



**NAPIER**  
CITY COUNCIL  
*Te Kaunihera o Ahuriri*

## School Travel Planning – without the plan

Lyndal Johansson / Owen Mata



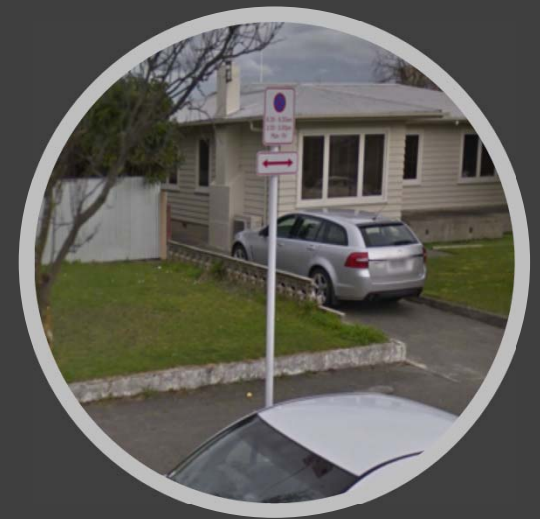
**iway**  
walk it, bike it, love it

# Henry Hill School

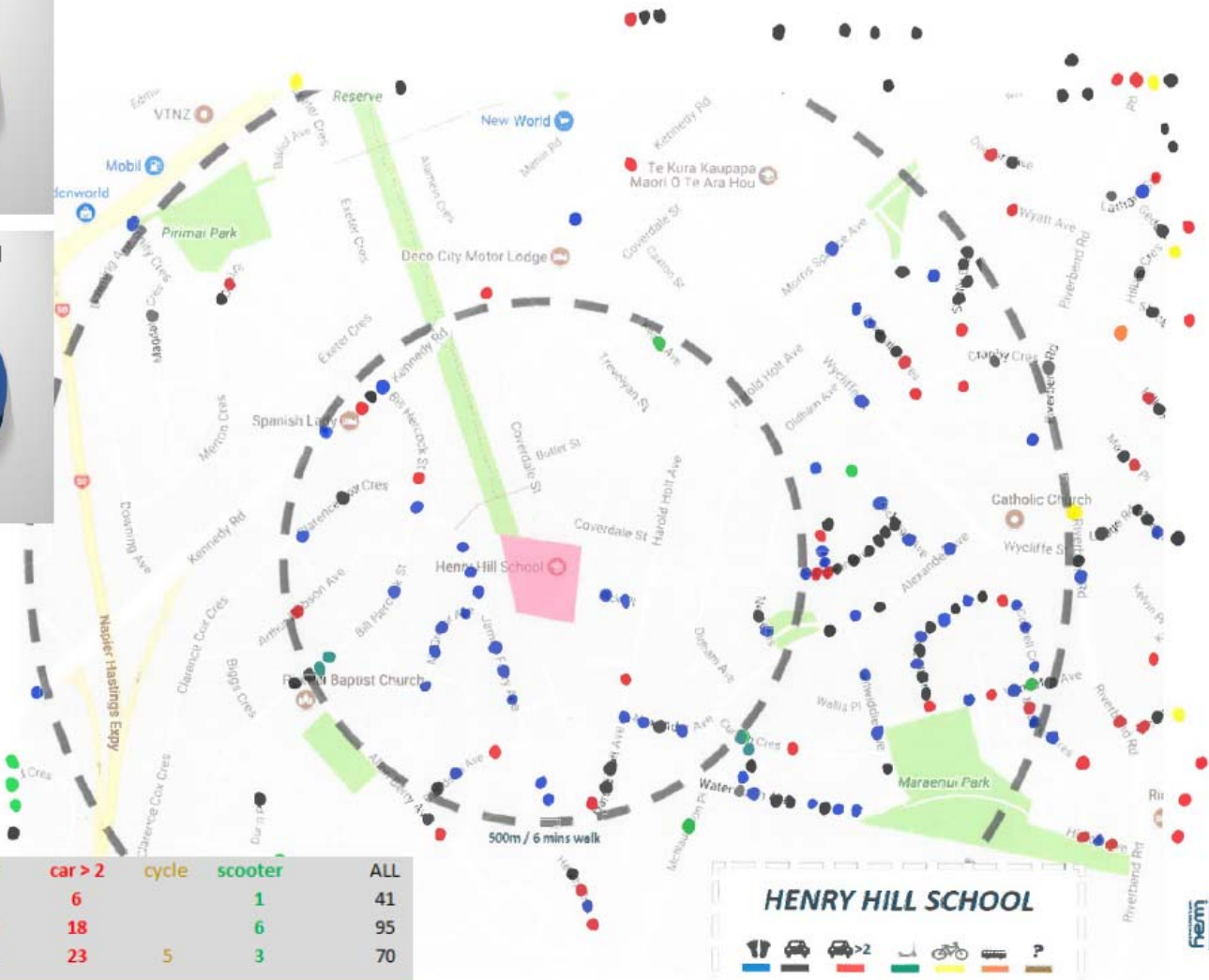
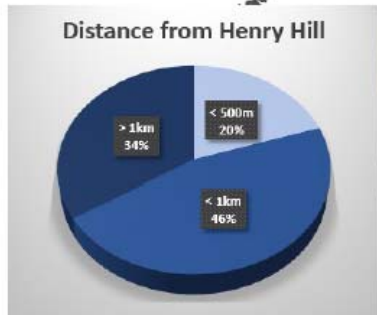
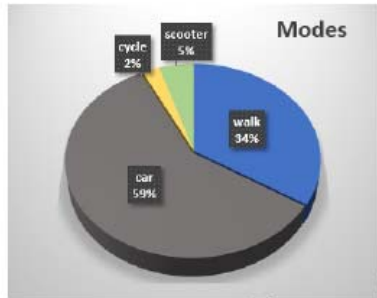
- Decile 1, Napier suburb of Maraenui
- 250 Children
- 79% Maori, 10% Pacific



Traffic chaos outside  
the school gates....



# HENRY HILL – NCC iWay priority 1/4



	walk	car	car > 2	cycle	scooter	ALL
< 500m	25	9	6	1	1	41
< 1 km	37	34	18	6	6	95
> 1 km	8	31	23	5	3	70
<b>TOTAL</b>	<b>70</b>	<b>74</b>	<b>47</b>	<b>5</b>	<b>10</b>	<b>206</b>

**HENRY HILL SCHOOL**



*CommuniClouds*  
*Torvalds*

*Hoshi*

# Competing issues....

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## Principal stress: Overworked principals are burned-out and 'just surviving'

25 Jan, 2017 6:00am

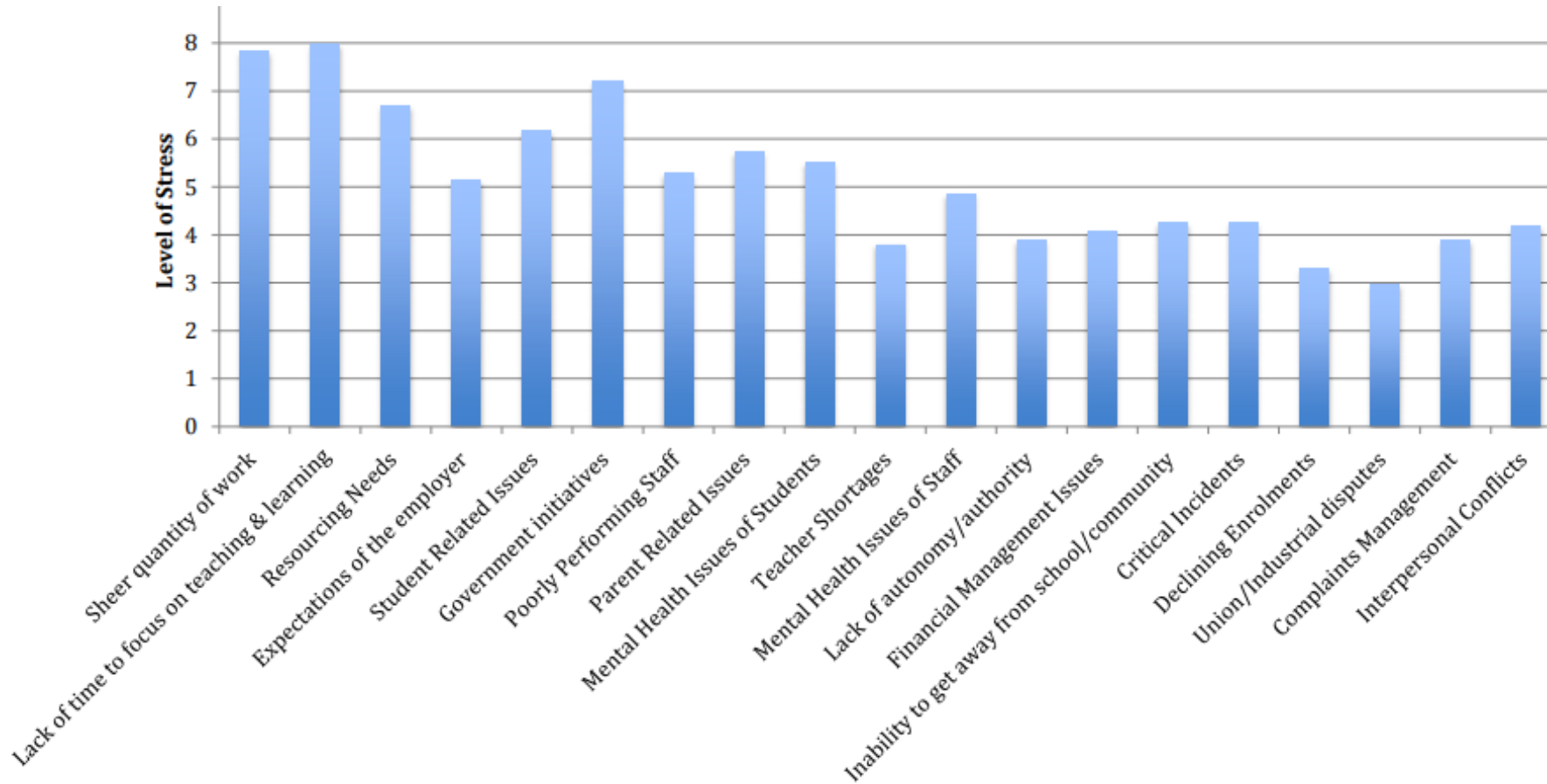
© 6 minutes to read



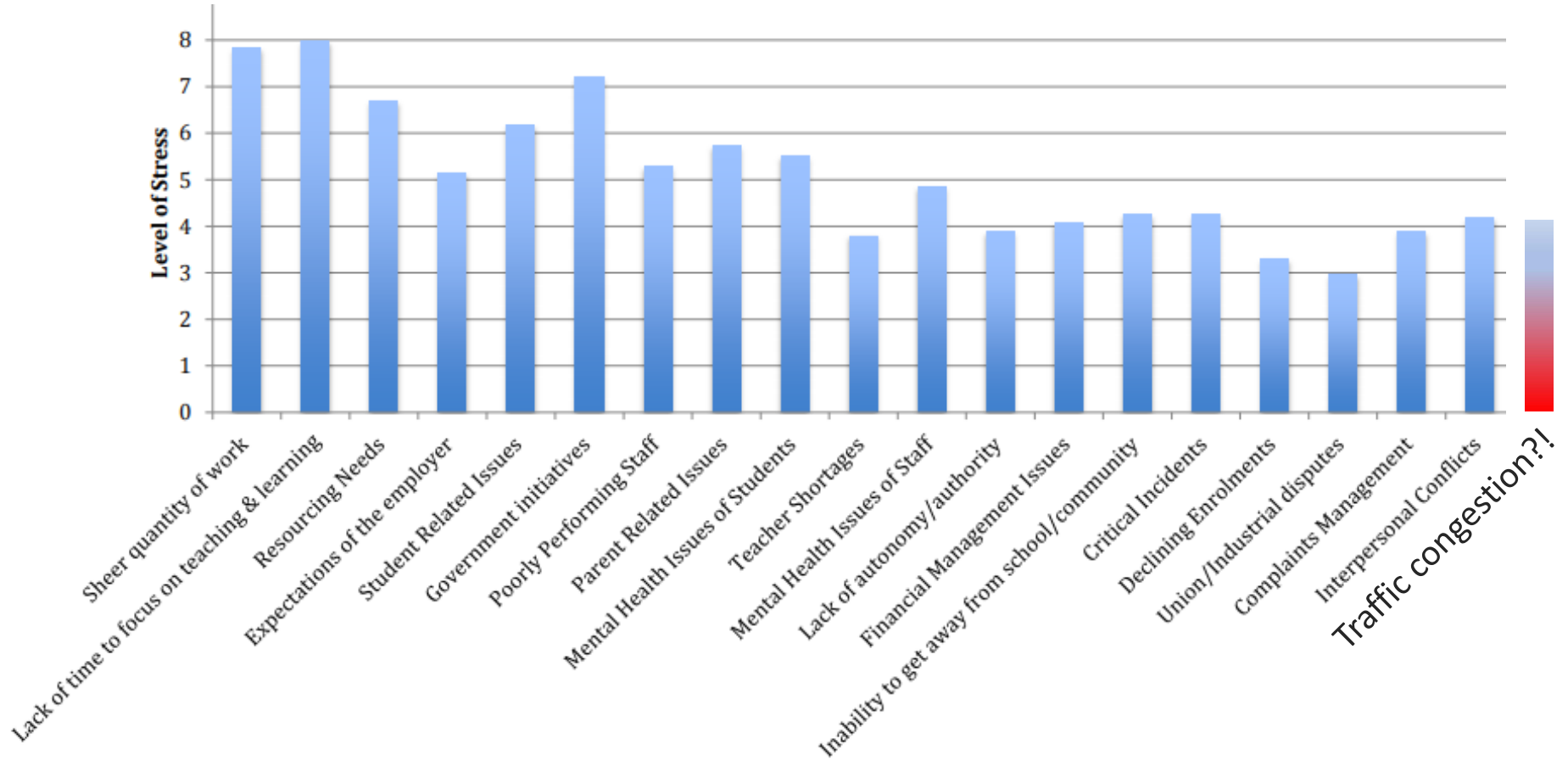
The vast majority of primary school principals are working large amounts of overtime, struggling with limited resources and huge demands. Picture / 123RF

(NZ Herald, [Jan 2017](#))

Source: NZ Primary School Principals Health & Wellbeing Survey 2017



Source: NZ Primary School Principals Health & Wellbeing Survey 2017



# Traditional travel planning

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# Set-up phase

## Overview

### Objectives

The objectives of the set-up phase are to:

- encourage the whole school's commitment to participate in the programme
- develop a list of relevant partners, make contact with them and clarify roles and responsibilities
- develop an appropriate timeline covering data collection, planning and likely start date for implementation.

### Indicative timeframe

The set-up phase can take from one to three months, but may be delayed to fit into the school calendar or other major events.

### Completion of set-up phase

The coordinator has completed the set-up phase after the school is engaged in the process and an overall timeline has been determined, aims have been set and a review process agreed to.

## Steps

### 1 Contact the council traffic engineer to discuss their involvement

They can alert you to any traffic issues associated with the school.

After the school has considered the options:

- Discuss with relevant people an overview of how the school can benefit from a safe school travel plan.
- Useful data may include:
  - Number of students
  - Decile rating
  - Special features
  - Perceived issues
  - Involvement in any extracurricular safety programmes.
- Determine the next step in the travel plan process, which may be a presentation to staff or the board of trustees.

### 2 Gain principal and/or board agreement to proceed

The principal and/or board will discuss and agree the overall objectives and timeline. Obtain written commitment of the principal or board to continue.

### 3 Identify possible working group members and their roles

Involve the principal, and possibly some or all of the trustees. Apart from parents, caregivers, students and staff, consider other people who should be included.



### 4 Determine overall aims and evaluation process

Establish the school's overall aims for the safe school travel plan. These can be revisited at the planning phase, but discussing them at this stage helps focus the whole process.

Aims will need to be written so they can be measured through a cyclic review process.

- Create a safe school travel policy. Check resources at [www.education.nzta.govt.nz/curriculum/whole-school-approach](http://www.education.nzta.govt.nz/curriculum/whole-school-approach).
- Place road safety outcomes into the school curriculum within each year level. This can be supported using curriculum resources at [www.education.nzta.govt.nz/curriculum](http://www.education.nzta.govt.nz/curriculum).

### 5 Prepare a timeline for the safe school travel plan process

A timeline is critical for ensuring the whole school is prepared for their involvement in both curriculum and co-curricular work. This also allows for school events to be integrated into the process.

For example, integrating part of the consultation process into a planned parent-teacher evening ensures a maximum number of parents and caregivers (and students) are involved.

The timeline does not have to be detailed but should contain:

- a list of the actions or tasks that need to be completed (eg writing the travel plan document)
- an indication of when school events (eg sports days) occur and how the safe school travel plan ties in with them
- the names of the people responsible for completing each task
- the timeframe.

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## Steps

- 1 Contact the council
- 2 Gain principal and/or
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# Scoping & planning phase

## Overview

### Objectives

The objectives of the scoping and planning phase are to:

- gather information about the school and school communities' safe school travel routes, including safety issues
- compile a summary report for all to consider.

### Important themes

- Gaining and developing the active participation of the wider school community.
- Selecting data collection and communication methods appropriate to the community.

### Indicative timeframe

The scoping and planning phase usually takes about one school term.

### Completion of scoping and planning phase

The coordinator has completed the scoping and planning phase when the wider school community has been provided with an opportunity to comment on the results.

## Steps

### 1 Gather information

The most common method of gathering the information is through students and their families. Some safe school travel plan tools include a survey questionnaire or online survey, along with a local area map or Google maps that can be filled out in class time or at home.

The questionnaire for parents, caregivers and whānau can be emailed or sent home with the children, including an explanation of the purpose of a safe school travel plan and why this tool is being used within this community. It will also contain an explanation of what will happen to the information they provide, how it will be used to inform the outcomes and when the provided information will be destroyed after the safe school travel plan has been implemented.

Safe school travel surveys or questionnaires aim to gather data about:

**How students currently get to school** - this data shows the extent to which travel options are currently being used and discloses the students' perception of road safety issues. It also provides a

baseline for future surveys, to measure the impact of the safe school travel plan.

**How students would like to get to school** - the data provides insights into potential positive safe travel options if current barriers and issues are removed or resolved.

### 2 Undertake traffic and pedestrian counts if suitable to the outcome

Another possible investigation method is to carry out traffic and pedestrian counts. These counts may provide a baseline for safe school travel plan evaluations.

Some suggestions include counting:

- cars parked in the streets around the school
- bikes in the bike stand
- vehicles travelling past key points around the school
- students and adults walking past key points around the school.

If traffic and pedestrian counts are to be used for assessing the impact of safe school travel plan policies over time, they may be carried out twice a year to take account of seasonal fluctuations.

### 3 Compile and analyse data

All the information from the surveys and any other consultation should be analysed. In recording the routes walked and cycled by children, each road and street is assigned a separate tally sheet to give an individual profile of use and problems.

The main objectives are to identify the:

- number of children using each road
- number of children crossing intersections at peak times
- hazards or safety concerns.

After this information is summarised, it's possible on a GIS map to identify the most frequently used routes and intersections, and assess appropriate travel options and issues that should be resolved (eg addressing major hazards).

### 4 Carry out site assessment and review relevant school documents such as school policy and procedures

The site assessment describes the school's physical environment in terms of

its travel-related facilities and infrastructure. It also outlines the school's travel policies.

The following are the key elements of a site assessment:

**A plan of the school and surrounding road networks** - this locates the school within its surrounding road network. This plan should also include information on bus, cycle and pedestrian routes, car parking areas and their designation, and any traffic problems arising from the school journey. Current planning applications or construction work, including start and completion dates, may be mentioned.

**School entrance description** - this description of the 'school gate' includes information relating to housing, parking, vehicles, pedestrians, road markings (eg clearways) and other road users.

**Crossing the road** - it is useful to locate any school crossing gullies and other crossing facilities, and observe how these facilities are being used by children, as well as record any issues for people crossing the road where there are no crossing facilities. Police education officers could be consulted regarding

information about school patrols, as they train the school traffic safety teams.

**School travel policies** - the site assessment should also include an analysis of any current school policies that may impact on the safe school travel plan.

### 5 Prepare a safe school travel plan report

The following report format is suggested as a guide:

**Introduction** - outlining the purpose of the report and how the data was gathered.

**Travel** - summary statements that will help identify and locate.

**Danger spots/key sites** - summarising the key sites (eg intersections and crossing points). Highlighting danger spots and describing the dangers (maps and photos are particularly useful).

**Road safety issues** - summarising concerns from the perspective of children, parents, caregivers, whānau and the community.

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### Completion of set-up phase

The coordinator has completed the set-up phase after engaged in the process and an overall timeline has been agreed to and a review process agreed to.

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- gather information about the school and school communities' safe school travel routes, including safety issues
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### Important themes

- Gaining and developing the active participation of the wider school community.
- Selecting data collection and communication methods appropriate to the community.

### Indicative timeframe

The scoping and planning phase usually takes about one school term.

### Completion of scoping and planning phase

The coordinator has completed the scoping and planning phase when the wider school community has been provided with an opportunity to comment on the results.

## Steps

- 1 Gather information
- 2 Compile and
- 3
- 4

# Planning & implementation phase

## Overview

This phase looks at how to generate actions to address identified transport issues in the curriculum.

The whole school approach to safe school travel and road safety for schools is based on the SDERA [www.dest.wa.edu.au/sdera/olecms/navigation/road-safety/getting-it-together/](http://www.dest.wa.edu.au/sdera/olecms/navigation/road-safety/getting-it-together/)

The whole school approach in New Zealand can be found at [education.nzta.govt.nz/curriculum/whole-school-approach](http://education.nzta.govt.nz/curriculum/whole-school-approach)

### Objectives

- The objectives of the planning phase are to:
- develop a plan that uses the whole school approach to address the identified issues
  - ensure the action plan is acceptable to the school community and local council, and that it is achievable.



## Steps

### 1 Bring together the working group using the whole school approach

Look at the three different areas within the whole school approach and their differing influences on the outcome of a safer school travel plan.

It's the coordinator's role to bring together the working group members and clarify the group's purpose and an agreed way of working together. Working group membership need not be fixed, as it may be useful to bring in specialist input at various points.

### 2 Formulate a plan

- Review the data report, results of any consultation and any coordinator recommendations.
- Agree on the priority issues.
- Explore all possible solutions.

### 3 Seek feedback from the school community and partners on the action plan

After a draft action plan has been developed, let the school community know that it is available and that the working group is keen to gain feedback before finally approving it.

Four weeks is usually allotted for feedback from the school community and other partners. The working group then meets to finalise the safe school travel plan and begin implementation. The working group needs to remain flexible about the proposed actions and be prepared to alter the draft plan.

### 4 Finalise the safe school travel plan, and share with the school community and partners

The working group should meet to finalise the action plan and compile the overall safe school travel plan. While the plan forms the body of the safe school travel plan, it is also useful to include background information and supporting materials (eg school policies, monitoring tools). The safe school travel plan is then

usually tabled at the next board meeting for approval, and subsequently circulated to appropriate interested groups.

**A safe school travel plan document can be detailed, or very simple and straightforward. It is suggested that each of the three areas of the whole school approach diagram form the headings of the safe school travel plan.**

- School Curriculum
- School Ethos and Organisation
- School Community Partnerships

### Formats may include:

#### • Introduction

- Location and description of the school (possibly including maps)
- School catchment area and number of students
- School ethos and vision

#### • Body

- Policy background/why the safe school travel plan is necessary

- Aims identified in the set-up phase

- Expected benefits (including who will benefit and how)

- Reference to school travel policies
- Who is involved in the project (school, community and other partners)
- Survey and consultation results
- Current travel patterns (local and any links with regional or national patterns)
- Key issues and obstacles that have been identified

#### • Plan

- What the school is doing already
- What else the school community can do (action plan in table format)
- Selected measures to be implemented (prioritised)
- Safety considerations

#### • Review

- How the plan will progress and the changes to be monitored
- The targets and indicators to be evaluated
- The frequency of the monitoring
- How the changes will be reported

# Set-up phase

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The coordinator has completed the scoping and planning phase when the wider school community has been provided with an opportunity to comment on the results.

## Steps

- 1 Gather information
- 2 Compile and
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The most common information gathering tools include: school travel surveys, focus groups, interviews, questionnaires, map or Google Maps, and class discussions.

The questionnaires and interviews with the child and the parent/carer should also contain information about the school travel being used and how it will be used.

The whole school approach in New Zealand can be found at [www.education.nzta.govt.nz/curriculum/whole-school-approach](http://www.education.nzta.govt.nz/curriculum/whole-school-approach).

### Objectives

- The objectives of the planning phase are to:
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How student

options are discussed

the road safety is

# Planning & implementation phase

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## Steps

- 1 Bring together the
- 2 Seek feedback from
- 3 usually tabled at the next board meeting
- 4 Aims identified in the set-up phase

# Using all the data for action

## Overview

### Objectives

- Facilitate the implementation of all aspects of the plan.
- Formally review the plan with the working group, signing off the tasks that have been completed.
- Inform the school community of the impact of the implemented strategies.



## Using the travel plan to support change

### Steps

#### 1 Launch the plan

Implementation begins with announcing or launching the safe school travel plan. Some schools choose to launch the plan with their community by holding an event.

Some ideas to consider are:

- holding the launch during a regular assembly
- involving students in the launch
- inviting VIP guests, such as the mayor
- announcing the commencement of the safe school travel plan through the school website, social media and any printed publications.

#### 2 Implement the plan

The coordinator may have a range of tasks, such as:

- overseeing the implementation process
- undertaking tasks allocated in the action plan
- convening the ongoing meetings of the working group
- reviewing and updating the action plan with the working group at regular intervals
- ensuring all stakeholder groups are updated on programme progress, as necessary
- identifying and removing obstacles to programme implementation
- organising milestone celebrations in conjunction with the working group.

#### 3 Review the plan

The working group should ensure that:

- any loose ends can be identified and properly attended to
- a plan is in place for completing any strategies that haven't been implemented (eg major engineering work)
- there is a clear plan in place for the continued implementation of ongoing strategies (eg annual education of children on the correct use of a crossing facility).

#### 4 Modify and revisit the aims

The travel plan should be a fluid document that adapts to changes in travel issues and patterns.

A record should be kept of all actions and note how each initiative has helped (or failed) to achieve the aims and objectives of the plan. This will help identify best practice for future modifications and adaptations of the safe school travel plan.

If the evaluation has identified areas where no change has occurred, then the related school policies and measures need to be revised.

For example, if new parking controls at the school gate or around the school haven't decreased the number of cars parking illegally (and dangerously) during pick-up and drop-off times, parking policies need to be revised (eg a new policy could be investigated where the council is notified of illegally parked cars and owners receive a ticket).

#### 5 Evaluate

Ongoing monitoring is managed once the major work of the working group is completed.

# Set-up phase

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The objectives of the set-up phase are to:

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- develop an appropriate timeline covering the set-up phase and likely start date for implementation.

### Indicative timeframe

The set-up phase can take from one to three months, depending on how delayed it is to fit into the school calendar or other commitments.

### Completion of set-up phase

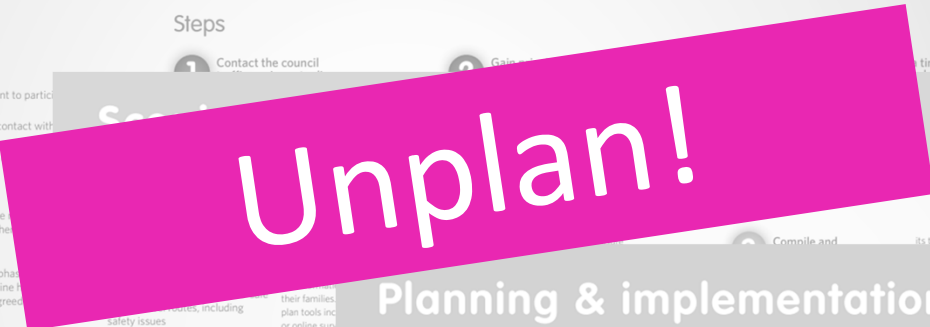
The coordinator has completed the set-up phase, all stakeholders are engaged in the process and an overall timeline for implementation has been set and a review process agreed.

## Steps

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• Selecting data collection and communication methods appropriate to the community.

### Important themes

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### Indicative timeframe

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their families plan tools including an online survey map or Google out in class

The question and answers with the child explanation of school travel being used will also contain information on how it will be implemented.

Safe school travel questionnaire  
**How student** data shows options are discussed the road safety is

If the evaluation has identified areas where no change has occurred, then the related school policies and measures need to be revised.

For example, if new parking controls at the school gate or around the school haven't decreased the number of cars parking illegally (and dangerously) during pick-up and drop-off times, parking policies need to be revised (eg a new policy could be instigated where the council is notified of illegally parked cars and owners receive a ticket).

### 5 Evaluate

Ongoing monitoring is managed once the major work of the working group is completed.

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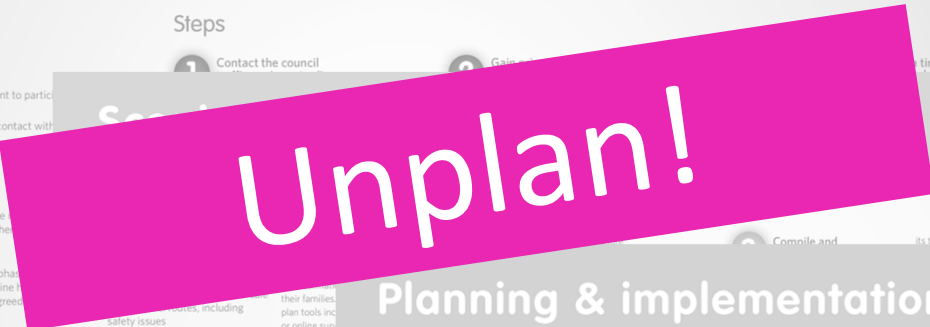
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## Use

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So what did we do?



Change driven by kids –  
not parents

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MP

The results:



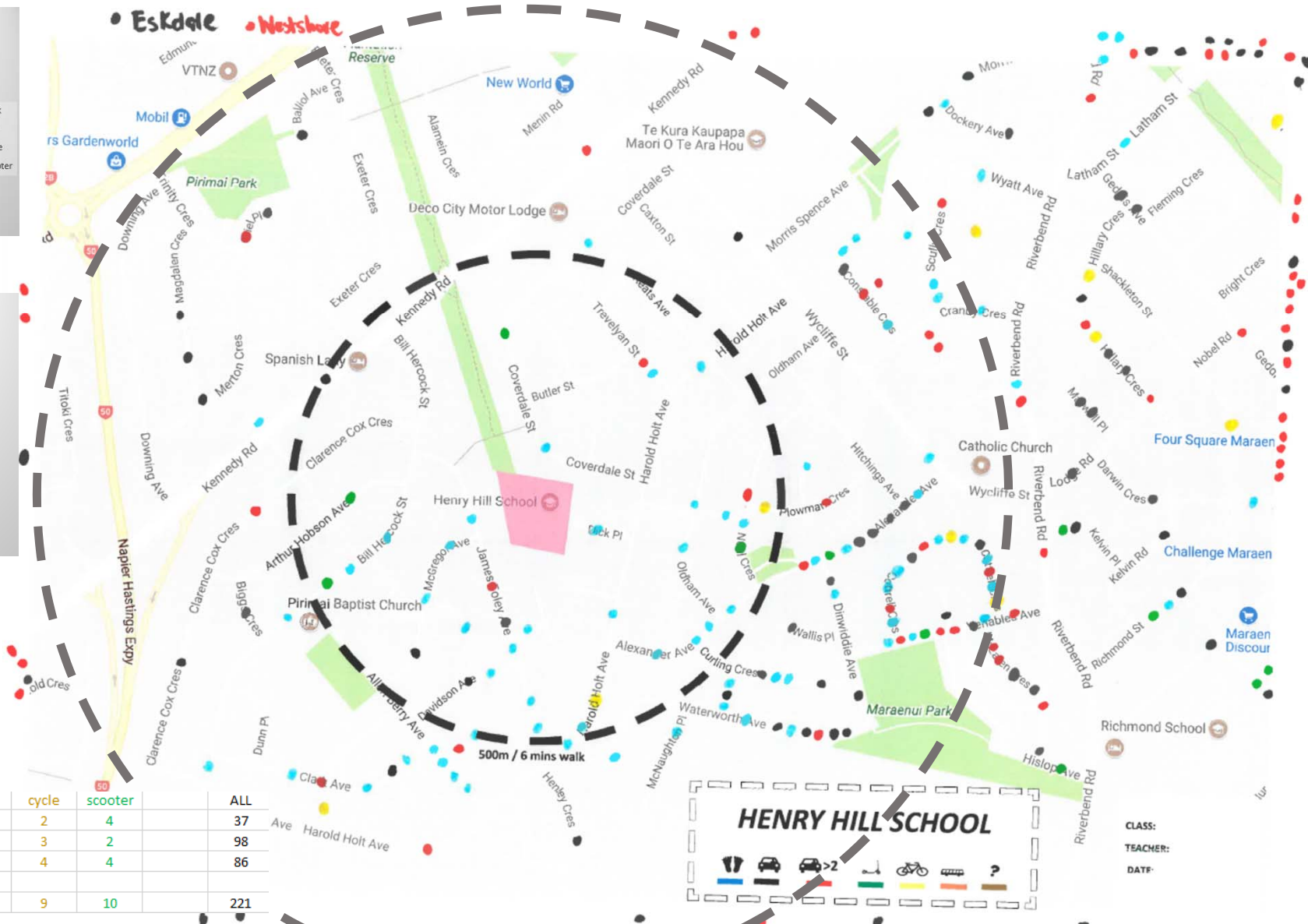
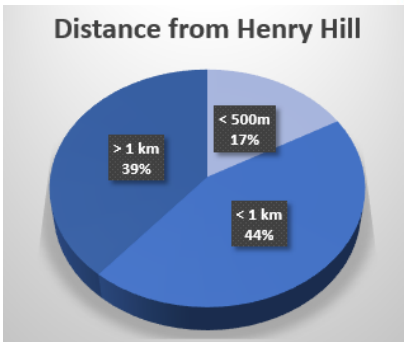
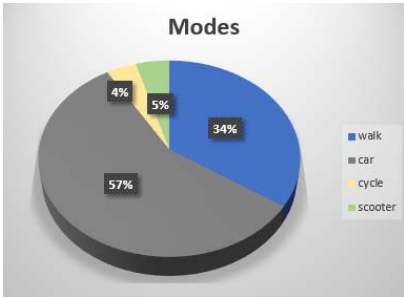
In the cul-de-sac

**BEFORE:**

55 -60 cars each morning  
& afternoon

**AFTER:**

- ✓ 2 or 3 cars on a bad day!
- ✓ Often no cars at all
- ✓ School has become a hub for the Community



	walk	car	car > 2	cycle	scooter	ALL
< 500m	25	3	3	2	4	37
< 1 km	43	30	20	3	2	98
> 1 km	8	38	32	4	4	86
<b>TOTAL</b>	<b>76</b>	<b>71</b>	<b>55</b>	<b>9</b>	<b>10</b>	<b>221</b>

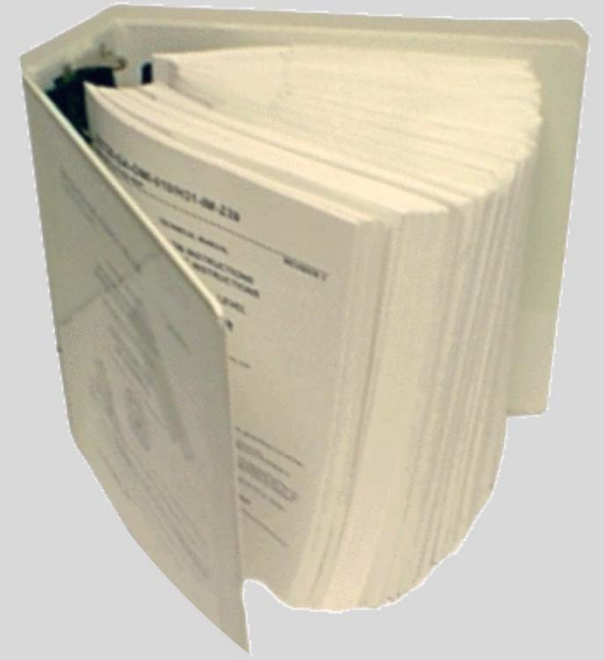




Living Streets Aotearoa Golden Foot Award  
for  
School Travel 2018

# Things we learnt #1

- ✓ Dramatic changes are possible WITHOUT a document...



## Things we learnt #2

- ✓ *“Once the kids bought into it, they set the standard, expectations etc for their whanau - the roles were reversed, and the kids were teaching values/morals to the adults” – Principal*
- ✓ What happens on the streets outside a school can have a huge impact inside the school itself





**NAPIER**  
CITY COUNCIL  
*Te Kaunihera o Ahuriri*

Thank you!



**iway**  
walk it, bike it, love it