3: A "box" trike with rain cover in Christchurch



Figure 4: A "box" style cargo bike with three children in front, Davis, California

Getting to Parkvale School

A 2 km radius circle around Parkvale School includes Railway Road and the entire southern part of Hastings (Figure 5).



Figure 5: Many homes in Hastings including the centre of town are within 2km of school – an easy walk or bike ride (especially with parents, siblings, or classmates!)

A survey taken in early 2016 revealed that on a typical day, 367 (78%) of the 469 respondent students are driven (there are 563 enrolled students). When considering the students living within 1 km of school, the percentage of students being driven drops to 60%.

Table 1: Mode of transport to school survey

MODE OF TRANSPORT*	Distance from school			All distances
	1km	2km	>2km	
Walk	23	7	0	30
Scooter	29	11	0	40
Cycle	10	5	4	19
Bus	2	1	1	4
Shared Cars	1	6	2	9
Car	98	161	108	367
Total	163	191	115	469

*excludes undefined modes

In contrast to the stated travel mode survey, a mid-winter observational survey at the intersection of Windsor Avenue and Howard Street indicated 130 children walking, scooting or biking - some 63% of all children counted traveling through the intersection. A number of these students walk to parked cars in Windsor Avenue. Seventeen bicycles were counted parked in the cycle stand after the morning arrival period concluded suggesting a bicycle mode share of 3% - although dozens of children were observed using the on-site cycle track just before the afternoon bell. The potential for more active school travel appears strong especially if the iWay path network were extended to connect the school.

School Site Assessment

Howard Street – Driver and Pedestrian Behaviours

As Parkvale School is located near the southern boundary of Hastings, most parent drivers need to turn around after dropping off or collecting their child. In the past, drivers used the school hall driveway to make a U-turn, however this created issues for other children and parents walking along the footpath towards their vehicles parallel parked south of the hall. Therefore, the driveway was removed.

Parents are now performing U-turns in the street or 3-point turns using the staff car park driveway. These manoeuvres can block the footpath or increase the probability that a motorist will strike a child pedestrian crossing the street who does not anticipate a sudden change in direction.

Between the kea crossing and the school hall, numerous unsafe driver behaviours were observed during a 15-minute period on a morning drop-off in June 2016 (Figure 7). South of the school hall, 39 drivers made U-turns in Howard Street.

During the afternoon pick-up on the same day, between the school hall and the end of the school zone to the south, 38 children were counted crossing between parked cars. This is potentially hazardous if a driver was to fail to give way and/or did not see the child, but nearly all drivers were observed to be travelling at very low speeds suiting the traffic conditions.

A map showing the locations discussed here is found on page 11. Options for addressing identified issues are given in the Action Plan (page 15).



Figure 6: A driver does a U-turn while pedestrians begin to cross Howard Street

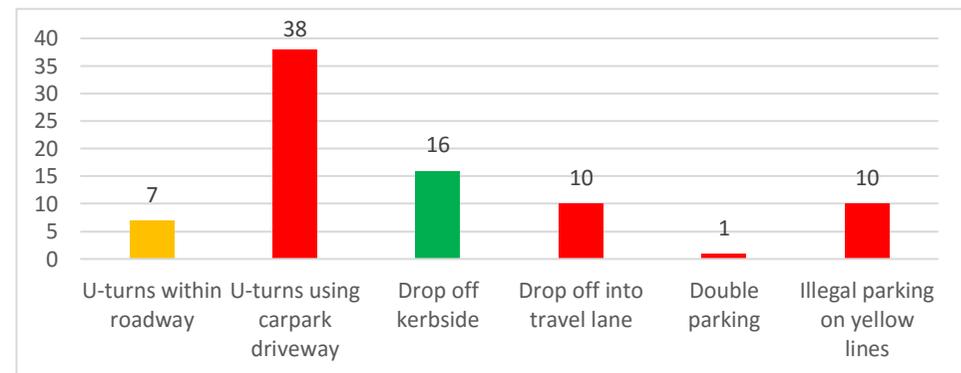


Figure 7: Summary of observed driver behaviours at the school gate (15 minute morning period)

Howard Street – Congestion (general)



Figure 8: Stationary queue from Windsor Avenue as far back as school hall



Figure 9: Vehicle reversing across footpath into staff carpark and parent parked on yellow no-stopping lines obscures visibility

- Parents double parking in the travel lane worsen congestion and encourage children to enter travel lanes
- Busy parents arrive early just to secure a convenient kerbside parking space or park illegally on yellow lines

Windsor Avenue

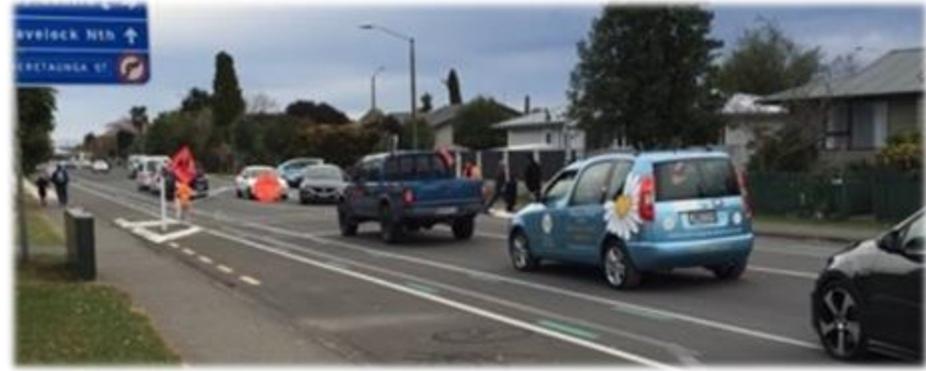


Figure 10: Vehicles queued for right turn into St Aubyn East and for Windsor Avenue kea crossing

Windsor Avenue issues include:

- Congestion delays everyone, including the general public
- Some parents perceive congestion as an unsafe condition and prohibit their children from self-directed active travel, affecting health and learning and further increasing congestion
- Right turns into Windsor Avenue are currently infeasible, placing additional network pressure on the Windsor Avenue / St. Aubyn Street East intersection
- The kea crossing is in line with student desire lines (i.e. it is the most direct route for walking to and from St. Aubyn East) but contributes to motor vehicle queues

At the time of publication, the Council is working on a redesign of this part of Windsor Avenue and the immediate intersections.

Howard Street – Cycling Access



Figure 11: The western school frontage of Howard Street has a wide asphalt and concrete path, but only up to the pool driveway

Seventeen students (out of roll of about 550) were observed cycling to school in the AM period, however based on the enthusiasm seen on the cycle track within the school, many more would probably like to ride if it were perceived to be safer to do so by their parents.

Howard Street and Palmer Place – Pedestrian Access



Figure 12: Howard Street kea crossing and a raised paver threshold at Palmer Place

While the kea crossing is not operational during the entire drop-off and pick-up period, drivers generally give way to pedestrians at the crossing location. The raised paver intersection of Palmer Place and Howard Street helps reduce turning speeds, although there remains concern about the priority and visibility of pedestrians crossing Palmer Place. A zebra crossing is not current best practice; however, the NZ Transport Agency is studying a rule change such that pedestrians have right of way over turning traffic at a side road (as is common overseas). If this were adopted, then the intersection could be reconfigured.

Palmer Place



Figure 13: Clearway begins and ends signs are one carpark apart

Palmer Place is a popular street for waiting vehicles and does not have a five-minute time restriction as on Howard Street, however a clearway restriction during the afternoon appears to have been intended for this street

Palmer Symons Link Reserve



Figure 14: A wide landscaped corridor between the Palmer Place and Symons Street cul-de-sacs

For children living off Louie Street, the Palmer Symons Link is an ideal active travel route. Parents who must drive may also find more space and a quicker departure from Symons Street.

School Site: Cycle Track



Figure 15: Parkvale School's cycle track is very popular with school children

The school cycle track and loaner bicycle scheme enables children to acquire lifelong bike handling skills in a safe environment.

Cycle parking



Figure 16: One of two bicycle parking areas (the other one is shared with scooters)

Although well used, the cycle parking area is equipped with obsolete cycle parking stands that do not permit secure locking of bicycles with standard D-locks, do not accommodate all tyre sizes, and is not weather protected.



Figure 17: Site plan

School Policies

Existing policies and procedures include:

- Students must park their scooters in the designated racks which are locked during the school day
- Scooters must be clearly labelled with the child's name
- Bikes and scooters may not be ridden in school grounds (except the cycle track)
- Students should not be dropped off before 8:00am
- At kea crossings, if a car stops to give way, road wardens will put the stop sign out. Traffic on the other side of the road MUST by LAW stop and then the other warden will put their sign out. Children may cross only when both signs are out

Additional policies that could support active travel include:

- Priority departure: students who cycle or scooter are released five minutes earlier than all other students in order to get a "head start" and avoid car doors opening into their path
- Staff carpark is not to be used for pickup or u-turns

Further policies may be introduced; parents should monitor the newsletter for ongoing updates on school travel



Figure 18: Scootering is a popular way to travel to Parkvale School

Pick-up and Drop-off Rules and Tips

Driving

Give way at kea crossings: if a car stops to give way, road wardens will put the stop sign out. Traffic on the other side of the road MUST by LAW stop and then the other warden will put their sign out. Children may cross only when both signs are out.

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 children crossing the road.

Footpaths are for feet! Children and parents need this space to walk, scoot or ride to school. Don't block their path, forcing them onto the road.

Parking

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

Time restricted parking spaces are intended to provide for quick turnover of limited space and improve traffic flow

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 across driveways: the school works hard to develop good relationships with the neighbours. If you park or stop across a driveway, you can upset neighbours and potentially slow down emergency vehicle access

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 [8]

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 19.

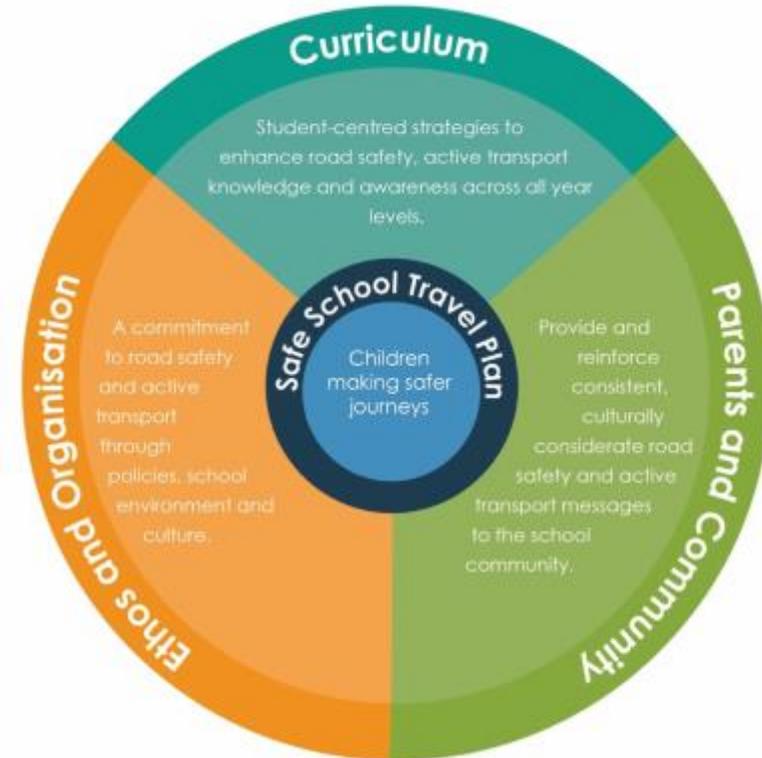


Figure 19: Non-engineering aspects of the Whole School Approach (based on Auckland's Travelwise programme)

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			
School frontage streets, crossings and access pathways meet applicable standards and best practices	<p>The use of the latest standards and guides support active travel:</p> <p>Pedestrian Planning and Design Guide: https://www.nzta.govt.nz/resources/pedestrian-planning-guide/</p> <p>Cycling Network Guidance: https://nzta.govt.nz/walking-cycling-and-public-transport/cycling/cycling-network-guidance/</p> <ul style="list-style-type: none"> HDC engineers will ensure school frontage streets, crossings and pathways are consistent with applicable national and HDC standards. 	HDC transportation engineer	Ongoing
Students and parents feel safe cycling to school	<p>Seventeen students were observed cycling to school in the AM period, however based on the enthusiasm seen on the cycle track within the school, many more would probably like to ride if it were perceived to be safer to do so by their parents.</p> <ul style="list-style-type: none"> HDC and the school will investigate the removal of parking from the school side of Howard Street between the school gate and Windsor Avenue, in order to install a wide two-way shared use path. 	HDC transportation engineer School principal	Investigate proposed engineering measures 2016/17 fiscal year

Objective	Action	Stakeholders	Status
Parent drivers are able to make U-turns in a safe manner and location	Parents performing u-turns in the road or using the staff carpark increase the risk for people crossing the street or walking along the footpath. <ul style="list-style-type: none"> HDC and the school will investigate the construction of a suitable turning bay further down Howard Street 	HDC transportation engineer School principal	Investigate and implement proposed engineering measures 2016/17 fiscal year
The Windsor Avenue / intersections with Howard Street and St Aubyn Street East operate safely and efficiently	Motorists turning right into Windsor Avenue can hold up left turning vehicles. Westbound Windsor Avenue traffic is delayed by motorists turning right into St Aubyn Street East, who must give way to opposing traffic traveling east on Windsor Avenue. The BOT has suggested a low-speed roundabout at Windsor/Howard and moving the kea crossing to the east of Howard Street, accompanied by designated drop-off zones. <ul style="list-style-type: none"> HDC is currently working on a new design; the Parkvale BOT will be consulted 	HDC transportation engineer Board of Trustees	I Investigate and implement proposed engineering measures 2016/17 fiscal year
Impacts on the residents of Palmer Place are minimised	A clearway restriction between 2:30 and 3:30 pm has been instituted, but the “ENDS” sign was placed on the wrong side of the street so that it appears to apply only to the first on-street space rather than half (or all) of the street. HDC will: <ul style="list-style-type: none"> Review the need for the clearway designation and signage. If the clearway is expanded to apply to more of Palmer Place, then additional pressure may be placed on Howard Street.	HDC transportation engineer	Investigate and implement proposed engineering measures 2016/17 fiscal year

Objective	Action	Stakeholders	Status
EDUCATION			
<p>The School Travel Plan is supported by stakeholders and accessible to all school staff and parents</p>	<p>A school assembly was held on 5 August 2016 to introduce the plan to students and obtain feedback on the activities. The plan was discussed by the Board of Trustees in October 2016 and agreed upon, subject to revisions included in this version of the plan.</p> <p>Agreement and 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.parkvale.school.nz</p>	<p>School staff Travel plan and iWay coordinators</p>	<p>Leaflets/newsletters: Term 1 2017 School assembly: 5 August 2016</p>

Objective	Action	Stakeholders	Status
<p>Parents drive courteously and safely</p> <p>Parents are aware of the best locations for pick-up and drop-off</p>	<p>Pick-up / Drop-off Zone Patrol</p> <ul style="list-style-type: none"> Volunteers, teachers, senior student leaders will be recruited to help with drop off/pick up areas 	<p>School staff</p> <p>Board of Trustees</p> <p>Travel plan coordinator</p>	<p>Move It Campaign: Term 1 2017</p>
<p>Students cross streets safely</p> <p>Drivers give way to students crossing streets</p>	<p>School Traffic Safety Teams (School Patrols)</p> <p>Patrols help students learn how to stay focused and safely choose gaps in the traffic stream and remind drivers to give way.</p> <ul style="list-style-type: none"> School patrol students, parents and teachers will continue to staff school patrols for identified safe crossing points. Police periodically attend crossing points and may stop drivers who fail to give way (see also ENFORCEMENT).  <p>https://education.nzta.govt.nz/resources/school-ethos-and-organisation/school-traffic-safety-teams</p>	<p>School staff</p> <p>Parent volunteers</p> <p>Students</p> <p>Police</p>	<p>Ongoing</p>

Objective	Action	Stakeholders	Status
<p>Students are aware of their surroundings and cross streets safely</p> <p>Students who cycle do so confidently and safely</p>	<p>Traffic safety and cycle skills</p> <p>The travel plan coordinator, school staff and police will:</p> <ul style="list-style-type: none"> • Hold pedestrian traffic safety sessions annually for all students. Curriculum elements include traffic sign identification and how to cross the street. • Organise cycle skills training sessions for Year 5 and 6 students each term. Bicycle curriculum elements include hand signals, negotiating intersections, bike and helmet fit.  <p>https://www.nzta.govt.nz/resources/cyclist-skills-training-guide/</p> <ul style="list-style-type: none"> • Organise a “Scooter Safety Training” session for Year 4 students each term. This may be run in conjunction with the Decorate Your Scooter Day. <p>http://www.letsgo.org.nz/Portals/0/Travel%20plan%20resources/Scooter%20Session%20-%20Final.pdf</p>	<p>Travel plan coordinator</p> <p>School staff</p> <p>Police</p> <p>Parent volunteers</p>	<p>Annual cycle skills training session (years 5 and 6)</p> <p>Annual scooter safety training session (year 4)</p>

Objective	Action	Stakeholders	Status
ENCOURAGEMENT			
<p>More students use active travel, minimising congestion and maximising health and learning outcomes</p>	<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> <div data-bbox="616 619 1323 1082" data-label="Image"> </div> <p>http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm</p>	<p>Parents</p>	<p>Parent-led programme promoted through this plan and school communications at least annually</p>

Objective	Action	Stakeholders	Status
<p>More children 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; walking school buses; media invitations; and sports personalities. Students could be rewarded with a “Decorate Your Bike or Scooter” event.</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>Golden Sneaker Contest with an award given to the classroom with the most active travel over a given period. This could also tie into a planned iWay participation programme that uses electronic tags and bollards to record activity. Incentives can include healthy snacks, buttons, stickers, and high visibility rain ponchos.</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>Frequent rider programme using RFID. Children who register their interest in riding or walking to school are given radio-frequency ID tags to attach to their helmets or backpacks. They “ring in” by riding or walking underneath a solar-powered, wireless logger at the school gate. Anonymised logs are uploaded to a website so school officials can analyse how many children are walking or wheeling to school each day, minutes of physical activity gained, and reductions of CO2 emissions. Children can earn prizes to build enthusiasm. Parents can check to see that their children (only) have arrived. Successfully used in Colorado, USA and Davis, California:</p> <p>http://www.saferoutespartnership.org/sites/default/files/pdf/SR TS GHG lo res.pdf</p>	<p>Board of Trustees</p>	<p>This action and associated resources will be considered in future years.</p>

Objective	Action	Stakeholders	Status
<p>More children have the opportunity to bike to school</p>	<p>Fix-A-Bike or similar programmes: 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. 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>This should be held before cycle skills training each term.</p> <p>http://www.wheelsforwinners.org/</p>	<p>Travel plan, iWay coordinators</p> <p>Area bike shops</p> <p>Bicycle industry</p> <p>Regional or district councils</p> <p>School staff</p>	<p>This action will be considered in future years</p>
	<p>Bikes for kids programme: the 50 bikes for 50 Kids programme in Sacramento County, California links the business community, regional government and community volunteers to build fifty new bikes for fifty students who have met academic improvement goals.</p> <div data-bbox="741 995 1196 1273" data-label="Image"> </div> <p>http://northnatomastma.org/bike/50-bikes</p>	<p>Board of Trustees</p> <p>Business community</p> <p>Cycle advocates</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 kids are getting to school and compare to first survey • School staff will conduct bike and scooter 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, every year • Second Wednesday of term 3, every year

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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 Parkvale School as well as supporting stakeholders. These are all working towards making travel to and from school safe, sustainable, social and active.

NAME	POSITION	SIGNATURE	DATE	CONTACT
Mark Gifkins	Principal		2-2-2017	027 465 8701 principal@parkvale.school.nz
Grant Russell	Board of Trustees Chairman		2-2-2017	027 223 4129 grant@parkvale.school.nz
	Teacher representative		3-2-2017	021 1256874 linda@parkvale.school.nz
	Parent Representative		3-2-2017	027 246 8830 michaelandsbray@xtra.co.nz
Pune Brown	iWay Coordinator, Hastings District Council		9-2-2017	027 809 8191 pune@ehdc.govt.nz
Tony Mills	Transportation Engineer, Hastings District Council	Tony Mills (PH)	9-2-17	" "
Lyndal Johansson	Travel Safe Coordinator, Sport Hawkes Bay		3/2/17	027 316 9866 lyndal@sporthb.net.nz
Simon Pain	NZ Police		9/2/17	021 190 7086 simon.pain@police.govt.nz

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APPENDIX A: POLICY CONTEXT

Hawkes Bay Regional Cycling Plan 2015

The Hawkes Bay Cycling Plan [9] 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 actions relevant to Havelock North Primary School, including:

- Trip Switch and Movelt encouragement programmes
- HDC Cycle Skills training in primary and secondary schools
- Cycle Skills Championship
- Bikes in Schools programme

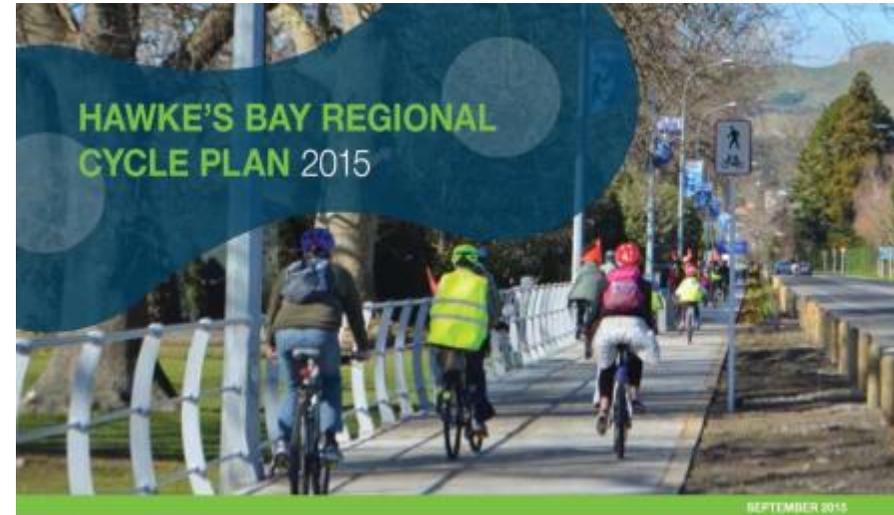


Figure 20: Cover image from Hawkes Bay Regional Cycle Plan 2015, available at <http://www.hbrc.govt.nz/assets/Document-Library/Plans/Regional-Cycling-Plan/Hawkes-Bay-Regional-Cycle-Plan-2015.pdf>

District Plan Transportation Strategy

The Proposed District Plan [10] 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:

<p>OBJECTIVE TSO5</p>	<p>To provide for the effective, safe, and convenient use of alternative transport modes on the Heretaunga Plains.</p>
<p>POLICY TSP6</p>	<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 [11] 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” [12]. 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 21: A mother with young children in a "box" cargo trike and older child cycling behind on the new Havelock Road shared path



Figure 22: Cycle lanes, pathways and road user messages are spreading through Havelock North

APPENDIX B: REFERENCES

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