

St Matthew's Primary School Travel Plan 2018



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 4 – April 2018 (updated policies and signature page)



Table of Contents

Introduction	1
Benefits of Active Travel	1
Using this Plan	3
Setting a Good Example – Walking.....	3
Setting a Good Example - Cycling	4
Getting to St Matthew’s School.....	5
School Site Assessment.....	6
School environment summary	13
Student leaders input	13
Policies and tips.....	15
Strategic Approach	17
Action Plan	18
Agreement on the School Travel Plan.....	24
APPENDIX A: POLICY CONTEXT.....	26
APPENDIX B: REFERENCES.....	29



This page intentionally blank



Introduction

St. Matthew’s 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 104 in 2000 to 141 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).

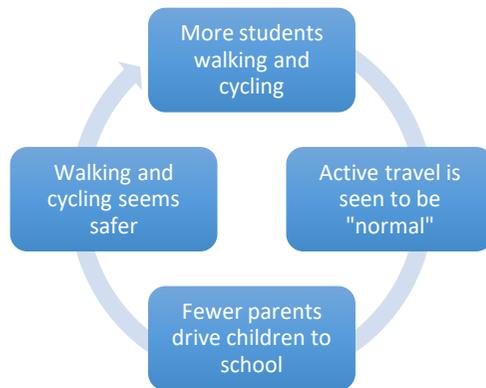


Figure 1: The “virtuous” cycle of active travel to school

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

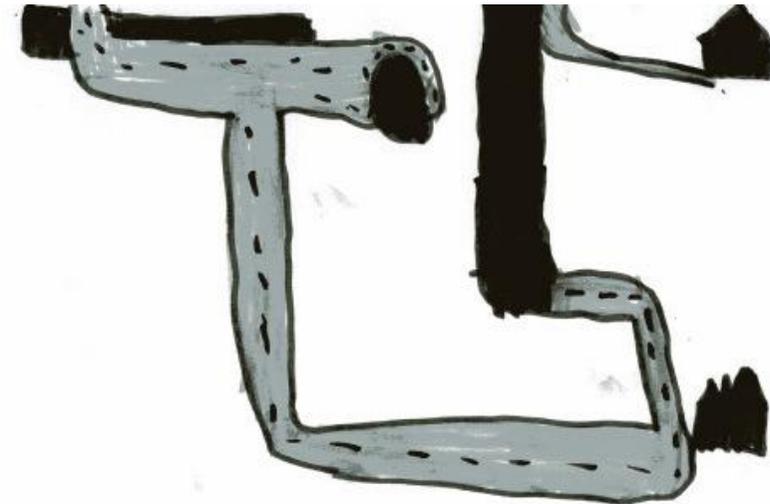


Figure 5: Samuel (age 7) is driven and recalls only the pavement in monotonous

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.

Setting a Good Example – Walking

Walking (and/or scooting) 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 21.



Figure 6: Primary student and caregiver scooting to school together

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



Figure 7: 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 8 and Figure 9) 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 8: A "box" trike with rain cover in Christchurch



Figure 9: A "box" style cargo bike with three children in front, Davis, California

Getting to St Matthew's School

A 2 km radius circle around St Matthew's School covers a large area of Hastings (Figure 10).

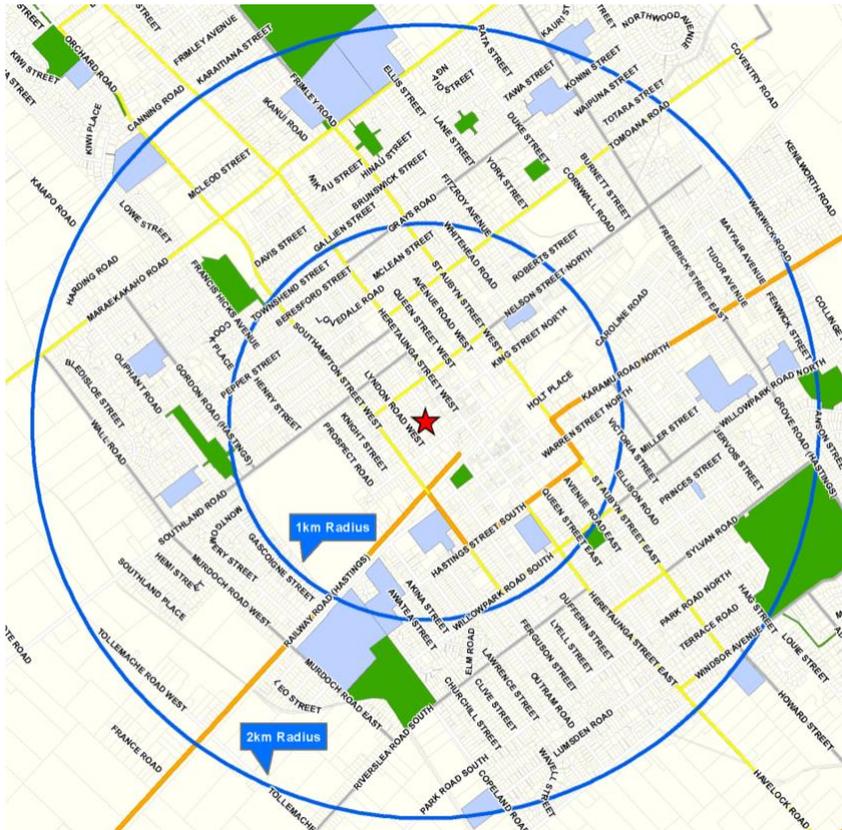


Figure 10: most houses in Hastings are within 2km of St Matthew's school – an easy distance to walk or ride a bike (especially with parents, siblings, or classmates!)

Although students come from all over the district, many live north-west of the school (across Southampton Street). A survey taken in early 2016 revealed that on a typical day, 74 (80%) of the 93 respondent students are driven (there are 141 enrolled students). When considering the students living within 1 km of school, the percentage of students being driven drops to 48%.

Table 1: Mode of transport to school survey

Travel Mode	Distance from school			All distances	Mode share
	1km	2km	>2km		
Walk	12	4	0	16	17%
Scooter	0	0	0	0	
Cycle	1	2	0	3	3%
Bus	0	0	0	0	
Shared Cars	0	0	0	0	
Car	12	49	13	74	80%
Total	25	55	13	93	100%

It appears that the respondents did not include any of the families whose children are being bused to school.

Observations taken on 17 October 2016 indicated that two-thirds of parents who drive their children to school use the church driveway. Some also drop their children off on at the east gate on Eastbourne Street or from Lyndon Road. It appears that the low active (walk, scoot, cycle) travel figures may be due to the heavy traffic volumes and lack of crossing facilities on Southampton Street.



School Site Assessment

King Street (viewed from Lyndon Road)

King Street carries about 2800 vehicles per day in the Farmers block (Heretaunga Street to Eastbourne Street) and about 1300 vehicles per day in the St. Matthews block (Eastbourne Street to Lyndon Road). The west end of the school zone is in front of the church, which does not allow eastbound drivers much time to react to the message.



Figure 11: King Street view east – school zone signs and markings

A school site map is provided on page 14. Options for addressing identified issues are in the Action Plan (p. 18).

King Street (viewed from Eastbourne Street)

There are no crossing facilities on King Street in front of the school, however most drivers appear to reduce speed and expect pedestrians to cross at any point. On-street parking is P120 except at school start (8-9 am) and end (2:30-3:30 pm) times, when it is P5.



Figure 12: King Street view west – school zone signs and markings

Church drive

The one-way church drive is signposted with a 5 km/h speed limit and has speed humps. It is encouraged for vehicular drop-off and pick-up, and according to school staff has not been an issue. Buses also use the drive. Off-street parking (about 40 spaces) is shared with the school, parish office, Op Shop, and Early Childhood Centre.



Figure 13: Church driveway entrance

Church drive

Fencing secures the playground area from the drive and parking area; a small shed for maintenance materials.



Figure 14: Parking / playground fence

King Street / Eastbourne Street roundabout

The circulating lanes are wide and pedestrian facilities are vestigial. The roundabout appears to be designed to historical standards and could be brought up to a more pedestrian friendly design particularly in a central city / school location.



Figure 15: King Street / Eastbourne Street roundabout

Eastbourne Street frontage

The east gate on Eastbourne Street is another well-used access point. Parking can be at a premium when the adjacent Farmers store has promotions (usually one day per week).



Figure 16: Eastbourne Street frontage

Lyndon Road / King Street intersection

Despite the name Lyndon Road, it has the feel and function of an inner city residential street. Thresholds and crossings are formed out of pavers. Give way limit lines are missing. Kerb ramps have steep and bumpy transitions to the street which can trap the small wheels of scooters and mobility devices. King Street has no crosswalks.



Figure 17: Lyndon Road crossing

Lyndon Road church frontage

The angle parking on the west frontage of the church facing Lyndon Road is an alternative to using the “drive-through” church loop; both have some risk (either reversing into Lyndon Road or turning in and out of Lyndon Road or King Street). Parking a block away and walking the last hundred metres to school is another alternative at busy times.



Figure 18: Lyndon Road angle parking and traffic calming threshold paving

Southampton Street roundabouts

Roundabouts near St. Matthews are an older design that prioritises motorist speed over pedestrian and cyclist accessibility. Shared lane markings (“sharrows”) and cycle skills training could help encourage safer cycling practices for older students and all students accompanied by adults.



Figure 19: Although Southampton Street has cycle lanes, school students ride on footpaths

Southampton Street roundabouts

Pedestrian crossing facilities on the roundabouts are not obvious to motorists.



Figure 20: Southampton Street roundabout pedestrian refuges in splitter islands

Southampton Street / King Street intersection

There are no priority pedestrian crossing facilities on Southampton Street, although other similar streets such as Heretaunga Street at Park Road have zebra crossings.

There is an inconspicuous pair of kerb extensions south of King Street, but these are not visible when on-street parking is fully utilised.



Figure 21: An adult pedestrian crosses Southampton Street south of King Street

Lyndon Road / Market Street intersection

This intersection is used regularly by St. Matthews classes to access the public library. As with the intersection at King Street, Lyndon Road is give way controlled and Market Street has priority. Trees on Market Street have been “stumped” (branches cut to a stump end) which reduces the maintenance frequency but also shade levels in summer.



Figure 22: Lyndon Road / Market Street intersection

Scooter stands

The school has a NZ-made plastic stand with capacity for eight scooters. While low-cost and simple, the school could consider additional stands that accommodate different wheel sizes in any slot and provide for locking without kneeling or interfering with adjacent parked scooters.

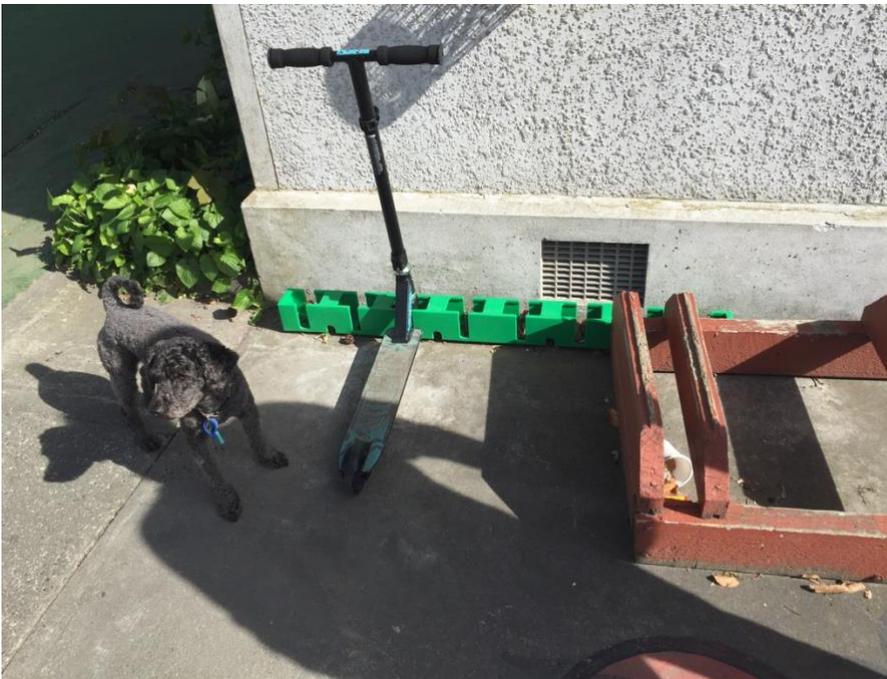


Figure 23: Existing "Scooterrack" stand and bike stands

Cycle stands

The school has four stands with capacity for up to 22 bikes. None of the stands are suitable for locking the bike frame, and all require kneeling to lock the wheel. Locking is not as important if the stands are located either in a secured covered area and/or in view of school staff (i.e. outside a normally occupied room with a window view). The school should have simple tools such as an adjustable wrench, allen key, can of "fix-a-flat" and a tyre pump.



Figure 24: Three of the four cycle stands are outside the office

School environment summary

- With access from three sides, congestion and accessibility is improved compared to many schools.
- Inner city block lengths are short and should be more walkable, but a priority has been placed on motor vehicle access and parking both on-street and off-street.
- There are no marked crosswalks on any nearby streets
- Some street trees are aggressively pruned, weakening the trees and leaving no branches for shade during part of the year.
- Roundabouts are an older design with wide circulating lanes, small splitter islands, and inconspicuous pedestrian facilities.
- Traffic volumes are relatively low (between 1,000 and 3,000 vehicles per day) but concentrated during commute hours
- Kerb ramps do not have tactile pavers for the vision impaired and are bumpy for mobility device users.
- The school zone start and end is very close to the school itself and may not provide sufficient warning to motorists.
- A fence separates the drive/parking area from the playground
- Additional well-located cycle and scooter parking would cater for increased active travel

Student leaders input

Thirteen student leaders (about half year 5/6 and half year 7/8) described how they get to school in a half-hour session with the travel plan working group. Things that the students would like to see changed included:

- Less and slower car traffic
- More kea or zebra crossings
- Although all students knew how to ride, they want more cycle skills training so their parents would let them ride
- More shade and trees

Activities that they enthusiastically supported included Walk 'n Roll Day and a field trip to the pump track.



Figure 25: Hawke's Bay Sports Park has an urban skills training loop and pump track



Figure 26: Site plan

Policies and tips

Driving

- 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.
- Need to turn around? Use the King Street / Eastbourne Street roundabout or proceed all the way through the church driveway – please don't put others at risk by making a u-turn.

Check out the latest Road Code:

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

Arrival and departure times

We appreciate parents' efforts in getting students to school at a good time in the morning. Arriving late is disruptive for the child, the class and teacher. Arriving **between 8.35 and 8.50 am** gives the student plenty of time to catch up with friends, hang up their school bag, hand in any notices, and be in class ready to start at 8.55 am.

Picking up early? Please come to the office where your child will meet you. It is not OK to just meet your child in the carpark, you need to let the office know.

Drop-offs after 9:00 am: children must sign in at the office; it is best to accompany them.

Parking and access

Keeping children safe as they enter and leave school is a team effort. The school has been working hard with both the Parish and Waiapu Kids on the carparking, drop off and pick ups during the week. We have tried to make the drop-off in the morning and pick up in the afternoon better and reduce the walking traffic through the carpark and driveway before and after school. Here are some ideas to make this busy time better:

- Please make sure you use a car park if you are picking up from inside the church grounds—please don't stop in the driveway.
- If you are walking from somewhere else, please use another gate with your child—not the driveway.
- Consider parking a little further away and walking to meet your child – perhaps meet your child at the library.
- King Street is P5 (8-9 am, 2:30-3:30 pm) and P120 (other times).
- Please don't park on yellow lines – this impedes visibility for people crossing the road and turning vehicles
- AND PLEASE don't honk your horn as you wait for your child!

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

Child restraints in the car

All children under 7 years of age must travel in a booster seat when in a car. This applies to all school trips and parents are expected to provide a booster seat for their child.

More information: <https://www.nzta.govt.nz/safety/vehicle-safety/safety-belts-and-restraints/child-restraints/using-child-restraints-in-new-zealand/>



Cycling policy

We encourage children to be fit, active and healthy and support biking to school where practicable. Parents are asked to assist the school in promoting safe cycling, promote correct behaviour and to ensure bikes are road worthy. All senior students are involved in the MOT Safe Cycling Programme every year.

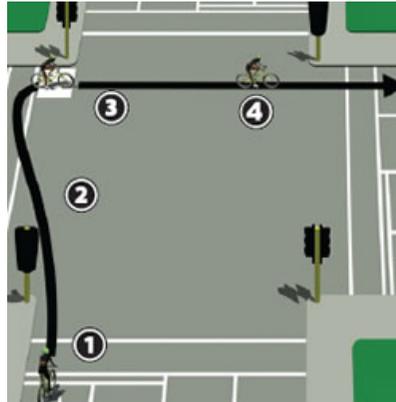
Riding age. The NZ Police recommend that biking to school without supervision should be for children over nine years, who are capable of biking safely. Parents should make the decision based on the maturity and skill of their children. Younger children should be accompanied by an adult when riding on-road.

Road Code for Cyclists

Did you know there is a Road Code for people on bikes?

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

Even if you are an adult with a full driver's licence and years of experience, the Road Code for Cyclists is full of handy tips to make your biking trip safer and more fun – such as how to do a hook turn:



Cycling rules and tips

No doubling. Students may not carry another student on their bicycle unless their bicycle is designed for more than one rider.

Ride with traffic. Ride on the left in the same direction as other traffic.

Share the path. Pass walkers carefully; ring your bell or say 'on your right' before passing.

Be alert. Watch for opening car doors and cars turning across your path.

Be predictable. Ride in a straight line and signal your moves to others.

Remember ABC-Quick: Air in your tyres is up to pressure indicated on sidewall, Brakes are connected and working, Chain is tight (single speeds) and not rusty, Quick release hubs are in closed and tight position.

Wear a helmet – it should fit snugly, sit level on your head, and be buckled.

Park it right. Students must place their cycles in the cycle stands.

Riding in school grounds is not permitted during school hours, unless it is an organised school event.

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 [11]

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 27.

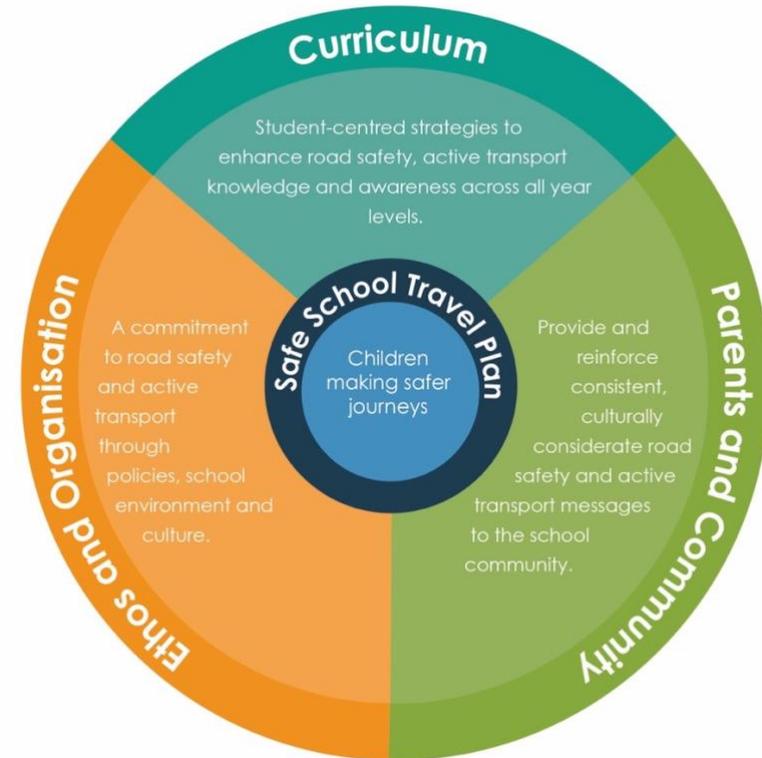


Figure 27: Non-engineering aspects of the Whole School Approach (based on Auckland’s Travelwise programme)

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			
Students and parents feel safe walking and cycling to school	<ul style="list-style-type: none"> King Street South: consider pedestrian crossing facilities and/or traffic calming features; expand length of school zone markings to encompass intersections adjacent to the school. 	HDC transportation engineer	Investigation 16/17; possible installation 17/18
	<ul style="list-style-type: none"> King Street South / Eastbourne Street West roundabout: consider redesign with pedestrian facilities upgrade. 		
	<ul style="list-style-type: none"> Southampton Street West: consider zebra or courtesy crossing at King Street South. 		
	<ul style="list-style-type: none"> Southampton Street West roundabouts at Nelson Street South and Southland Road: consider redesign with pedestrian facilities upgrade (desirable) or sharrow markings (minimum). 		
	<ul style="list-style-type: none"> Lyndon Road intersections: consider zebra or courtesy crossing for King Street South and Market Street South. 		
There is adequate parking for students	<ul style="list-style-type: none"> Consider additional scooter and upgraded cycle parking located in view of administration staff windows 	Board of Trustees Principal	



Objective	Action	Stakeholders	Status
EDUCATION			
The School Travel Plan is supported by stakeholders	<ul style="list-style-type: none"> Board of Trustees will meet to review and approve this Plan 	Board of Trustees Principal	Next BoT meeting
The School Travel Plan is accessible to school staff and parents	<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.stmatthewsprimary.school.nz/</p>	School staff	Leaflets/newsletters: Term 2 2017
Parents drive courteously and safely	<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>https://education.nzta.govt.nz/resources/school-ethos-and-organisation/school-traffic-safety-teams</p>	School staff Senior students Parents	Ongoing



Objective	Action	Stakeholders	Status
<p>Students are aware of their surroundings and cross streets safely</p> <p>Students who walk, scoot and 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 to 8 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>Travel plan coordinator</p> <p>School staff</p> <p>Police</p> <p>Parent volunteers</p>	<p>Annual pedestrian safety training (year 1 and 2 students)</p> <p>Annual scooter safety training session (year 3 and 4 students)</p> <p>Annual cycle skills training (year 5 to 8 students)</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>  <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
More children walk, scoot and bike to school, minimising congestion and maximising health and learning outcomes	<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/</p> <p>http://www.walkbiketoschool.org/</p>	<p>Travel plan, iWay coordinators</p> <p>Parent volunteers</p> <p>School staff</p>	This action and associated resources will be considered as part of an annual event
	<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</p> <p>Parent volunteers</p> <p>School staff</p>	This action and associated resources will be considered as part of an annual event
More children have the opportunity to bike to school	<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 shop(s)</p> <p>Regional or district councils</p> <p>School staff</p>	This action will be considered in future years

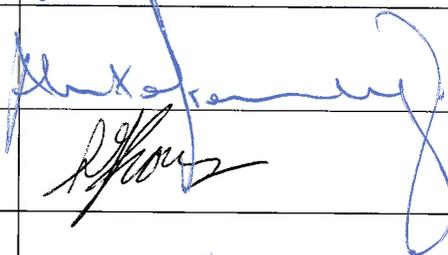
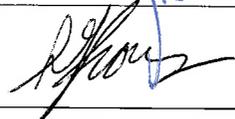
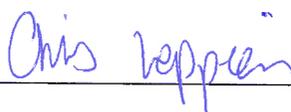


Objective	Action	Stakeholders	Status
ENFORCEMENT			
School frontage operates safely at all times	<ul style="list-style-type: none"> • School staff will record and report significant illegal driving behaviours • Police officers will periodically conduct road user rule enforcement actions • Council parking officers will enforce parking time limits and no stopping on broken yellow lines on a periodic basis during school travel times 	School staff Police Council Parking Services	Ongoing
EVALUATION			
The outcomes of this plan are measured and programmes which are successful continue to be supported	Progress report on Performance Indicators of the Travel Plan as follows: <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 http://guide.saferoutesinfo.org/evaluation/index.cfm	Travel plan and iWay coordinators School staff Parent champions	Bike and scooter counts, mode choice and route surveys: <ul style="list-style-type: none"> • Second Wednesday of the first term, every year • Second Wednesday of term 3, every year



Agreement on the School Travel Plan

The priority actions in this school travel plan are supported by representatives from St. Matthew's School and other stakeholders. These actions are aimed at making travel to and from school safe, sustainable, social and active.

NAME	POSITION	SIGNATURE	DATE	CONTACT
Tim Anderson	Principal		17/5/18	tim.a@ourplace.school.nz
Alister Hendery	Priest-in-Charge			alister@waiapu.com
Kathryn Rowe	Staff representative			Kathryn.r@ourplace.school.nz
Mark Hames	Parent 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		26/5/18	franr@sporthb.net.nz
Chris Leppien	NZ Police		28/6/18	Christine.leppien@police.govt.nz



This page intentionally blank



APPENDIX A: POLICY CONTEXT

Hawkes Bay Regional Cycling Plan 2015

The Hawkes Bay Cycling Plan [12] 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
- HDC Cycle Skills training in primary and secondary schools
- Cycle Skills Championship
- Bikes in Schools programme



Figure 28: 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 [13] 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 [14] 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” [15]. 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 29: Cycle lanes, pathways and road user messages are spreading through Havelock North

APPENDIX B: 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/>.
11. Safe Routes to School National Partnership. The 6 E's. Available from: <http://saferoutespartnership.org/healthy-communities/101/6Es>.
12. Hawkes Bay Regional Council, 2015. Hawke's Bay Regional Cycle Plan 2015. Available from: <http://www.hbrc.govt.nz/assets/Document-Library/Plans/Regional-Cycling-Plan/Hawkes-Bay-Regional-Cycle-Plan-2015.pdf>.
13. Hastings District Council, 2015. Proposed Hastings District Plan Section 2.5 Transportation Strategy. Available from: <http://www.hastingsdc.govt.nz/files/all/Proposed%20DP/Plan%20Text/2.5TransportationStrategy.pdf>.
14. Hastings District Council, 2011. Engineering Code of Practice. Available from: http://www.hastingsdc.govt.nz/files/all/documents/engineering-cop/entire_doc.pdf.
15. Hastings District Council, 2009. Subdivision and Infrastructure Development in Hastings District: Best Practice Design Guide (Draft dated 18 December 2009). Available from: <http://www.hastingsdc.govt.nz/files/all/documents/engineering-cop/design-guide.pdf>.

